

2020-2021 Mastery of Content Learning Plan
South Panola High School

Parents of the students in the South Panola School District were given the opportunity to choose traditional face-to-face instruction or distance learning for their students.

All students, regardless of traditional or distance learning, will adhere to the same grading policy.

Students who are part of the Traditional Model will abide by operating procedures and preventative measures outlined in the South Panola School District Return to School Plan found on the district web page.

Additionally, the following apply to *all students* enrolled in South Panola Schools:

- The South Panola School District Board approved school calendar will be followed.
- An academic baseline will be determined:
 - GAP assessments and screeners will be administered at the start of the school year
 - School teams will identify students' academic progress and revise existing plans as needed (includes IEP, 504, MTSS, etc.)
- Additional instructional supports will be provided for:
 - Students identified by GAP assessment, screeners, and formative assessments as at-risk academically
 - Students who teachers determine based on student work and observation are in need
 - Students who are two or more years behind
 - Students at risk of not graduating
- Any learning lost during the spring semester will be addressed through a variety of methods including, but not limited to, front loading of prior year skills, incorporation of related pre-requisite standards with grade level standards, and/or individualized learning paths to assist small groups and individuals in standards/skill mastery.
- All meetings (parent-teacher conferences, special education, etc.) will be held remotely when possible.

Traditional Model Ninth-Twelfth Grades:

Process Standard 13.2

(Rule)

Districts must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered.

(Proposed Suspension and/or Revision of Rules)

The MDE approved an additional one-year suspension of the minimum of 140 hours of instruction required for each Carnegie unit of credit and 70 hours for each (1/2) unit offered for the 2020-2021 school year. The suspension will allow districts flexibility within their re-entry plans/scheduling options in an effort to comply with MSDH and CDC guidelines as a result of COVID-19 during the 2020-2021 school year.

Each district will develop a plan to ensure mastery of content for each Carnegie unit awarded in lieu of meeting the 140-hour requirement for (1) Carnegie unit awarded and 70 hours for each (1/2) unit awarded. The plan shall be approved by the local school board and posted on the district's website no later than September 30, 2020.

(Proposed One-year Suspension and/or Revision)

South Panola School District will ensure that during the academic year a minimum of 90 hours of instruction is provided for each Carnegie unit of credit offered and 45 hours for each one-half (1/2) unit offered.

Grading for students in the traditional classroom setting and/or online environment will follow the same South Panola School District grading policies. Students who have an average of 65 or higher in a course will receive a Carnegie Unit for the course. Administrators, curriculum coordinator, lead teacher and teachers (including SPED) will restructure pacing guides for the 2020-2021 school year to include standards not taught last year due to Covid-19. Standards will be scaffolded into classroom instruction where they best fit during the 2020-2021 school year. The scaffolding documents provided by MDE will be utilized to aid in the restructuring process. South Panola School District has prioritized content standards for all state tested courses. By prioritizing standards, teachers will have more time to teach the most important standards. Remediation of standards not mastered by students during the 2019-2020 school year will be retaught through classroom instruction as well as supported through the Multi-Tier System of Supports (MTSS) process.

Various assessments play an important role for all students of the South Panola School District. Whether learning online or in a traditional classroom setting, students will be assessed through observation, academic tasks, and assessments. Students will be assessed using formative and summative assessments. Formative assessment practices will be utilized to drive instruction and to make adaptations based on the academic needs of the students served.

Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.

Additional assessments will be administered using STAR, Edgenuity, CASE 21, and Common Assessments to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.

- Students will be provided with a minimum of 240 minutes and a maximum of 392 minutes (96 minutes per class) in academic tasks daily. These tasks will include, but are not limited to, direct instruction, independent learning tasks, socially distanced small group instruction, and/or one-on-one instruction. Formative assessments, SPHS common assessments, google classroom, will be incorporated into daily instruction.
- Student grades and promotion will be determined by South Panola School District policy.
- Parents will be kept up to date on student progress through a variety of communication methods (parent-teacher conferences including but not limited to phone calls, emails, text messages, AIMS messages, notes, progress reports, Active Parent, report cards.)
- Remediation and intervention will occur based on student progress/need and will be monitored in accordance with state and federal guidelines.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Hybrid/Short-term Closure Model Ninth-Twelfth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered using STAR, Edgenuity, CASE 21, and Common Assessments to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will have access to a minimum of 240 minutes daily in academic tasks including, but not limited to, recorded and/or live online direct instruction, independent learning tasks, remote small group instruction, and/or remote one-on-one instruction.
- Parents will be kept up to date on student progress through a variety of communication methods (parent-teacher conferences including but not limited to phone calls, emails, text messages, AIMS messages, notes, progress reports, Active Parent, report cards.)
- Remediation and intervention will occur based on student progress/need and will be designed based on student progress and online formative assessments.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

