

The logo for Smith County School District is a circular emblem. It features a stylized tree in the center, with a green canopy and a brown trunk. The tree is set against a background of four colored quadrants: red (top-left), blue (top-right), yellow (bottom-left), and green (bottom-right). The letters 'SCSD' are written in a light blue font across the bottom of the emblem.

*Smith County School District*

MIZE - TAYLORSVILLE - RALEIGH

# Instructional Management Plan

2023-2024

Nick Hillman, Superintendent

## Smith County School District Instructional Management Plan

**Vision:** The Smith County School District will cultivate teachers who develop well- rounded students who display values, who are self- disciplined and who are academically and technologically literate.

**Mission:**

### Purpose of the Instructional Management System

The purpose of this document is to describe the instructional management model, strategies, and activities and supports that the Smith County School District implements in an effort to achieve high academic achievement for ALL students. As a requirement of the Mississippi Public School Accountability Standards, 2020 (MPSAS), each school must implement an instructional management system that at a minimum addresses the school district’s instructional management requirements for

**Mississippi Accountability Accreditation Standard 20.1:** The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum that competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.

**Mississippi Accountability Accreditation Standard 20.2:** The instructional management system includes a tiered instructional model in accordance with *Miss. Admin. Code Pt. 3, Ch. 41, Rule, 41.1*, including academic interventions, behavioral interventions, and Literacy – Based Promotion Act Requirements.

### Curriculum

The Smith County School District is committed to the development of an exemplary curriculum that sets rigorous and high expectations for students and teachers that will translate into meaningful learning. Curriculum and instructional documents and pacing guides are based on the Mississippi College and Career Readiness Standards.

The end goal is to have high- quality instructional aligned systems. To ensure this happens the district is working to select the appropriate instructional strategies and materials or the alignment of instruction.

<b>Mississippi Department of Education Framework and Standards</b>	
English /Language Arts	<a href="https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf">https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf</a>
Mathematics	<a href="https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf">https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf</a>
Science	<a href="https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf">https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf</a>
Social Studies	<a href="https://www.mdek12.org/sites/default/files/Page_Docs/final_2018_mississippi_ccr_social_studies_standard_s.pdf">https://www.mdek12.org/sites/default/files/Page_Docs/final_2018_mississippi_ccr_social_studies_standard_s.pdf</a>
Health	Contemporary Health (K-8) <a href="https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2020.pdf">https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2020.pdf</a> Contemporary Health (9-12) <a href="https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_9-12.pdf">https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_9-12.pdf</a>
Physical Education	<a href="https://www.mdek12.org/sites/default/files/documents/OHS/Home/health-education-framework.pdf">https://www.mdek12.org/sites/default/files/documents/OHS/Home/health-education-framework.pdf</a>
Career and Technical Education	<a href="https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx">https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx</a>
Business and Technology	<a href="https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/AllItems.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework&amp;FolderCTID=0x012000999DB07FE64EE42A99207FB66CD5B8F&amp;View={8836F78F-E763-4001-859F-7BF960F8346A}">https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/AllItems.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework&amp;FolderCTID=0x012000999DB07FE64EE42A99207FB66CD5B8F&amp;View={8836F78F-E763-4001-859F-7BF960F8346A}</a>
Advanced Placement	
Early Childhood	<a href="https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf">https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf</a>
Library Media	
World Language	<a href="https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf">https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf</a>

## Assessment

Here in Smith County School District, assessments are an important part of instruction. Assessments are used as an indicator of whether or not educational goals are being met. They also have a direct effect on decisions about grades, placement, instructional needs etc.

Our students are assessed 3 ways and for 3 different reasons:

1. Assessment for learning (Formative)
2. Assessment of learning ( Summative)
3. Comparison of assessment for learning

Our goal is to integrate formative assessment into the daily instructional process. By formatively assessing our students, we will have the needed information to guide next steps as it pertains to educating students.

Summative assessments will measure for us the extent to which students have mastered the curriculum. Assessments support learning; it plays a crucial role in a standards aligned instructional system.

### Current Assessment Tools:

- NWEA MAP
- I ready( pilot year)
- STAR Renaissance Reading
- Benchmark Assessments ( ELS)
- Teacher made assessments
- State Assessments

## Literacy- Based Promotions Act

The purpose of the Literacy- Based Promotion Act (2016) is to improve the reading skills of kindergarten and first through third grade public school students so that every student completing 3<sup>rd</sup> grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3<sup>rd</sup> grade year of school.

### Public School Requirements

If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- ❖ Determination of a substantial deficit in reading;
- ❖ Description of student services and supports presently provided;
- ❖ Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- ❖ Strategies for parents to use to help students at home; and,

- ❖ Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student grades K-3 in an **individual reading plan**, including, at a minimum, the following:

- a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- b) The goals and benchmarks for growth;
- c) How progress will be monitored and evaluated;
- d) The type of additional instruction services and interventions the student will receive;
- e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

### **Good Cause Exemptions**

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
- b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in Kindergarten or First, Second or Third grade;
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and

e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria

## Systems of Support

### What is Multi- Tiered Systems of Support (MTSS)?

- Systemic supports for struggling learners, as well as advanced learners, through the selection of evidence- based instruction and intervention in response to academic and behavioral needs.
- Involves Progress Monitoring of the effectiveness of instruction
- Early identification of students in need of supports allows those supports to be put in place as soon as the student starts to fall behind.
- It is targeted Instruction coupled with additional time and supports

### What Multi- Tiered Systems of Support is not?

- A gate- way to Special Education
- A way to raise test scores focusing primarily on “bubble kids”
- A mandated program that is just for implementation
- A legalistic burden
- A method by which to determine if something is “wrong” with a student(s)

### The Why?

- Evidence shows that Multi- Tiered Systems of support, formerly known as RTI, is our best hope for giving every student the additional time and support required to learn at high levels (Burns, Appleton & Stehouwer, 2005).

### Understanding the Tiers

#### **Tier 1:**

The universal support for ALL students and consists of high- quality classroom instruction provided by highly trained and qualified personnel.

As a district, we have to ensure that all students have access to rigorous, grade- level curriculum and highly effective teaching

Teachers scaffold content, process and product based on student needs, setting aside time to meet with small groups of students to address gaps in learning

The Professional Learning Community is integral to success

Teachers create common assessments to compare results and determine which instructional practices

**Tier 2: 10 – 15% of the population**

Use ongoing formative assessments to identify students in need of additional supports

Within this tier, the teacher provides additional support aligned to core lessons

Interventions should focus on specific, identified skills gaps, they should be closely monitored, should be data –driven and follow a progression of skills

Interventions can be conducted one- on- one or in a small group setting for 20-30 minutes 3-5 days per week

Students in Tier II should be progress monitored minimally every other week – twice monthly.

**Tier 3: 1-5% of the population**

Students receive additional assistance in addition to core instruction.

Identification of the specific needs the students are still experiencing after Tier III intervention, quantify, and determine how to meet them

Tier III Interventions are delivered at a greater intensity than Tier 2 – increased frequency of the intervention and the lowering of student teacher ratio. (30-60 minutes daily)

Progress monitoring takes place weekly.

**MTSS Leadership Team- School Level:**

- Administrator
- Interventionist
- Counselor
- Lead / Teacher Instructional Specialist
- General Education Teacher
- Special Education Teacher
- Parent
- Student
- Speech Language Therapist

**MTSS Implementation To- Do Checklist:**

- PLCs Established to review data, create common assessments. Focused on the three key questions:
  1. What is it we want our students to learn?
  2. How will we know if each student has learned it?
  3. How will we respond when some students do not learn it?

And extended to include an additional question:

4. How can we extend and enrich learning for students who have demonstrated proficiency?
  - Collection of all necessary information to make a data driven decision
  - Establishment of MTSS Team with clearly defined roles and responsibilities
  - Evaluation of Tier I instruction to ensure it is rigorous and of quality

## Universal Screening, Progress Monitoring and Intervention Tools

The Smith County School District uses the NWEA - MAP as a universal screener for grades K-12 and teacher created standards based assessments for subject area courses in grades K-12. Students in grades K-1 will also take the Brigance Assessment as an additional screener.

Students who are in the bottom 25% or those who are in Tier 2 or 3 receive additional progress monitoring as a means to track their progress closely.

Mississippi Code (House Bill 1031) requires that each student be administered a dyslexia screener grades K and 1. Students are screened in the spring of Kindergarten and the fall of Grade 1. Students are screened using the Mississippi Department of Education approved dyslexia screener that addresses several key areas: 1) phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills and rapid naming. Parents are notified in the event that their child fails the screener. The student may receive services from the district Dyslexia Interventionist as well as enter the Tier process for additional supports.

### **The following Interventions are utilized with Tier students:**

- Reading Horizons
- Reading Plus
- IXL
- Reading and Math interventionists

The following websites are used for academic and behavioral interventions:

- What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/>
- The American Institute for Research Center on Response to Intervention [www.rtiuccess.org](http://www.rtiuccess.org)
- Intervention Central [www.interventioncentral.org](http://www.interventioncentral.org)
- Mississippi Department of Education <https://mde.mdek12.org/OAE/OEER/InterventionServices>

### MTSS Documentation

Each school is required to collect all necessary documentation needed to assist students. The documentation should include all items with the MTSS Documentation Packet provided by MDE. For those students who are in grades K-3, an Individual Reading Plan will be necessary as well. The required documents and additional resources are included in the appendix.

District personnel will review documentation as a means to ensure each student is provided the necessary structures and supports to be successful academically.



### MTSS Training

Both teachers and administrators will be provided with support to implement MTSS in a manner that will affect student academic achievement. Training will take place annually and as needed throughout the year. Targeted support will be provided to schools and individuals who request it or through observation reporting by administrators/ district personnel.

### District/ School Early Warning Systems Teams (EWS)

Both the district and the schools will have an Early Warning System Team. The team at the district level will be comprised of the following individuals:

- Curriculum Director
- School Curriculum Coordinators
- Counselors
- Interventionists
- School Attendance Officer
- Administrators
- Special Education Director
- MSIS Coordinator

At the school site, the team will include:

- Counselors ( School Team Leader)
- Building Administrator
- Teachers
- Interventionist
- School curriculum Coordinator

Teams at each level will be responsible for reviewing student data provide through MSIS. This review will take place after Progress Reports and Report Cards go out. The District EWSs team will also review school MTSS folders to ensure that students who populate are receiving the appropriate support.

## Instructional Focus and Strategy

### NCEE: Coaching for High Quality Teaching

Teaching for Deeper Understanding will be the objective of the Smith County School District. The District, through the assistance of Curriculum Coaches will focus on teaching to support deeper learning as outlined in *Education for Life and Work: A Guide for Practitioners, 2012*.

Key Principles:

- Use multiple and varied representations of concepts and tasks
- Encourage elaboration, questions and self- explanation
- Engage learners in challenging tasks, with supportive guidance and feedback
- Teach with examples and cases
- Prime student motivation
- Use formative assessment

“Teaching in these ways will make it more likely that students will come to understand the general principles underlying the specific content they are learning and be able to transfer their knowledge to solve new problems in the same subject area” (Education in Life and Work, 2012).

### Focus on How People Learn

The National Academy Press, released, *How People Learn: Brain, Mind, Experience and School*. This text focuses on research about “the mind, the brain and the processes of learning. It examines findings and their implications for what we teacher, how we teach it, and how we assess what children and adults learn”.

Our focus will be on four key findings:

1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information that are taught, or they may learn them for purposes of a test but revert to their preconceptions outside the classroom.
2. To develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
3. A “metacognitive” approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.
4. Students learn through social interaction

### Implications for teaching

- Teachers must draw out and work with pre-existing understandings that their students bring with them
- Teachers must teach subject matter in depth, providing many examples in which the same concepts is at work and providing a firm foundation of factual knowledge.
- The teaching of metacognitive skills should be integrated into the curriculum in a variety of subject areas

As a means to support these findings and implications, the District will seek to create Classroom environments conducive to optimizing learning.

1. Schools and classrooms must be learner centered
2. To provide a knowledge- centered classroom environment, attention must be given to what is taught. Why it is taught, and what competence or mastery looks like
3. Formative assessments – ongoing assessments designed to make students’ thinking visible to both teachers and students – are essential.
4. Learning is influenced in fundamental ways by the context in which it takes place.

National Research Council (2000). *How people learn: Brain, mind, experience, and school*.

National Academy Press.