Neshoba County School District
2023-2024

Instructional
Management System

Accreditation Standard 20

NCSD Instructional Management System

Mr. Josh Perkins
Superintendent

Dr. Penny Sistrunk
Assistant Superintendent

Mr. Jimmie Joyner
School Board President

Mississippi Public School Accountability Standard 20: Instructional Management

20. The school district meets the following instructional management requirements Miss. Code Ann. §§ 37-3-49(2)(a-c) and 37-3-49(5), Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1.

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 Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

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District Mission

The **mission** of the Neshoba County School District is to develop every student intellectually, emotionally, and physically in a safe environment.

District Vision

The **vision** of the NCSD is for all students to graduate college and career ready with courses, certifications, and external opportunities beyond a high school diploma.

We believe:

- ✓ A safe and positive environment is foundational to educational success.

- ✓ All students can learn and grow.

- ✓ Strong educators delivering high-quality instruction are essential to student learning.

- ✓ It is critical to equip every student with an education for an ever-changing world.

- ✓ Schools, students, families, and the community must share the responsibility of ensuring success for our students.

- ✓ All members of the Neshoba family are life-long learners and are called to grow and develop.

- ✓ In understanding and valuing the diverse cultures and interests of our students.

One Community. One Mission. One Neshoba.

Purpose of the Instructional Management System

The purpose of this document is to describe the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to state and federal accountability models. What is described in this document will outline the district's effort to link curriculum, instruction and assessment. Therefore, some goals of this document is to:

- describe the district's curriculum (competencies, objectives, standards, etc.)
- depict the district's instructional model
- explain how various data sources are used to make data-based decisions
- outline related roles and responsibilities of various stakeholders.

Curriculum

Curriculum describes the **what** of instruction – what is intentionally taught to students in a district, school, or classroom. Teachers can access the Mississippi College and Career Readiness Standards at www.neshobacentral.com under Departments – Curriculum – PreK – 12 Curriculum and Resources.

Instruction

Instruction describes **how** the curriculum is delivered – it illustrates how to effectively teach what students should know and be able to do; the opportunities to learn that actually occur in the classroom or virtually. Teachers will plan effective instruction during PLCs.

2023-2024 Curriculum

For the 2023-2024 school year, the NCSD adopts the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, the NCSD adopts all of the standards, competencies, and objectives found therein. The table on the next page depicts grade levels and/or subject areas to which these three curricula respectively apply.

2023-2024 Curriculum (taken from MDE Academic Standards)

English Language Arts
• Mississippi College-and Career-Readiness Standards for English Language Arts (2016)

Mathematics
• Mississippi College-and Career-Readiness Standards for Mathematics (2016)

Science
• Mississippi College- and Career-Readiness Standards for Science (2018)

Computer Science
• Mississippi College- and Career-Readiness Standards for Computer Science (2018)

Social Emotional Learning
• Social Emotional Learning Standards

Social Studies
• Mississippi College- and Career-Readiness Standards for Social Studies (2022)

Advanced Placement
• Overviews and Course Descriptions (links to College Board)

Business and Technology
• Mississippi Business and Technology Framework (2014)

Career & Technical Education
• Advanced Technical Mathematics (2021)
• Secondary Curriculum

Health
• Contemporary Heath K-8 (2012)
• Contemporary Health 9-12 (2012)

Physical Education
• Mississippi Physical Education Curriculum: K-12 (2013-2014)

Visual and Performing Arts Framework
• Mississippi College- and Career-Readiness Arts Learning Standards for Dance (2017)

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

World Languages
- Mississippi World Language Framework (2016)

Early Childhood
Early Learning Standards for Classrooms Serving Infants Through Four-Year-Old Children (2018)

Alternate Academic Standards
- 2019 Mississippi Alternate Academic Achievement Standards – English Language Arts
- 2019 Mississippi Alternate Academic Achievement Standards – Mathematics
- 2018 Mississippi Alternate Academic Achievement Standards for Science K-8 and Biology
- 2019 Mississippi Alternate Academic Achievement Standards – Science II
- 2020 Mississippi Alternate Academic Achievement Standards – K-8 Social Studies
- 2019 Mississippi Alternate Academic Achievement Standards – Alternate History
- 2019 Mississippi Alternate Academic Achievement Standards – Alternate Social Studies
- 2019 Mississippi Alternate Academic Achievement Standards – Alternate Health
- 2019 Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II
- 2020 Mississippi Alternate Academic Achievement Standards – Life Skills Development III & IV
- 2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II
- 2020 Mississippi Alternate Academic Achievement Standards – Career Readiness III & IV

Instruction
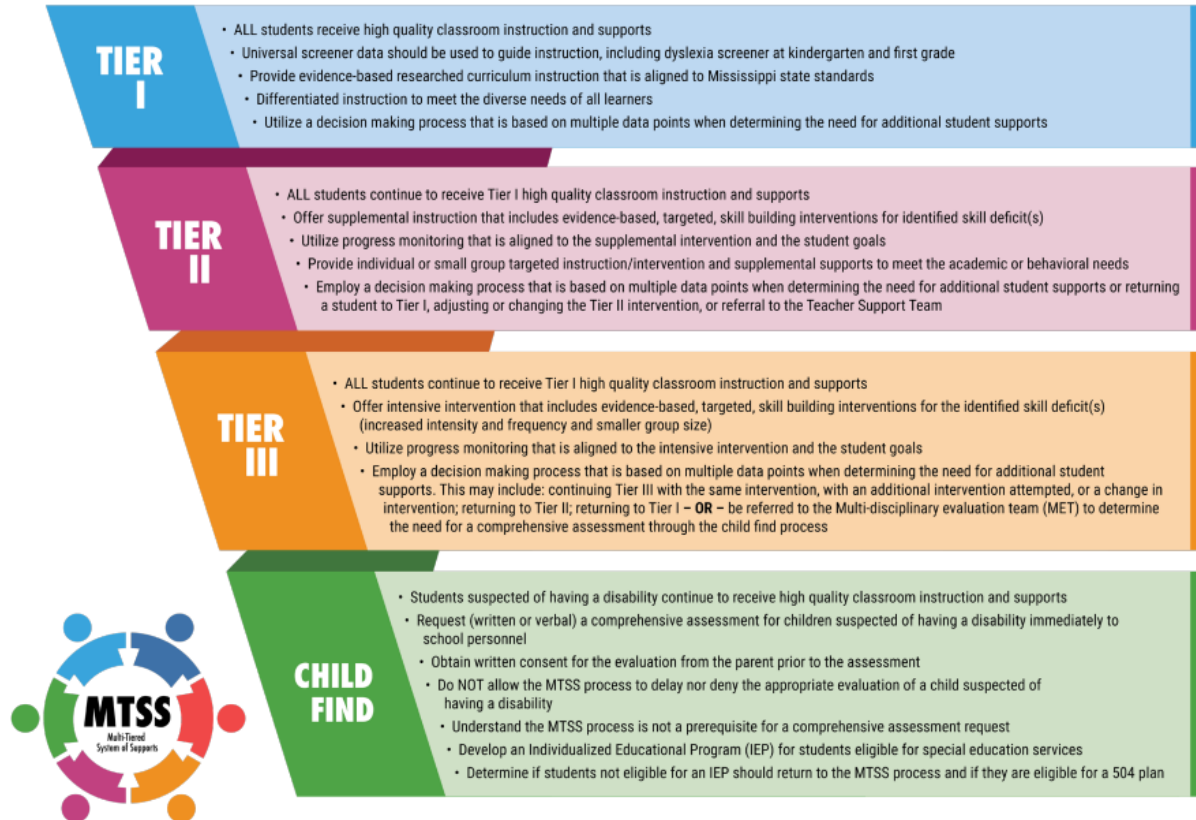
NCSD's instructional model is based on the Multi-Tiered Systems of Support (MTSS) model and applied as the Three-Tier instructional model adopted by the Mississippi State Board of Education's Policy 41.1.

All students have access to a layered continuum of supports, regardless of achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships are key elements across all the tiers. A layered continuum of supports ensures that ALL students receive equitable academic, behavioral, and social emotional supports that are culturally and linguistically responsive, matched to need, and developmentally appropriate. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

Tier 1

Tier I is the **UNIVERSAL** layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole

group, small group, and in individual settings. Tier I should be considered the key component in successful tiered instruction.

Teachers are provided differentiated professional development opportunities that best fit their needs (effective instructional strategies, analyzing data, technology, writing, MCCRS standards study, differentiation, rigor, assessments, classroom management, etc.).

All teachers are members of a school-level Professional Learning Community (PLC). School and district administrators work collaboratively with PLC facilitators to provide data meetings in order to implement data driven decisions in instruction. Teachers plan together, analyze data and reflect on instruction to provide students with effective Tier I instruction. District vertical alignment meetings are scheduled throughout the year to align instruction and assessment to state standards.

In addition, the NCSD provides teachers with instructional support from literacy and math instructional coaches/interventionists. These coaches go into the classroom and work with the individual instructional needs of the teachers. They provide modeling, mentoring, and become a continuous support system for the teachers.

Tier 2

Tier II is the **TARGETED** layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to core high-quality instruction.

These students receive targeted, group-based interventions in addition to general classroom instruction at Tier 2 of the instructional model utilizing research-proven strategies that are fundamentally different than what occurs at Tier 1. NCSD typically identifies approximately 10-20% of students as in need of this level of instruction/intervention.

At Tier 2, the classroom teacher may seek support from grade/subject-level teams or enlist the services of the school's Teacher Support Team (TST) to help develop strategic, research-based interventions designed to target the deficit area(s) of a particular student or group of students. These students are given an intervention trial for a fixed duration and modified accordingly throughout the intervention process. Students who show sufficient progress with the intervention and general education classroom, are considered remediated and no longer in need of Tier 2. These students transition in and out of Tier 2 as needed based on progress monitoring data.

NCSD offers teachers the following resources/programs to help facilitate Tier 2 interventions: 1) i-Ready Individualized Learning Plan, 2) Reading Horizons (leveled program), 3) SRA Reading Master Program, 4) Barton Tutoring (for students who fail dyslexia screener) , 5) Dyslexia

Program taught by a certified dyslexia therapist, 6) Reading and math interventionists during the school day and 7) the NCSD behavioral specialist.

Tier 3

Tier III is the most **INTENSIVE** layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

Tier 3 is introduced when data suggest that students show an insufficient response to the focused interventions provided in Tier 2. Direct and explicit instruction occurs one-on-one and in small group settings to all Tier 3 students from an interventionist.

For Tier 3, the TST is more involved in researching and developing a plan for implementing an intensive intervention. Tier 3 interventions continue for a fixed duration. Depending on student performance (as evidenced by progress monitoring data), a student can progress and return to Tier 2 for less intensive interventions or even Tier 1 for general classroom instruction. If interventions and/or classroom progression are unsuccessful, a student may be referred for a comprehensive evaluation by the Teacher Support Team.

NCSD offers teachers the following resources/programs to help facilitate Tier 3 interventions: 1) i-Ready Individualized Learning Plan, 2) Reading Horizons (leveled program), 3) SRA Reading Master Program, 4) Barton Tutoring (for students who fail dyslexia screener) , 5) Dyslexia Program taught by a certified dyslexia therapist, 6) Reading and math interventionists during the school day and, 7) the NCSD behavioral specialist.

Child Find is the district's responsibility to identify, locate, and evaluate all students suspected of having a disability. Students may be identified for a suspected disability regardless of tier or placement within the continuum of supports.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

   a) Grades K-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 the Teacher Support Team must be made within the first twenty (20) days of a school year if the student meets any of the criteria, a-e, stated above.

For resources and complete guidance, click on the following link, [Multi-Tiered System of Supports Guidance Document](#).

Universal Screening, Progress Monitoring, and Intervention Tools

Teachers in the NCSD use the Kindergarten Readiness Assessment (KRA) as a universal screener for prekindergarten and kindergarten students, STAR Early Literacy, i-Ready's reading and math universal screeners for grades 1-8, and ELS benchmark assessments for subject areas in high school. I-Ready's standards mastery is also used for progress monitoring. Students in the bottom 25% and/or in Tiers 2 & 3 are assessed more often to monitor their progress closely.

The NCSD, in accordance with Mississippi Code (House Bill 1031), administers a dyslexia screening instrument from I-Ready (MDE approved) to each student in grades K and 1. Students are screened in the spring of Kindergarten and the fall of Grade 1. Students are screened for dyslexia with an assessment that addresses phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills, and rapid naming. Parents will be notified if a student fails the dyslexia screener. A student may enter the Tier process or be further evaluated by a licensed psychologist, psychometrist, or speech language pathologist.

Students are identified for behavior interventions by using data generated by the district's Student Information System, SAM Spectra. After three office discipline referrals, students are referred to the TST team. Behavior logs are kept and possible functional behavior assessments (FBA) are completed on students who are in Tiers for behavior.

Intervention Tools

NCSD educators utilize Pre-Referral Intervention Manuals (PRIM) for academic and behavior interventions. Teachers may access online tools such as Florida Center for Reading Research activities (https://fcrr.org/student-center-activities), Engage New York lessons/activities (https://www.engageny.org/), What Works Clearinghouse (https://ies.ed.gov/ncee/wwc/), the American Institutes Center for Multi-Tiered System of Supports (https://mtss4success.org/), National Center on Intensive Intervention (www.intensiveintervention.org), and Intervention Central (www.interventioncentral.org).

Literacy-Based Promotion Act: Senate Bill 2347

Third Grade students will be required to score ABOVE the lowest two achievement levels (Level 3 or above) in order to be promoted to the 4th grade. A student who does not have a passing score on the MAAP 3rd Grade Reading Assessment will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

Good cause exemptions for promotion are limited to the following students:

(a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
(b) Students with disabilities whose individual education plan (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 a Section 504 plan that reflects that the individual student has received EITHER intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading OR has been **previously retained for one (1) year in grades K-3;**
(d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
(e) Students who have received intensive intervention in reading 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.

Assessment

Assessment demonstrates what students *know* and are *able to do*. It takes place prior to instruction, during instruction, and following instruction. Essentially, it drives instruction.

NCSD Recommended Assessment Strategies
- Online, technology-enhanced items that mirror the MAAP assessments (drag and drop, etc.)
- Selected response format (e.g., multiple choice, multiple select, etc.) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Visual Products (e.g., PowerPoint presentations, posters, etc.)
- Oral performances (e.g., oral report, foreign language dialogues)
- Student demonstrations (e.g., skill performance)
- Long-term, authentic assessment projects (e.g., senior project, reading fair, science fair)
- Portfolios- collections of student work over time
- Reflective journals or learning logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators or criteria list
- Student self-assessments
- Peer reviews and peer response groups

Stakeholder Roles and Responsibilities in Instructional Management

A stakeholder is a person, group, organization, member or system who affects or can be affected by an organization's actions.

School Board – *The Board will*:
- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
- Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curriculum;
- Communicate to its constituents the Board's curricular expectations.

Superintendent – *The Superintendent will*:
- Implement board policies related to curriculum
- Report to the board concerning implementation
- Oversee the work of district staff in accomplishing their responsibilities

Superintendent and District Curriculum Staff - *The Superintendent or designee will*:
- Provide district-wide professional development needed to implement the curriculum;
- Provide materials and support instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional development;
- Provide support for analysis and interpretation of assessment data

Principals - *Principals will*:
- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- Translate the importance of effective curriculum and instructional practices on a daily basis;
- Monitor and ensure effective delivery of the district curriculum and supervise instruction through the following basic strategies:
- Walk-though/Drop-in observations
- Formal classroom observations
- Weekly review of lesson plans and curriculum documents
- Collaborate with individuals and learning teams;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement; monitor learning of students
- Ensure that student progress in achievement is reported regularly to parents in an understandable manner
- Facilitate and participate in professional development
- Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

Teachers – *The teachers will*:
- Deliver the District curriculum, using strategies most effective 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.