



Instructional Management Plan

Vision of Webster County Schools:

The Webster County School District works together to prepare all students for success in a global community.

Mission of Webster County Schools:

The Webster County School District provides a high quality education in a safe, healthy environment and develops life- long learners who become productive members of society

Central Office Administration

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Instructional Management Plan

As part of the Mississippi Public School Accountability Standards 2015, each school district shall implement an instructional management system that meets the following requirements:

1. The instructional management system must include the competencies and objectives required in the curriculum frameworks approved by the State Board of Education and made available to all teachers in the school district.
2. The instructional management system includes a tiered instructional model in accordance with the State Board of Education Policy 4300, including academic and behavioral interventions, and Literacy Based Promotion Act requirements.
3. The instructional management plan shall be adopted by the local school board.

The Webster County School District requires, at a minimum, teachers to ensure that competencies required in the MS College and Career Readiness Standards approved by the State Board of Education are adequately taught and that students are afforded sufficient opportunity to demonstrate mastery of these skills.

Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competencies. Teachers are to use research-based best practices within their daily instruction. Sufficient variety of presentation and methodology should be employed to assure that students with different learning styles and abilities have an equal opportunity for success.

The Webster County School District provides students in each school with access to current or otherwise appropriate textbooks that are in good condition {MS Code 37-43-1, 37-9-14(2) (b), and 37-7-301(ff)}.

A meeting shall occur on an annual basis to review the curriculum, identify strengths and weaknesses, and to revise the plan with the intent to raise student performance levels. Recommendations will be based on teacher input and student performance goals.

Multi Tier Instructional Model

The purpose of the Multi-Tier Instructional Model is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The MS Department of Education requires every school district to follow the instructional model, which consists of three (3) tiers of instruction:

- a. Tier I: Quality classroom instruction based on MS College and Career Readiness Standards / MS Curriculum Frameworks
- b. Tier II: Focused supplemental instruction
- c. Tier III: Intensive interventions specifically designed to meet the individual needs of students

If strategies at Tier I and Tier II are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem solving unit responsible for interventions developed at Tier III. Each school must have a TST implemented in accordance with the process developed by the MDE. The chairperson of TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- a. Designed to address the deficit areas;
- b. Research based
- c. Implemented as designed by the TST
- d. Supported by data regarding the effectiveness of interventions

Teachers should use progress monitoring information to:

- a. Determine if students are making adequate progress
- b. Identify students as soon as they begin to fall behind, and
- c. Modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments and large-scale assessments.

After a referral is made, the TST must develop and begin implementation of the intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the

intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Literacy Based Promotion Act

In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- a. Performance on a reading screener approved or developed by the MDE, or
- b. Through locally determined assessments and teacher observations conducted in KG and Grades 1 through 3, or
- c. Through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3

Must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency and an Individual Reading Plan must be written for each of these students. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention and a written Individual Reading Plan. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

Dyslexia Screener

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- a. Phonological awareness and phonemic awareness;
- b. Sound symbol recognition;
- c. Alphabet knowledge;
- d. Decoding skills;
- e. Encoding skills; and
- f. Rapid naming

Universal Screener

All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier I and Tier II, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades 1-3: A student has failed one (1) grade;
- b. Grades 4-12; A student has failed two (2) grades;
- c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act

Referrals to TST must be made within the first twenty (20) days of school if the student meets any of the criteria a-d above.

Source: MS Code Ann. 37-177-1, et seq., (Act)(Revised 7/2015)