



**JACKSON**  
**PUBLIC SCHOOLS**

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Transforming lives through  
excellent education

# **Instructional Management System 2019 - 2020**

662 S. President Street  
Jackson, Mississippi 39201

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## JPS Vision

At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

## JPS Mission

At Jackson Public Schools, we develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

## JPS Commitments

The new JPS Strategic Plan, *“Excellence for All: The Strategic Plan for Educating Jackson Scholars,”* reflects our need to lay a strong foundation while maintaining the flexibility to innovate: two characteristics integral to any successful 21st-century school district. Though not completely exhaustive, this plan speaks both to our aspirations for better service to scholars and families and descriptions of key commitments we are making to prioritize our work.

1. **A Strong Start:** Scholars perform better in school and complete more years of education when they engage in high-quality early learning. Providing comprehensive access to high-quality pre-kindergarten opportunities exposes young scholars to positive learning experiences that will prepare them to develop the skills needed for success in school and life. We will ensure that every 4-year-old in Jackson has access to high-quality, full-day early learning opportunities, supporting our vision of every child entering kindergarten ready to experience school success.
2. **Innovative Teaching and Learning:** Scholars will achieve at high levels when teaching and learning are built around their individual strengths, needs, cultures, interests, and dreams. It is critical that each adult in Jackson Public Schools recognizes each scholar as an individual and ensures equitable learning opportunities that facilitate the development of skills, knowledge, confidence, and voice.

In order to graduate global citizens prepared to solve the problems of tomorrow, we must embrace schooling that is radically different from current and past practices. Innovation will be encouraged in classrooms, schools, out-of-school times, and across the district, as space is created for new ideas and ways of “doing school.” We will encourage teaching and learning that is relevant and personalized to scholars’ interests, responsive to their identities, and reflective of the types of critical thinking and collaborative problem-solving required by tomorrow’s world.

3. **Talented and Empowered Teams:** Scholars’ achievement is improved when they are taught by educators who know them as individual learners and who can differentiate instruction in ways that ensure all scholars have access to high-quality curriculum and can achieve high expectations. We will ensure we are focused on improving our candidate pools and developing the capacity of the most significant school-based influences on scholar achievement: the teacher and principal.

4. ***Joyful Learning Environments:*** Scholars learn better when they are in environments they view as safe, supportive, and positive. This means our schools and classrooms must be designed and led in ways that encourage and nurture the joy of learning, foster a sense of belonging, build trusting relationships, and encourage risk-taking and questioning that are essential to lifelong learning.

We will create learning environments that provide relevant content, clear learning goals, and frequent feedback and support, as well as opportunities to build the academic and social skills needed for success. Also, we will endeavor to create a strong sense of belonging and meaningful relationships with scholars to help guide them towards their greatest potential.

5. ***A Culture of Accountability and Excellence:*** A culture of accountability and excellence must permeate the entire district in order for us to achieve the goals outlined in this strategic plan. In addition, each individual faculty and staff member must hold her or himself to the highest possible standards and support our Mission, Vision, Core Values, and Commitments. Thoughtful planning, deliberate and consistent use of systems and data analysis, and a deep commitment to professional learning will enable us to build—and sustain—a districtwide culture of accountability and excellence.

## **JPS Core Values**

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures. Our core values are as follows:

- ***Equity:*** Our vision of equity, put simply, is “all means all.” We ensure equity by celebrating each scholar’s individuality, interests, abilities and talents; providing each scholar in each school with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff; providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.
- ***Excellence:*** High expectations for our scholars help to prepare them for college and career paths. High expectations from and for all adults fosters ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.
- ***Growth Mindset:*** Our leaders—scholars and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the ideal that effort and perseverance lead to success.
- ***Relationships:*** It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.
- ***Relevance:*** Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to

connect with each other, the larger community, and the 21<sup>st</sup>-century world, ultimately developing agency to commit to positive change in Jackson, in Mississippi, and the world.

- **Positive and Respectful Culture:** Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

## **Philosophy of Instruction**

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to and enforce, district and school policy. Teachers will use the district's curricula and instructional delivery model to ensure effectiveness and consistency in implementation of instruction across the district.

Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state standards. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the standards, utilizing effective methods of instructional delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The District will provide every teacher with the most current adoption of the Mississippi Accountability Standards and the Jackson Public Schools Instructional Framework

## **2016 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)) and SB Policy 4300

#### **20.1**

The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, 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 exempted.)

#### **20.2**

The instructional management system includes a tiered instructional model in accordance with 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

## **Purpose of the Instructional Management System**

The purpose of this document is to outline a plan of activities and strategies to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs PK-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs.

## **Curriculum**

The Jackson Public School District adopts the standards, competencies, and objectives found in the Mississippi College- and Career-Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula.

### **English Language Arts**

- [2016 Mississippi College- and Career-Readiness Standards for English Language Arts](#)

### **Mathematics**

- [2016 Mississippi College- and Career-Readiness Standards for Mathematics](#)

### **Science**

- [2018 Mississippi College- and Career-Readiness Standards \(MS-CCRS\) for Science](#)

### **Social Studies**

- [2018 Mississippi Social Studies Framework](#)

### **Advanced Placement**

- [Overviews and Course Descriptions](#) (links to College Board)

### **Business and Technology**

- [Mississippi Business and Technology Framework\(2014\)](#)

### **Career & Technical Education**

- [Curriculum Download](#) (links to Mississippi State University Research & Curriculum Unit)

### **Health**

- [Contemporary Health K-8](#)
- [Contemporary Health 9-12](#)

### **Library Media**

- [2017 Mississippi Public & Nonpublic School Library Guide](#)

### **Physical Education**

- [2013-2014 Mississippi Physical Education Framework](#)

### **Visual and Performing Arts Framework**

- MS College and Career Readiness Arts Learning Standards 2017
  - [Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017](#)
  - [Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017](#)

- [Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017](#)
- [Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017](#)

## **World Languages**

- [2016 Mississippi World Languages Framework](#)

## **Early Childhood**

- [Early Learning Standards for Classrooms Serving Three-Year-Old Children](#)
- [Early Learning Standards for Classrooms Serving Four-Year-Old Children](#)

## **Handwriting**

### **SB 2273 - Cursive Writing Requirement**

- Instruction in cursive reading and writing should begin in 3rd grade and should be implemented across the curriculum.
- Students should create readable documents through legible cursive handwriting by the end of the fifth grade.
- Students must pass a district-constructed test demonstrating competency in both reading and writing cursive with proficiency in 5th grade.
- The cursive writing assessment window will be May 1st -May 20th, and students will be allowed one (1) opportunity to retest.
- Graded assessments should be kept on file for two (2) years.

## **Literacy-Based Promotion Act**

The purpose of the Literacy-Based Promotion Act (LBPA) is to improve the reading skills of kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade public school students so that every student completing 3rd grade is reading 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.

The LBPA places an emphasis on grade-level reading skills, particularly as students progress through kindergarten to 3<sup>rd</sup> grade. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

## **Key Points of the Literacy Based Promotion Act**

1. **The Mississippi Literacy-Based Promotion Act** will help ensure that every student reads at or above grade level by the end of 3<sup>rd</sup> grade. The act is part of a statewide effort called **Strong Readers = Strong Leaders** to improve literacy among all school children.

2. **Prevention is key.** Reading instruction must be a major focus of kindergarten through 3<sup>rd</sup> grade, as 3<sup>rd</sup> grade is the year that students transition from **learning to read** to **reading to learn**. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.
3. **Intervention is for students having reading difficulties.** Struggling readers will be identified early. Students identified as having a reading difficulty will be provided immediate intensive reading intervention that meets their specific reading needs.
4. **Retention is a last option.** 3<sup>rd</sup> grade students must meet reading standards by the end of the year in order to be promoted to the 4<sup>th</sup> grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion.
5. **Families are the backbone of student learning.** Family involvement and understanding will be critical to students' success.

*Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's 3<sup>rd</sup> 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 3<sup>rd</sup> grade, the student shall not be promoted to 4<sup>th</sup> 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:

- 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 the student will not be promoted to 4<sup>th</sup> grade if reading deficiency cannot be remediated by the end of 3<sup>rd</sup> grade

Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

## **Individual Reading Plan**

The intensive reading instruction and intervention must be documented for each student in an **individual reading plan**, which includes, 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 instructional 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 3<sup>rd</sup> grade student who fails to meet the academic requirements for promotion to the 4<sup>th</sup> 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 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> 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 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grade for a total of two (2) years and have not met exceptional education criteria.

### **Multi-Tiered System of Supports**

Multi-Tiered System of Supports (MTSS) is the integration of Response to Intervention (RtI) for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RtI (*MDE, Office of Elementary Education*). The district recently adopted a new framework to guide the implementation of interventions.

In the Jackson Public School District, the MTSS is an integrated, comprehensive framework that focuses on Mississippi College & Career Readiness standards, quality core instruction,

differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is emerging nationally as an effective strategy to support every student. The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The school-level Teacher Support Team (TST) process has been a vital component of the student success initiative in Jackson Public Schools since 1998. The TST is a school-based team of educational professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school. The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers, and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed.

Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the TST may be made by parents, teachers, or other school personnel.

The TST process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and makes adjustments to the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired progress, TST should refer the student to the District Teacher Support Team (DTST) for further consideration. The DTST may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

*Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.*

JPS has a long history of providing numerous systems of support. These include the interventions within the MTSS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In order to support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy, the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffold, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs
- All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks)
- All teachers who support students in Tier I instruction, as well as instructional staff that provide supplemental support are responsible for the success of the students they serve. Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support as needed

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), 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 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

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. evidence based

- c. implemented as designed by the TST
- d. supported by data regarding the effectiveness of interventions

Teachers should use progress monitoring to:

- a. determine if students are making adequate progress
- b. identify students as soon as they begin to fall behind
- 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 an intervention(s) within two weeks. The TST must conduct a documented review of the interventions no later than eight weeks after implementation, to determine success of the intervention(s). A second review must be conducted no later than 16 weeks after implementation of the intervention(s) 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.

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. locally determined assessments and teacher observations conducted in kindergarten and Grades 1 through 3, or
- c. 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. 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.

A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their 1<sup>st</sup> grade year. The screening must include the following components:

- a. phonological awareness and phonemic awareness
- b. sound symbol recognition
- b. alphabet knowledge
- c. decoding skills
- d. encoding skills
- e. rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud

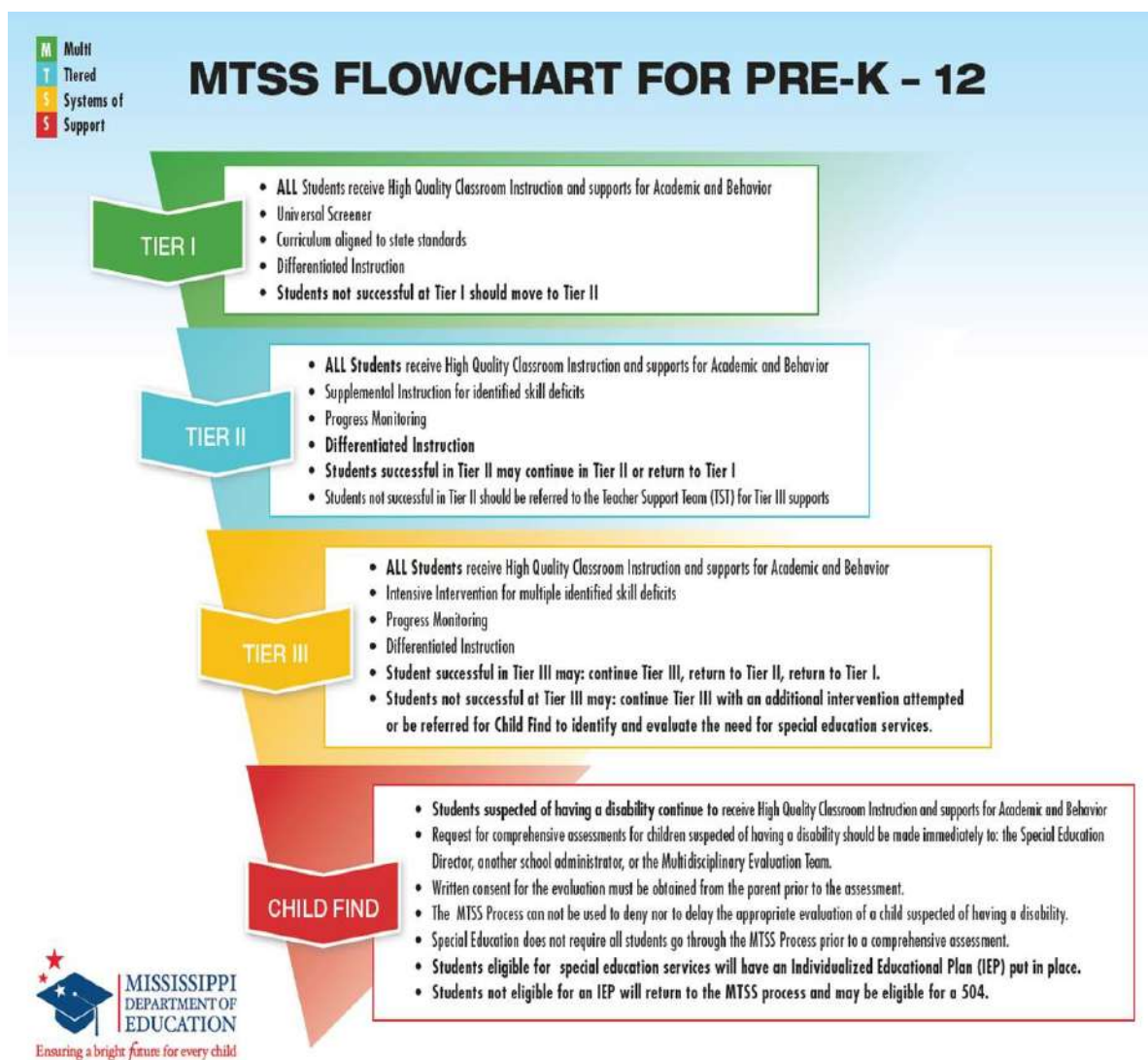
All students in kindergarten and 1<sup>st</sup> through 3<sup>rd</sup> grade shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress 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:

- Grades K-3: A student has failed one (1) grade
- Grades 4-12: A student has failed two (2) grades
- 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
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act

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 a-e stated above.

**The graphic below outlines the steps of the MTSS.**



## **Mississippi Academic Assessment Program (MAAP)**

Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College-and Career-Readiness Standards (MS CCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, and English II.

## **Student Achievement**

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades are available for viewing using SAM's Active Parent. Changing of student grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State test scores
- Discipline data
- Universal screening
- Progress monitoring data through the Rtl process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates
- IBDP test scores, enrollment number, and participation rates
- Dual enrollment, enrollment numbers, and participation rates
- District-wide common assessments in ELA and Math grades 3-8, Science grades 5 and 8, English II, Algebra I, Biology, and U.S History

## **Stakeholder Expectations**

It is the expectation for all stakeholders of the Jackson Public School District to demonstrate a strong commitment for providing students with foundational knowledge and skills that are essential to their success in a globally connected society.

## **Instructional Support and Expectations**

### **Executive Director of Teaching and Learning will:**

- Ensure that the district's curriculum is aligned to the MS College- and Career-Readiness Standards and Frameworks as well as other initiatives that enhance student achievement
- Facilitate curriculum development centered on the district's school improvement initiatives
- Utilize organizational strategies to establish a coherent plan for school effectiveness and improvement
- Participate in ongoing review of proposed programs to assess the effectiveness and alignment with current district initiatives
- Keep abreast of developments in curriculum and instruction, and provide leadership in determining their appropriateness for inclusion in the district's educational program

- Communicate the approved curriculum to the professional staff and maintain a list of approved instructional materials
- Work with principals and teacher committees in organizing and coordinating grade level and department meetings, in order to enhance horizontal and vertical continuity and articulation of the instructional program throughout the district
- Direct creation of and edits for publication all curriculum guides and materials prepared by and to be distributed to the instructional staff
- Work with the Office of Research, Enrollment and Accountability regarding renewing and evaluating results of school and district-wide data to influence curriculum decisions
- Assume responsibility for the district textbook management process
- Analyze district data to be used for improving instructional practices and student achievement

**Executive Director of Climate and Wellness will:**

- Support the Office of Teaching and Learning in coordinating building efforts to enrich climate, Positive Behavior Intervention and Supports (PBIS), and social-emotional supports
- Develop, coordinate, and deliver on-site workshops, training, and support sessions to ensure appropriate leadership development for principals, teachers, and other staff
- Utilize student, school, and district information to make data-driven decisions
- Provide communication, support, and technical assistance to school and district personnel

**Instructional Leaders/Principals/ Assistant Principals will:**

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of curriculum
- Ensure the effective delivery of the district curriculum to improve and monitor student learning
- Ensure that student progress is regularly reported to parents in a clear, understandable manner
- Participate in professional development for Principals and Assistant Principals
- Identify the school leadership team and its roles and responsibilities when implementing the curriculum
- Ensure that maximization of all instructional time
- Identify the coaching support and supervision plan for instructional staff
- Establish a professional development plan for instructional staff based on data analyses and aligned with the Learning Forward Standards for Professional Learning
- Establish a school-wide schedule for grade-level and/or team meetings to collaborate, discuss, analyze, and plan to solve problems, make recommendations and develop instructional strategies and interventions based on student assessment data
- Utilize data to measure achievement progress

- Ensure teacher compliance with established assessment and pacing guides
- Develop school-wide schedule for classroom observations
- Adhere to the Mississippi Educator Professional Growth System to monitor the instructional program by providing teachers and principals with clear, specific, actionable, and timely feedback to inform continuous improvement
- Utilize results of observations and feedback to make determinations regarding teacher instructional effectiveness
- Encourage teacher attendance at scheduled JPSPD and other related professional development workshops
- Allocate funds for research-based curriculum resources
- Assist teachers in developing effective classroom management processes

**Curriculum Leads will:**

- Prepare or oversee the preparation of the curriculum for use by regular grade-level teachers
- Provide observations, instructional coaching and descriptive feedback to teachers as requested by appropriate authority
- Advise and assist teachers in the selection and use of instructional materials
- Study and evaluate, and as appropriate, recommend to the Executive Director of Teaching and Learning, adoption of instructional materials, methods, and programs
- Coordinate and/or conduct, in cooperation with curriculum team, teachers and principals, cross-curricular planning and instruction
- Analyze test scores to provide instructional strategies based on individual school and teacher needs

**Teachers will:**

- Incorporate the MS College- and Career-Readiness Standards and Framework found within the District's curriculum to provide effective, proven instructional strategies for the students
- Assess student learning with a variety of classroom, district, and state assessments
- Use assessment data to drive instructional decisions
- Involve students in the learning and assessing process
- Involve parents in the learning process
- Communicate strengths and weaknesses to students, parents, and others as appropriate
- Participate in district, campus, and personal professional development



## **Instructional Management System Document Management**

Access to all curriculum documents is available through the curriculum portal on the district's intranet along with CD-ROMs or flash drives that will be available for checkout in each school library.

### **Curriculum**

- The Executive Director of Teaching and Learning will ensure the availability of all MS College- and Career-Readiness Standards and Frameworks for PK- 12 science, social studies, mathematics, English/language arts, foreign language, physical education, health; the arts, other elective courses on the approved course list, suggested teaching strategies, sample test items (if applicable), and performance level descriptors on the district's website/curriculum portal.
- All principals will have access to the curriculum portal that includes a complete set of all standards/frameworks relative to their schools. The portal will include all curriculum standards/frameworks, suggested teaching strategies, resources, sample items (if applicable), and performance level descriptors in order to review lesson plans and to provide assistance to teachers.
- All instructional staff will have a copy of his/her curriculum standards/framework for all areas taught by the staff member in all appropriate grade levels. In addition, instructional staff will have for use, copies of suggested teaching strategies, sample items, ancillary materials, scaffolding documents, and performance level descriptors (where applicable).
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.
- The Curriculum Binder will be available and visible in classrooms at all times.

### **Pacing Guide**

- The Office of Teaching and Learning staff will ensure the availability of the most current and complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8th in the areas of English/language arts and math, 5th and 8th grade science, Algebra I, English II, Biology I and U.S. History.
- Each principal will maintain access to the most current and complete set of pacing guides for tested areas and sample assessment items relative to his/her school to help ensure proficiency level performance.
- Each instructional staff member will have copies and access of standards/frameworks, pacing guides and sample assessments (where assessed) for each course or grade he/she teaches.
- The pacing guides ensure that all the standards and competencies are covered during the year.

### **Lesson Plan Requirements**

- K-5 ELA and K-8 math teachers will pilot a lesson plan template during the 2019-2020 school year for lesson planning that is aligned with the newly adopted curricula for each content area/grade band located on the curriculum portal page
- Teachers for all other grades and content areas will utilize a common template for lesson planning located on the curriculum portal page.
- Lesson plans, in paper copy, will be available in instructional classrooms.
- All lesson plans will consist of standards/objectives, modeling, guided practice, student-

centered learning activities, formative assessments, opportunities for differentiation, and closure.

- All teachers will place copies of the current week's lesson plans in the Curriculum Binder.
- Lesson plans will be submitted weekly or biweekly to the building level principal or his/her designee for approval.
- Principals will have access to lesson plans for each teacher and maintain on file (hardcopy or electronically) for one year.
- All teachers will be trained by the building level administrators on the components of the lesson plan template.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy, meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning for all students
- All teachers will plan units of instruction that align with the MS Curriculum Frameworks or Mississippi College- and Career-Readiness Standards.

### **Instructional Management System Revisions**

The district shall look at the Instructional Management System at the end of each school year to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly.