

Covington County School District Instructional Management System 2018-2019

20. The school district meets the following instructional management requirements {Miss. Code Ann. §§ 37-3-49(2)(a-c) and 37-3-49(5)} (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 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 (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act* requirements.

The Covington County School District Instructional Management Plan is reviewed and updated annually by district and school level administrators and teachers. Following the annual review, the updated plan is presented to the Board of Education for approval.

District Purpose Statement

The Covington County School District mission is to effectively educate all students by providing high quality instruction in a safe, orderly, and caring environment.

Purpose of the Instructional Management System

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

Curriculum Philosophy

Democratic citizens believe that all children and youth have equal moral worth. Education is the concern of all. The home, school, church and community share in giving children a firm foundation on which to grow. Since education is a cooperative undertaking, the philosophy of education in the Covington County School District is:

- To provide for every child, regardless of ability, environment or status, the opportunity to develop to his/her highest capacity – physically, socially, morally, and spiritually – so that he/she will become an effective member of society, capable and desirous of making definite, positive contribution to that society;
- To adapt our method of instruction to the individual as well as to the group; to set up goals within the grasp of the pupil's understanding; to train the mind to think critically; to afford opportunities for practical applications; to arouse curiosity and to stimulate further study;
- To lead the pupil into active participation in the learning process and to guide and inspire him/her;
- To continually evaluate, revise and maintain a varied and flexible curriculum which will meet the changing needs of society; and
- To take our community into our confidence and discuss, plan and work out together our educational problems under the professional leadership and guidance which we are able to give.
- The curriculum, instruction, and assessment in the Covington County School District are designed to meet the requirements of Mississippi Accountability Standards.
 - 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. (Districts Meeting the Highest Levels of Performance are exempted.)
 - Standard 20.2 – The instructional management system includes a tiered instructional model in accordance with State of Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Foundational Practices

As we prepare students for an ever changing world, the district realizes that today's school must meet the unique and diverse needs of all students. This demands an expert skill set from all staff, teachers, and administrators. CCSD is committed to developing that skill set so that our children can be successful and competitive. Principals are expected to function as instructional leaders for their schools and implement the decision making process that reflects the importance of this role. Central Office administration will serve as a support role providing necessary resources and professional learning opportunities for school leaders. The focus of all trainings will be improved student outcomes through a spirit of cooperation. The goals of these activities will be:

1. To develop principals as the instructional leader;
 2. To implement effective communication practices;
 3. To ensure consistency throughout all district functions that articulates a clear educational journey for our children K-12;
 4. To ensure an emphasis for professional growth in 2017-2018 be placed on MS College and Career Readiness Standards implementation and provide differentiated Professional Development for teachers based on individual needs of teachers and student outcome goals of the district
 5. To implement a professional development program aligned with the Learning Forward *Standards for Professional Learning*.
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Academic Screening

The foundation of our instructional process begins with the state curriculum as designed by the Mississippi Department of Education. **The Multi-Tiered Support System (MTSS)** will serve as our basis for all instructional practices within the district. *Mississippi's model for MTSS is a comprehensive, problem-solving, and multi-tiered strategy to enable early identification and intervention for all students who may be at academic or behavioral risk. The multiple tiers provide increasingly intense student-focused interventions. The hallmarks of Mississippi's Multi-Tiered Support System process include the following:*

Tier I - High Classroom Instruction aligned to the Mississippi Professional Growth Evaluation domains and standards

Quality Classroom Instruction is further defined by implementing Best Instructional Evidence Based Practices.

Tier II – Focused Supplemental Instruction

Teacher support team referral and meeting

Tier III – Intensive Interventions

Specifically designed to meet the needs of individual students

The district has chosen STAR Early Literacy, Star Reading, and Star Math for use in grades K-10 reading and mathematics as our Universal Screener.

Students will also be identified for appropriate Tier placement by each school's Teacher Support Team (TST) based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child meets any of the following criteria:

- A. Grades K-3: Student has failed one grade.
- B. Grades 4-12: Student has failed two grades.
- C. Student has failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year OR
- D. Student has scored at the lowest level on the state curriculum exam
- E. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. **CCSD Policy ICHI**

Promotion Retention Criteria beginning with the 2017-2018 School Year for grade Kindergarten through 2nd

- Students must meet math fluency benchmarks for the grade. Fluency benchmarks can be found in the Mississippi College and Career Readiness Standards.
- 70% mastery of MCCRS in reading and math as reflected on tests and other assignments from teacher.
- **In school year 2018-2019 the universal screener will change to Northwest Evaluation Association instead of STAR. The teachers and administrators will share the suggested scores that students in grades kindergarten, first and second should achieve in order to be considered on track to succeed on the 3rd grade reading gate assessment. Parents will be advised on retention and promotion using that information, report card grades, students mastery level on a standards based assessment, and students' success on any interventions that have been implemented.**
- Reading grade on report card will reflect proficiency in: phonics, phonemic awareness, comprehension, fluency, and reading standards content.
- Spelling, handwriting, and sight words will be reported separately on the report card and will be reported in letter and number grades. **CCSD Policy IHE**

Students often come to us with At-Risk labels such as ELL, Homeless, Special Needs, or Free and Reduced; however this does NOT immediately serve as an indicator for placement into Tier II or Tier III. Identification of a child whose primary language is not English does not mean that the child qualifies as an English Language Learner, but rather it provides us the opportunity to assess his or her English proficiency and take appropriate steps when necessary. The same is true for a Homeless Child. It is OUR responsibility to ensure that we identify, monitor, and provide appropriate interventions for ALL students.

When appropriate, the following intervention tools will be utilized:

- STAR/MAP
- Odyssey Ware
- Study Island
- Sonday System

Behavior Screening and Supports

The district understands that in order for learning to take place, an environment free from disruptive behavior is a necessity. We are committed to providing this by addressing and intervening with student behavior at the onset. Each school shall actively implement a Positive Behavioral Intervention Support (PBIS) system which acknowledges positive behavior. This system shall be monitored and supported through a committee at each school to include (at a minimum) teachers, a counselor, a behavior specialist, and an administrator. Monitoring at the district level will take place via Principal reports to and meetings with the Behavioral Specialists. Screening for behavior will be done using behavior logs and other documentation dictated by each student's behavior. This data should include time, date, location, and a detailed description of the problem behavior. It should include teacher and student names as well as any other relevant information.

Each school shall also provide additional behavioral supports for students that are not responding positively to the PBIS program. Tier II and III documentation will provide evidence of each school's Teacher Support Team efforts. These supports can include, but are not limited to, establishing clear behavioral goals with meaningful rewards and consequences for behavior, providing peer or adult mentors, check-in/check-out systems of accountability, etc.

Dropout Prevention

The district will prepare and submit a local Dropout Prevention Plan to provide goals, activities, and services necessary to meet the three overarching goals of the state dropout prevention plan: 1) increasing the state graduation rate to 85% by 2018-2019; 2) reducing the state dropout rate by 50% by 2018-2019; and 3) reducing the truancy rate by 50% by 2018-2019.

Stakeholder Involvement

Professional Learning

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. The district will implement 7 professional development days throughout the year. All staff members are expected to attend. The remaining days will be school-based professional development on topics relevant to instruction as identified through various needs assessments.

District Level PD for teachers will be focused on: **MS College and Career Readiness Standards for Science 2018, Literacy and Further Implementation of the LBPA, Implementation of Science Text Books K-12, Emergency Response to Crisis, Mentoring Nonveteran Teachers, Analysis of Student Achievement Data, EL Strategies, Changes in IDEA Policies and Procedures, Educator Code of Ethics.**

PD for Principals and Assistant Principals will be: **Instructional Leadership, Implementing Standards Based Instruction, and Literacy for Leadership K-6, and Focus on ACT Proficiency for 9-12, and MS Science Standards for K-12.**

The district will utilize several committees to influence the decision making processes.

Teacher Advisory Council – One teacher from each school will collectively meet periodically with the District Leadership Team to share progress, concerns, and successes.

Parent Advisory Council – Each school will form a PAC and meet at a minimum of 2 times during the year. The council will participate in shared decision making in the use of federal funds to improve student outcomes.

Board of Education – 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.
- Set policy that supports the district's mission and goals.

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 Leadership Team - 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
 - Share information to all stakeholders about the MS Accountability Model
 - Provide support for special populations and all students' success
 - Provide support for Multi-Tiered Support System including Dyslexia
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Principals - Principals will:

- Set goals for their school each year and coordinate all teams, committees, and actions taken at the school toward the accomplishment of those goals.
Goals set by principals will be SMART (specific, measurable,) goals. Goals will focus on all of the following areas: English Language Arts (reading), Math, Science and Social Studies, Student Attendance, Teacher Attendance, Dropout Rate, Graduation Rate and public perception of school.
- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum; utilize PD to continuously increase content knowledge
- 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 called for by the Mississippi Professional Growth Rubric
 - a. Walk-through/Drop-in observations
 - b. Formal classroom observations with feedback given to all teachers during post conference
 - c. Weekly review of lesson plans and curriculum documents with feedback provided to teachers on meeting instructional targets to include any deficiencies in instruction
- 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 with emphasis on a positive school environment

Teachers – The teachers will:

- Deliver the curriculum using Pacing Guides and strategies that have been developed by Professional Learning Communities made up of all district teachers of the subject and experts in content
- Assess student learning with a variety of classroom, district, and state assessments to include progress monitoring
- 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 to include quarterly notification of parents in line with what is expected by the Literacy Based Promotion Act.
- Participate in district, campus, and personal professional development not solely relying on the PD provided by the school district, but pursuing opportunities that are specific to their skill set and what they need to more training to become excellent at the craft of teaching.

State of the Schools –Principals will provide periodic updates to the Superintendent and the District Leadership Team concerning the current status of their school as it relates to student achievement data, discipline, and other relevant factors. The goals they have set for the school will be addressed with the update. Principals will report the Board of Education 2 times per year on the goals for their school and show the progress toward those goals.

District and School Level Meetings – The following meetings are expected to be held at each school at the frequency indicated. **Agendas, sign-in sheets, and minutes of the meetings must be submitted to Babette Duty weekly.** These will serve as important documentation for Federal programs, and State Accountability purposes.

- 1st Monday of each month – Grade level meetings
- 2nd Monday of each month – teachers work in classrooms at school
- 3rd Monday of each month – subject area meetings
- 4th Monday of each month – District PLC meetings at central locations(The final district PLC will be held in March 2019)
- 5th Monday of each month – Any person that misses a District PLC will meet at Central Office from 3:30 – 5:00. All other staff will leave after buses on this day. OCTOBER 29, 2018 and APRIL 29, 2019 WILL BE USED AS MAKEUP DAYS.
- Necessary meetings to be held by the principal, assistant principal, counselor(s), TST chair, Behavior Specialists, and Special Education staff will be held as needed to insure student supports are in place. These meetings should be instructionally focused in nature. An agenda which includes the purpose and intended outcomes should be utilized.
- Title I Parent Advisory Council meetings will be held at each school bi- annually

District Level Meetings –

- Administrative meetings to be held monthly following the board meeting or as deemed necessary

Student Achievement

Student achievement will be measured using various tools and data points. Star Reading and Star Math testing will be used to assess student progress and drive instruction. Teacher grades are expected to reflect school board and state board policy. Grades should be available for viewing using the SAM Active Parent. Teachers should input grades of students within the week in which it was taken.

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:

- Universal screeners
 - State assessments
 - Discipline data
 - Progress monitoring data through the TST process
 - ACT scores
 - Dropout rates
 - Graduation rates
 - AP test scores, enrollment numbers, and participation rates; Dual enrollment numbers and grades
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District Success

The district fully expects EVERY child to show academic growth throughout the school year based on the above mentioned factors. The success of this district is based on the success of the students we teach each day. Using evidenced based instructional practices consistently throughout every classroom in the district, we are confident that great success will happen. Our students' successes are our successes. However, we are accountable for every student that enters our doors. We are committed to doing all that we can to ensure that each student's educational experience is a valuable one.

Grading Template in SAM's Grade Book

75% of Final Grade	Minor 30% Major 60% Assignments 10%
25% of Final Grade	Nine Weeks Test (Projects cannot be used in lieu of 9weeks test)

EACH TEACHER MUST SIGN AND TURN IN THE FOLLOWING FORM TO THE PRINCIPAL. EACH PRINCIPAL SHOULD KEEP THESE ON FILE IN THE SCHOOL OFFICE.

I have read the above grade template and am aware that I am required to use it in SAM's gradebook. I will determine the weight of all assignments, assessments, projects, and products before issuing them to students. I will inform students the weight of the assignments at the time the assignment is made."

Teacher's Signature



Mississippi Department of Education

DESCRIPTOR TERM: Grading	CODE: 403
ADOPTION DATE: August 20, 2010	REVISION:

STATE BOARD POLICY

Each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels.

The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents.

It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers.

Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.

Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator.

Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record as required by *the Mississippi Cumulative Folders and*

Permanent Records Manual of Directions.

If the district is going to mandate or require the awarding of a minimum grade, then the district must adopt a written board policy that includes input and support from administrators, teachers, and stakeholders in the development of said policy.

Districts may adopt specific grading policies that address the needs of special populations such as students with disabilities and English Language Learners.

Curriculum/Instruction/Assessment Alignment Summary

To ensure both horizontal and vertical alignment:

- The Covington County School District curriculum is based on the Mississippi College and Career Readiness Standards and the Mississippi Department of Education frameworks for each content area.
- Professional Learning Communities are designated and meet regularly to study the curriculum, review instructional planning documents, and revise current assessments. The documents are based on the requirements of the frameworks and the standards indicated for each grade level and subject area.
- Professional Learning Communities design units of study, lessons, pacing guides, and common assessments based on their study of frameworks, standards, and state testing blueprints for their respective areas. Teachers continuously evaluate the effectiveness of their work based on the needs and performance of their students. The strategic use of summative assessments and constant use of formative assessment practices provide teachers with the information they need.
- Building level administrators encourage and provide time for collaboration across grade levels and within departments. At the district level, cohort groups for mathematics and language arts meet regularly to evaluate the alignment of curriculum, instruction, and assessment practices in common key areas.
- District leaders, building level leaders and teachers analyze the results of diagnostic, benchmark testing, and state testing to evaluate effectiveness at every level. Adjustments are made to instructional planning and assessments as necessary to ensure that students are making or exceeding the growth expected at every grade level.
- Building level principals monitor the alignment of curriculum, instruction, and assessment. They frequently review teacher lesson plans, conduct thorough classroom observations, monitor the content of common assessments, and attend meetings of professional learning communities within their building.

To ensure that adequate professional development is provided for support and evaluation of curriculum, instruction, and assessment practices:

- At the beginning of each school year, district level leaders provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents for each content and grade level to all principals and assistant principals.
- At the beginning of each year, principals and assistant principals provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents to each teacher.
- At the beginning of each school year, principals and assistant principals instruct teachers to align their curriculum, instructional planning, and assessments with the requirements of the current curriculum. Teachers are also provided with digital links to the current frameworks/standards.
- Throughout the school year, building level administrators ensure that teacher lesson plans and assessments align with current standards and framework requirements. This process takes place on an ongoing basis during classroom observations and in regularly scheduled professional learning communities.
- During frequent formal and informal observations, administrators ensure that actual classroom instruction is aligned to curriculum requirements. Administrators ensure that there is integrity in classroom instruction, lessons are meaningful, and tasks are aligned appropriately.

To ensure that adequate professional development is provided for support and evaluation of curriculum, instruction, and assessment practices:

- School leaders provide frequent and uninterrupted time for Professional Learning Communities to meet.
- School leaders ensure that teacher participate in meaningful, targeted peer observations through the use of instructional rounds. In addition, time may be provided for additional peer observation as needed or requested.
- Administrators provide specific, personalized feedback in a timely manner following formal and informal observation in classrooms. In addition, administrators are available to provide support for professional growth as needed.
- School leaders make use of an organized mentor teacher program to support new teachers and teachers who are new to the district. Mentors provide additional feedback in the areas of curriculum, instruction, and assessment.
- School leaders provide resources and opportunity for teachers to attend both in district and out of district professional development that aligns with areas of identified need.
- School leaders used data collected from the annual needs assessments to assist in identifying specific professional development needs

Frameworks/Standards/Objectives and Teaching Strategies

The framework and/or standards can be found by accessing the URL's lists below.

- Advanced Learning and Gifted Programs
<http://www.mde.k12.ms.us/ESE/ALGP>
- Business and Technology
<http://www.mde.k12.ms.us/ESE/BT>
- Contemporary Health K-8
[http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-\(k-8\).pdf?sfvrsn=0](http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-(k-8).pdf?sfvrsn=0)
- Contemporary Health 9-12
[http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-\(9-12\).pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-(9-12).pdf?sfvrsn=2)
- Early Childhood
[http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-\(9-12\).pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/contemporary-health-(9-12).pdf?sfvrsn=2)
- English Language Arts
<http://www.mde.k12.ms.us/ESE/ELA>
- Foreign Language
<http://www.mde.k12.ms.us/ESE/FL>
- Library Media
<http://www.mde.k12.ms.us/ESE/LM>

- Math
<http://www.mde.k12.ms.us/ESE/math>
- Physical Education
<http://www.mde.k12.ms.us/docs/curriculum-and-instructions-library/mississippi-physical-education-framework.pdf?sfvrsn=0>
- Science
<http://www.mde.k12.ms.us/curriculum-and-instruction/science>
- Social Studies
<http://www.mde.k12.ms.us/curriculum-and-instruction/social-studies>
- Visual and Performing Arts
<http://www.mde.k12.ms.us/ESE/VPA>
- For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at [Elementary Version](#) in the Administrative Code, Title 7: Education K-12; Elementary Part # 35.
- For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at [High School Version](#) in the Administrative Code, Title 7: Education K-12; Middle School Part # 36.
- For a copy of the Mississippi Extended Curriculum Frameworks, please visit the Mississippi Secretary of State's website at http://www.sos.ms.gov/regulation_and_enforcement_admin_procedures.aspx in the Administrative Code, Title 7: Education K-12; High School Part #37.
- Career Technical Courses Curriculum
<http://www.mde.k12.ms.us/OCTE/curriculum>

