



Cleveland School District

Learning is Essential For All

Instructional Management System

The goal of our Instructional Management System is to provide a framework that will support decisions to improve classroom instruction while providing information that can outline plans of action, activities, and strategies that focus on the district achieving instructional success. The Cleveland School District strategically aligns its curriculum, instruction, and assessment practices in order for students to reach their full potential.

MISSISSIPPI ACCOUNTABILITY STANDARDS

Standard 20

The school district implements an instructional management system that has been adopted by the school board. (MS Code 37-3-49 (2) (a-c) and 37-3-49 (5))

20.1

The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempt.)

20.2

The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.



Accountability Standard 20.1 The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.

Instructional Expectations

Instruction is defined as providing knowledge in a systematic manner. Teaching is a systematic presentation of content assumed necessary for mastery within a general area of knowledge. Instructional delivery of the curriculum by CSD teachers is built upon researched instructional strategies, in which student learning and continuous progress towards curriculum mastery is the focus.

CSD instructional expectations include:

- Designing lessons based on student mastery expectations.
- Delivering aligned lessons using research based instructional strategies
- Using assessments to determine mastery and/or reteaching.
- Designing differentiated learning activities aligned to students' instructional levels.
- Maintaining track of students' learning progressions.

Characteristics of Effective Instruction:

- Planning instruction
- Managing instruction

- Delivering instruction
- Evaluating instruction

PLANNING INSTRUCTION

Planning entails making decisions about what information to present, how to present the information, and how to communicate expectations to students.

The planning instruction process involves four steps:

1. Building Assessments
2. Deciding What to Teach
3. Deciding How to Teach
4. Communicating Realistic Expectations

Building Assessments

Assessments are created to help determine whether students have achieved curricular aims (objective; target) (Popham)

Guidelines for Building Assessments

Consider the following when building student assessments:

Formatting

- Does your assessment mimic your large-scale assessment (state assessment)?
- Does your assessment possess the same complexity of your large-scale assessment (state assessment)?
- Are there graphs, pictures, charts, similar to large-scale assessment?
- Is paper-pencil appropriate? Do you have an online testing system?

Questions

- Are questions equally distributed? *EX. If you are assessing three standards, does each standard have the same number of questions?*
- Item Variety
 - Does the assessment contain constructed response questions (writing prompts)?
 - Are there rubrics correlating to the writing prompts?
 - Do teachers know how to analyze the rubric?
 - Is there a time limit on your large-scale assessment (state assessment)?
 - If so, consider how long it will take a student to answer each question.
 - Students need conditioning throughout the year to meet the timeframe stipulated by your state.
 - To determine time estimates, teachers should take the assessment, estimate how long it would take the lowest level student in the classroom to complete the assessment, and set results as the allotted time estimate.
 - How many questions are on your assessment?
 - Too many or not enough questions can skew the data. Ten questions per standard is a great start.
 - Are there any multiple answer questions?
- Depth of Knowledge
 - A 1/3 and 2/3 DOK ratio is good practice.
 - 1/3 of the assessment questions should be DOK 1
 - 2/3 of questions should be DOK 2 & 3.

Goal/Standard/Objective

- Are your assessments correlated to your large-scale assessments?
- How many standards are you assessing?
 - Too many standards will cloud your assessment.

- Does the assessment measure the goal/standard/objective?

*INSERT APPENDIX FOR MAAP BLUEPRINT AND ASSESSMENT

Assessment Purpose

- Know the purpose of your assessment. **Is your purpose evaluation or progression?**
- Does the assessment measure progression or mastery (final results)?
- Determine how you will track students' progress prior to assessment.
 - A tracking sheet for each student that identifies standards, benchmark results, and common assessments will provide a quick reference for both teachers and students.

*Insert APPENDIX FOR TRACKING SHEET

Deciding What to Teach

[\(Click Here for Mississippi College and Career-Ready Standards\)](#)

Assessing Students' Skills

- Pre-assessments are used to determine mastery of standards prior to instruction as they help identify what skills and knowledge students have and do not have pertaining to the skill/standard prior to teaching.
 - The assessments answer the question: *What do students know and do not know pertaining to the objective?*
 - New information from the pre-assessment is used to create the instructional plan.

Analyzing the Instructional Task

- What do you want the students to accomplish? What is the goal?
- Task Analysis-breaking down a complex task into its component parts.
Components of the task must be taught to students before they will be able to solve the problem. What are the pieces to the puzzle? Ex. You want your

students to multiply. You discover they do not know how to multiply. What does a student have to know and be able to do before multiplying is possible? What about the multiplying concept do they not understand?

Establishing a Logical Instructional Sequence

- Present knowledge/material in a logical sequence. Have teaching rebuttals (counters) in place if the student does not understand. Implement a systematic process for reaching student understanding.
- Understand acquiring new skills depends on the beginning level of your learners. Remember, too much information is overbearing to a novice learner.

Considering Contextual Variables

- How long will the lesson take?
- Who will be in the room for instruction?
- Exceptional Ed, Gifted, Regular Ed...What is your plan for accommodating multiple learners?
- How much space is there in the room?
- How much instructional time do you have?
- Beginning level of your learners?
- Are supplies and resources available?

Analyzing Instructional Groupings

- Know how your students learn (large group, small group, visual, kinesthetic, auditory...)
- Know your students' academic history of misconceptions.
- Personal background.
- Student relationships with one another (how do they get along). Who should be in the group together?

Identifying Gaps in Actual and Expected Performance

- Identify current gaps of understanding against the goal. Formatively assess the students to recognize the differences, misconceptions, and learning gaps between the student's present level of understanding and the student goal/objective/learning target.
- Descriptive feedback is most important. Evaluative feedback is not important at this point. ([click here](#))

Rigor

- Have you embedded multiple components of rigor within your lesson ([click here for components](#))
- Create a culture and climate of progression.. incorrect does not mean failure

Deciding How to Teach

Teachers should try multiple methodologies until the correct fit is discovered. **The fit varies year to year. It will not be the same for each class each year.** Teachers must adjust instruction to accommodate the needs each specific set of students.

Teachers should . . .

- Make sure to gather information (data) on student performances and adjust to your findings. If the method chosen is working, there will be an improvement.
- As a teacher, you must realize that some students come with **mental filters** related to the content. **Mental filters** represent the strategies and processes one uses to sort and process information.
 - Those students that have high functioning **mental filters** can sort new information into different categories--very useful, possibly useful, and not very useful. This student can better understand the teacher and do so for longer periods of time.

- Students with weaker **mental filters** struggle to process new information and can quickly become confused, frustrated, and, in extreme cases, noncompliant and belligerent.
- This student has one category to sort new information. This is an ***imperative caveat***. These students become overwhelmed with all the new information and at some point, they reach their capacity to process and retain any new information. A teacher must know how their students learn ([learning styles inventory](#)), so students can be provided with the most effective form of instruction.

Setting Instructional Goals

- Set an instructional goal for the unit (standard) and each day (objective). The objective is written in student-friendly language. This ensures a clear focus for the class. Allow extra time, plan for interventions, and remediation for your low-level learners. Also, advanced academic challenges for your high-level learners.
- State the learning goal to the students for relevance. Students perform better when they know what they are learning and why.
- Make the learning goal visible to the students. Always refer back to the goal.

Closing question, product or task

- Clearly states how the student will demonstrate his or her understanding of the learning objective for that day. This serves as proof to both the teacher and the student that learning has taken place.
 - Written in student-friendly language.
 - Provides a clear understanding of how the student will demonstrate what was learned during the lesson. This demonstration of understanding serves as a conclusion of student understanding and provides proof to both student and teacher that the objective of the lesson was met at multiple complexity levels.
- Ex. I can create and share a lesson frame with my table group.

- [Elementary Example](#)
- [Secondary Example](#)

Selecting Instructional Methods and Materials

- Consider students with vision or hearing issues. Special manipulatives, etc.
 - What is the best method for your students?
 - It will take time to recognize what method is most beneficial for your students.
 - **How many instructional methods do you have available to teach the objective?**
 - *Ex. Your student has a blending or comprehension problem.*
- *How do you recognize the problem? What is your systematic process for correcting the problem?*

Pacing Instruction Appropriately

- Set an appropriate pace. The pace (how quickly or slowly the class or individual student learns the material) is dictated by the student progression. Too fast of a pace for a low-level learner is not productive to their academic achievement. Too slow for a high-level learner will become frustrating.

Monitoring Performance and Replanning Instruction

- What are your measuring tools for progression pertaining to each specific academic issue?
- How often do you formatively assess your students? Daily is best practice.
- Do you have a systematic remediation and intervention process? (HMH training)
- Do you know the **difference between [intervention](#) and remediation?**

Communicating Realistic Expectations

Expecting less from your students will result in less than great results. The **expectations must be high** and relayed to each student.

Actively Involving Students in Learning

- Students have to be involved in their own learning.
- **Teaching students the basics of self-assessing is vital to academic and lifelong success.**
- What does self-assessing mean to you and your school? Everyone must have an identical understanding of self-assessment.

Explicitly State Expectations

- Tell students what they are expected to learn and ask strategic questions, making sure they understand the expectations.
- **State that making mistakes is not failing.** Mistakes are a part of learning (a series of mistakes in which you learn from).
- Post your academic expectations and visit the expectations weekly.

Maintaining High Standards

Avoid excuses for learning. All students learn and they all learn at a different pace.

Progression instead of proficiency is a great outlook when working with low-level learners.

Frequent, Small-Group, Purposeful Talk about the Learning (FSGPT)

This is the practice where, after every 10 to 15 minutes of teacher-driven discussion, or at the completion of a major instructional concept, the teacher briefly stops talking and has groups of two to four students (hence small group) briefly discuss a seed question related to the instruction or instructional activity. This is a focused micro discussion lasting between 30 seconds and three minutes. This structure consists of frequency, group size, the seed question, and the power zone.

- **Frequency**-The rule of thumb is to provide for student discussion after every 10 to 15 minutes of teacher talk. This gives the students the opportunity to briefly discuss what they have learned.
- **Group Size**-The teacher groups students in groups of two to four. With five or more students, it is possible for a student to not participate in the discussion and no one will notice. The second disadvantage is that with five or more students, the possibility of side conversations being introduced within the group becomes

increasingly likely, and few of these side conversations meet the instructional intent of the teacher.

- **Essential/Seed Question**-The purpose of these questions is to guide the student conversations toward the desired outcome. This ensures that students are in the position make the connections that are critical to the content being presented. Seed questions keep the students focused on content and allow the teacher to determine the general level of student understanding. With seed questions, the level of [rigor](#) will increase.
 - Three seed questions and multiple DOK levels should be posted and assist with guiding the lesson for the day.
- **Power Zone**-When the teacher remains in the power zone throughout the student conversations, the teacher is in the best [position](#) to ensure that the students remain focused on the task at hand, participating in an academic discussion. Any points of misunderstanding made by individual students or shared by the collective class can be addressed either immediately or during the next section of teacher talk.

Students will need the following....

Time to translate-By providing students with the opportunity to discuss with each other the topic at hand every 10 to 15 minutes (make sure you have a timer), the students who understand have a standard (what the standard is saying) voice and a practical voice (slang students use to understand). These students have the opportunity to translate for the students that only have a practical voice.

Student Retention-It would behoove the teacher to have a process, practice, or strategy that would cement that learning in place and make it permanent.

One way for a teacher to do this would be to create an opportunity for the students to teach the skill or concept to someone else. A small group, purposeful talk session provides this opportunity.

When you have a group that understands and a group that is struggling with understanding the teacher could stop and provide the opportunity for a brief peer-to-peer tutoring session.

The Primacy/Recency Effect-Points out that in a learning episode, we tend to remember best that which comes first, and remember second best that which comes last. We tend to remember least that which comes just past the middle of the episode.

When the brain is most alert, the lesson frame highlights what is most important about the lesson, the critical concept (primacy), and the student's final demonstration of that concept (recency).

Attention Span-Consider under normal circumstances, this person will have an attention span of 10 to 15 minutes. For teens, the figure is eight to 10 minutes...and for students 12 years and under the figures become, even more drastically reduced.

When the teacher tells the class "Let's stop what we are doing; turn to your partner and discuss..." the teacher has created a state change. This state change resets the attention span allowing students to continue to successfully focus on the learning outcome.

Frequent, Small-Group, Purposeful Talk about the Learning (FSGPT) Summary....

- *FSGPT requires deliberate planning, execution, and reflection on the part of the teacher.*
- *Seed questions require planning. Without planning the teachers develop their questions on the fly and the questions are either closed questions (a question that can be answered with a single word or a short phrase) or low rigor (knowledge or comprehension), or both.*
- *Create a [question stem wall](#). A question stem wall is simply a bulletin board or other designated space that has open-ended stems posted. The purpose of an open-ended question is to provoke thought, reflection, or have the learner make connections.*
- *Many teachers want to perform FSGPT with best intentions. Many teachers run over time. This is simply because the teacher has yet to develop a "stop-and-talk" rhythm. An easy way to quickly create this rhythm is to purchase an inexpensive timer.*
 - *At the beginning of class, set the timer for 10 minutes. When the timer goes off, the teacher simply completes his or her thought and then the students discuss the introduced concepts using a preplanned seed question. Once the students complete their discussions, the teacher resets the timer for another 10 minutes and repeats the cycle.*
 - *Another option is to enter the classroom with the timer, locate the most behaviorally challenged student, present the timer to that student, and say*

something on the line of, “I have a very important job for you. I want you to help me teach the class. Do you want to try?” The teacher quickly teaches the student how to use the timer. Now the teacher remains focused on managing the class, teaching the content, and stopping when the timer goes off.

MANAGING INSTRUCTION

Managing instruction involves preparing for instruction, time management, and fostering an upbeat environment. Instruction management involves:

1. Preparing for Instruction
2. Using Time Productively
3. Creating a Positive Environment

Preparing for Instruction

Order is vital to a learning environment. Students need to know the rules and consequences that will be enforced. As a teacher and administrator, you must know and plan how to react to disruptions while instructing students how to manage their behavior.

Setting and communicating classroom rules

- *Communicate rules early and often (especially after breaks within the year)*
- *Communicate rules to parents throughout the year*
- *Determine a method of communication (phone, Remind 101, etc.)*
- *Post rules within the classroom*
- *Explain rules and consequences to students and parents*

Handling disruptions efficiently

- *Understand that immediate action is not always the correct action. Tempers flare on the part of students and teachers, so do not allow short-term emotions to cause a year-long issue with the student(s).*
- *Do not allow disruptions to control your environment. Stay consistent, firm, and fair.*
- *Follow your minor and major discipline policy.*

- *Ensure students are aware that minor discipline can lead to an office referral.*
- *Do not turn a “blind eye” to things that disrupt the class. Address the behavior, deliver the appropriate consequence, and continue with the lesson.*

Using Time Productively

- *Control transition time between activities.*
- *Minimize breaks (dead time) while students are working on activities. Time the activities to ensure that there is minimal time for students to get off task.*
- *Inform students of the expectations and procedures for classroom transitions from activity to activity.*
- *Prioritize your day.*

Creating a Positive Environment

- *Interact with your students and get to know them.*
- *Accept student differences. Not all students will reflect your personality and beliefs. Be sure to understand this and remind students that different does mean inferior or unfavorable.*
- *Display and relay a positive and safe classroom in which students do not feel threatened.*
- *Believe and state to your students that YOU believe in them and their capabilities!*
- *Provide honest feedback that is not demeaning. Remember, it is not what is said, but how. Be mindful of your tone and demeanor. Honesty does not equate to cruelty.*

DELIVERING INSTRUCTION

Delivering instruction is a process that involves teachers sharing their knowledge while utilizing appropriate instructional principles while thinking about the following processes:

1. Presenting Content
2. Monitoring Student Learning
3. Adjusting Instruction

Presenting Content

Presenting content is much more than memorization. When presenting information the teacher wants students to think, apply, explain, interpret, show perspective, show empathy, and have self-knowledge ([click here](#)). In addition, it is vital that teachers motivate students and provide multiple opportunities for students to practice and show what they have learned.

Presenting Lessons

- Ensure you have the students' attention. This is vital to the success of a lesson. Attentive students are involved in the instructional process.
- Be positive and supportive to your students. Assist them with providing positive feedback to their peers and how to avoid negative comments, put-downs, and criticism.
- Ensure the standard/objective is posted prominently in the classroom, such that it is visible and legible from anywhere in the classroom so teacher and student can refer back to it throughout the lesson.
 - Objectives are delivered in 3 parts:
 1. Daily learning objective (the stating) of what the students can expect to learn, today.
 2. Stating the learning objective at the very beginning and throughout the lesson must be a deliberate act on the part of the teacher. The objective addresses that day of instruction.
 3. The objective is written in student-friendly language. The objective communicates to the student a clear focus for today's class.

Ex. I can identify the components of an effective lesson frame.

Relevance

- Students remember instructional content better if they find the material more relevant. Relevance helps make the content “sticky”.
 - *In-content relevance*-the use of content-specific knowledge within the content area.
 - **For example, a student using acquired math skills to solve math problems in a math class.**
 - *Across content relevance*-the use of content knowledge or information from one content area to complete tasks in a different content area.

- **For example, a student using math skills to better understand social studies concepts in a social studies class.**
- Real world relevance-the use of content-specific knowledge to solve issues directly related to the student's non-academic world.
 - **For example, a student using math skills to develop a budget for a holiday gift list.**

Teach Thinking Skills

- Teach students more than how to perform using techniques other than rote memory.
- Model thinking skills; show students how to do what you expect them to do.

Motivate Students

- Students who are constantly rewarded for what they do soon lose interest. Rewards should be administered intermittently to maintain attention and behavior.
- Schools should **recognize and reinforce**.
 - These techniques address two sides of the learning coin. One side of the coin is related to academic issues, and the other side is related to social and behavioral issues
- Academic Recognition
 - This is the recognition of academic success, and academic success must be a big deal. As educators, we give recognition to students who reach the pinnacles of academic success; students who earn an A, honor roll students, graduation, etc. We have a duty to recognize interim levels of academic success that represents progress toward achieving higher academic goals. Interim success is as vital to academic achievement as a conclusive success.
 - Ex: Justin has not turned in a single homework assignment for the past three weeks, but today, he did remember to

bring his homework to class and turn it in. This is a big deal for Justin.

- Ex: Johnny has never scored higher than a 74 on an assessment. Today, he scored an 83. This is a major accomplishment for Johnny.

- Academic Reinforcement

- From an academic standpoint, reinforcement is the reinforcement of the work and/or effort that is required to achieve a certain level of academic success.
- Marzano, Pickering, & Pollock, in *Classroom instruction that works* (2001), report that according to the reviewed research, the use of effective reinforcement produced between a 20 to 48-percentile gain in student achievement.
- Reinforcement of the work and effort it takes to achieve academic success builds habits and understandings that students can access throughout their academic career and well into their adult life.
- Reinforcing effort can help teach students one of the most valuable lessons they can learn---the harder you try, the more successful you are.
 - When the teacher reinforces students as they complete tasks, students quickly begin to understand that their efforts have a direct impact on reward (success).

- Social and Behavioral Reinforcement

- Changes in behavior are the result of an individual's response to events that occur in the environment. The consequences of a certain behavior strongly influence the chances of the behavior increasing or decreasing.
 - An example of this is how teachers respond to a student who is late to class. The best way to reinforce this behavior is for the teacher to warmly greet students at the classroom door, welcome them to the class with an "I'm glad to see you today," remind them to get ready for instruction. Every

student who has arrived on time has his or her behavior reinforced by the teacher (standing at the door) in a positive manner.

- However, not all teachers are at the door when students arrive and make little attempt to acknowledge their arrival to the classroom. Thus, the behavior that the teacher wants to see more of (students on time to class) receives inconsistent, if any, attention. Normally, the student who is late to class receives a lot of attention, in the form of a teacher reprimand, a tardy demerit of some sort, a trip to the office, etc. The behavior the teacher does not want to see (students late to class) is now the behavior that is receiving significant attention.
- Teachers should reinforce the behaviors they want to see, through increased attention and/or extrinsic reward), the teacher is able to shape student behavior and teach students the behaviors that they need to engage in to be successful in the classroom.

Monitoring Student Learning

- Feedback is essential for proper monitoring of student learning.
 - Feedback ([click here](#)) should be goal-referenced, tangible and transparent, actionable, user-friendly, and timely. ([Click here for presentation](#))
 - Establish catch gates within the classroom for students to receive help in class. At times, students sit around and wait for a teacher to assist. Many peers present could assist as well. This classroom culture has to be established early and often within the classroom.

EVALUATING INSTRUCTION

Evaluation is the process of selecting methods of teaching and material that will result in student achievement. There are five components in the evaluation process:

1. Monitoring students' understanding
2. Monitoring engaged time
3. Maintaining records of students' progress
4. Informing about their progress
5. Using data to make decisions

Monitoring Students' Understanding

- Students must know the expectations are pertaining to learning outcomes for the standard.
- Students must understand the process a teacher is taking to teach a standard. Explanations of why a certain process is taking place will go a long way to a learner.
- Ensure you are checking on student success rates. A data tracker would be very helpful.

Monitoring Engaged Time

- Keep track of the students that consistently inconsistently answer questions. You can keep an answer log handy to ensure one side or the same students are not answering questions at all times.

Maintaining records of students' progress

- Keep records of student progress. A student portfolio would be helpful.
- Have students analyze and explain their progress or lack thereof bi-weekly.
- Keep a tracker on a spreadsheet for easy access, teach students, and parents how to analyze the information.

Informing Students of Progress

- Provide consistent feedback to students and parents.
- Provide task-specific praise. If you state “good job” ensure the student knows what they did a good job on.
- Establish a process and procedure to inform students and parents of the progress or lack thereof.

Using Data to Make Decisions

- Attempt to triangulate (utilize more than one method to collect data) your data to make a decision.
- Establish a baseline, this will provide you with information pertaining to where students are and where to begin.
- Identify strengths, weaknesses, and needs of the students by utilizing a data analysis sheet ([click here](#)).
- Perform an item analysis to drill down to specific strands, skills, and concepts that have been identified to have misconceptions.
- Identify specific intervention and remediation needs related to strands, skills, and concepts.
- Plan instruction accordingly

Multi-Tiered System of Support

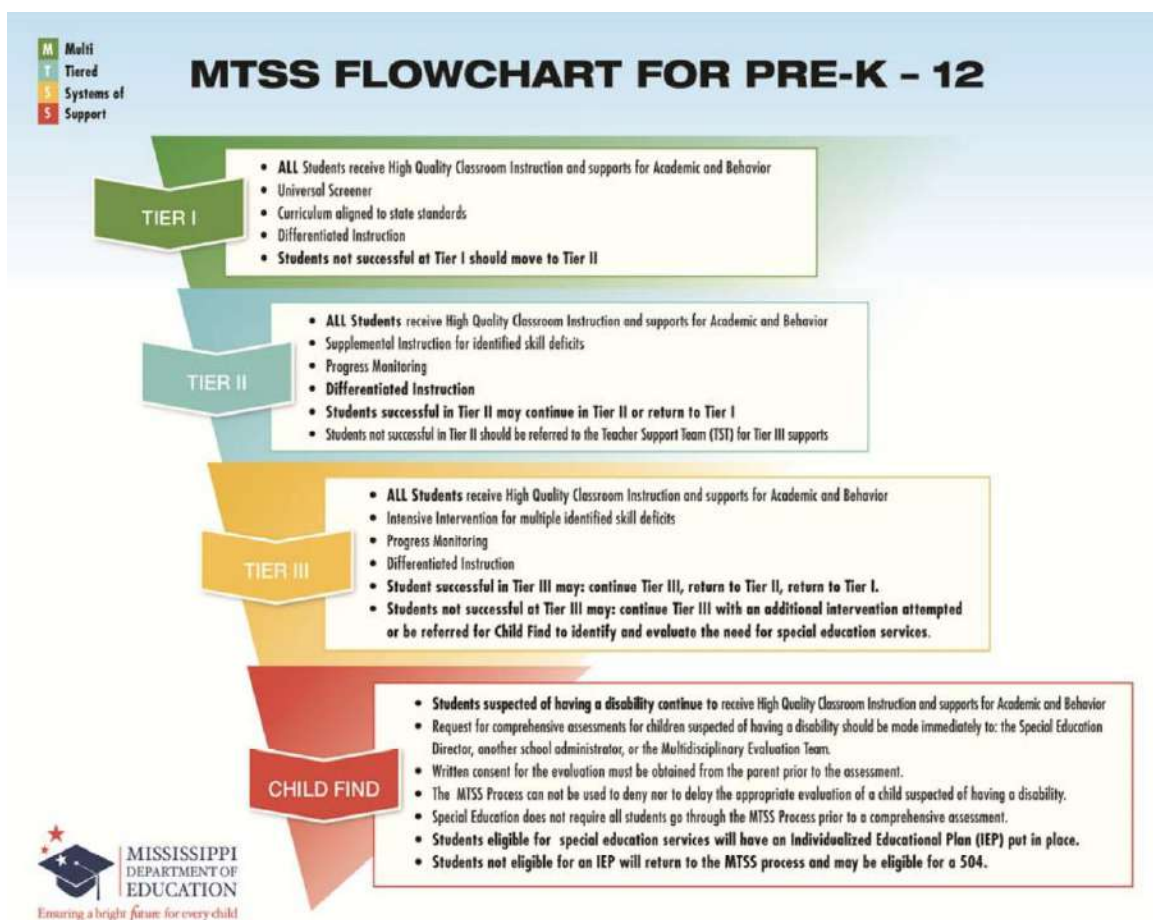
20.2 The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

The Cleveland School District's tiered instructional model is based upon the Multi-Tiered System of Support (MTSS) provided by the Mississippi State Department of Education. It is a comprehensive, cohesive process that matches instructional, behavioral, and intervention strategies to identify student needs. It includes a Response to Intervention (RtI) three-tier model of instruction and a Literacy-Based Promotion Plan. Our schools use a variety of screening instruments for identifying students who have needs related to school readiness, dyslexia, internal/external behavioral issues, and insufficient academic progress. Student movement throughout the Tier process is determined by ongoing, recurring review of data and information of academic or behavioral progress.

Tier I includes quality instruction and behavioral support for all students and is designed to ensure that students graduate ready for college and/or a career. Tier I instruction is aligned with the current Mississippi Frameworks and Mississippi College and Career Readiness Standards. Tier I instruction is provided by highly qualified teachers using research and evidence based instructional strategies. Tier I instruction is provided to all students. Schools use a universal screening of all students to identify those who may need additional instructional and/or behavioral support to be successful.

Students who are not successful receiving only Tier I instruction and who show some risk of not meeting grade level academic and/or behavioral standards may receive additional Tier II supplemental instruction and/or behavioral support. Tier II supplemental instruction is progress monitored regularly to determine if the additional intervention is successful. Tier II interventions are provided for small groups of students or individuals in addition to the core instruction received by all students. Goals are established for each student receiving Tier II intervention, and each student's progress is routinely progress-monitored as set by intervention protocol. If progress is not made, the student is considered for Tier III support and intervention. Students who are identified as needing Tier III support receive more intense intervention for multiple skill deficits and are progress monitored on a weekly basis or as indicated by intervention protocol.

Each school has a Teacher Support Team (TST) whose task is to review the academic and behavioral data of students who are not being successful. The team also reviews and considers the results of all routine screenings. The Teacher Support Team meets regularly to review students progress monitoring data. parents, teachers, administrators, other pertinent school personnel, and students may attend these meetings. Universal screenings, identification of needs, supplemental interventions and routine progress monitoring are all components of our Response to Intervention process use by the Teacher Support Team.



Response to Intervention (RtI) State Board Policy 4300 Intervention.

1. The purpose of this policy 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 Mississippi Department of Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:

- a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- b. Tier 2: Focused supplemental instruction
- c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

2. If strategies at Tier 1 and Tier 2 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 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the 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.

3. 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.

4. After a referral is made, the TST must develop and begin implementation of an 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.

5. 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 Kindergarten 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.

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.

6. 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;
- f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.

7. 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 1 and Tier 2, 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 1-2: A student has failed on (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.

8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria and stated above in Paragraph 6.

9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code 37-177-1, et. Seq. (Act)

Literacy-Based Promotion Act

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

Third Grade Reading Summative Assessment –Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Social Promotion – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

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:

- a. Determination of a substantial deficit in reading;
- b. Description of student services and supports presently provided;
- c. Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- d. Strategies for parents to use to help students at home; and,
- e. Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade
- f. 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.

Handwriting

SB 2273 - Cursive writing; direct State Board of Education to require in elementary education curriculum.

- Requires the State Board of Education to ensure instruction in cursive writing as a part of the basic Elementary Education curriculum.
- The standard shall include the requirement that public schools provide instruction in cursive reading and writing implemented across the curriculum.
- Students should create readable documents through legible cursive handwriting by the end of the fifth grade.
- Students must pass with proficiency a teacher-constructed test-demonstrating competency in both reading and writing cursive.

List of Resources

[Assessment Checklist](#)

[Assessment Procedures](#)

[District Vocabulary](#)

[ELA, Math, Science, and History Activities and Tasks](#)

[Google Information](#)

[Mississippi Curriculum Framework and Standards by Content Area](#)

[Questioning, Feedback, and Formative Assessments Information](#)

[Rigor Document](#)

[Unlimited Instructional Links](#)

[3rd-5th Math Maps](#)