HATTIESBURG PUBLIC SCHOOLS

INSTRUCTIONAL MANAGEMENT PLAN

BUILT FOR GREATNESS

2021-2022

HATTIESBURG PUBLIC SCHOOLS INSTRUCTIONAL MANAGEMENT SYSTEM 2021-2022

VISION: The vision of Hattiesburg Public Schools is to create **a model teaching and learning environment** that graduates every student prepared for success in life, college, and the workforce.

MISSION: The mission of the Hattiesburg Public Schools is **to educate all students** to become productive citizens of a dynamic, global community.

STRATEGIC GOALS
1. **Academic Success**: Every student is proficient and showing growth in all assessed areas.
2. **Effective and Committed Staff:** Every classroom and department is led by caring, supportive, and highly effective staff.
3. **Positive School Climate and Culture:** All schools are safe, supportive, and welcoming.
4. **Family and Community Engagement**: All families and the community are informed, connected, and contribute to the success of our students and schools.
5. **Fiscal Responsibility and Sustainable Resources**: All District resources support the full implementation of the strategic plan.

DISTRICT BELIEFS
- **Student Focused:** We believe students are the central focus of all District activities and can achieve at high levels.
- **Student Growth and Development:** We believe every adult plays a vital role in our students growth and development.
- **Strategic:** We believe in strategically allocating resources to educate students in high-quality learning environments.
- **Equity:** We believe in providing students a wide range of academic and extracurricular opportunities and experiences.
- **Leadership:** We believe everyone is a leader.
- **Community:** We believe the community plays an essential role in the District's success.

PURPOSE OF THE INSTRUCTIONAL MANAGEMENT SYSTEM: The purpose of this document is to describe the instructional management model, strategies, activities, and supports that Hattiesburg Public Schools systematically implements to achieve the district's vision and goals for academic success. In accordance with the requirement of the Mississippi Public School Accountability Standards, 2019 *(MPSAS)*, each school district must implement an instructional management system *(IMS) {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)* that at a minimum addresses the school district's instructional management requirements for:

- **Mississippi Accountability Accreditation Standard 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.
- **Mississippi Accountability Accreditation Standard 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.

Moreover, the **2021-2022 INSTRUCTIONAL MANAGEMENT SYSTEM FOR HATTIESBURG PUBLIC SCHOOLS** outlines a **FOUR-PART PLAN DESCRIPTION** of:
- **PART 1: CURRICULUM**
- **PART 2: DATA SOURCES AND PROCESSES**
- **PART 3: INSTRUCTION**
- **PART 4: RELATED ROLES AND RESPONSIBILITIES OF EDUCATORS**

PART 1: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS CURRICULUM

For the 2021-2022 school year, Hattiesburg Public Schools adopts the Mississippi Department of Education standards, competencies, and objectives found therein the current Mississippi College and Career Readiness Standards, Curriculum Frameworks, Career and Technical Education, Early Childhood, and Advanced Placement curricula. The table below outlines the applicable grade levels-PreK-12 and the content area overviews and curricula. Additionally, this information is available online at **https://www.mdek12.org/OAE/college-and-career-readiness-standards.**

Mississippi Department of Education Current Framework and Standards Listing Adopted by Hattiesburg Public School District *Note: Online access to the curriculum and framework documents is available to educators as well as paper copies provided by building principals and/or district curriculum specialists.*	
Advanced Placement *(links to College Board)*	http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html
Business and Technology	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/AllItems.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework
Career and Technical Education *(links to Mississippi State University Research & Curriculum Units)*	https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#LiveTabsContent6381
Early Childhood	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/EarlyChildhood/4-year-old-standards.pdf
English/Language Arts	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf
Health	**Contemporary Health K-8:** https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2019.pdf **Contemporary Health 9-12:** https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_9-12.pdf
Library Media	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Library%20Services/Homepage/ms_school_library_guide_2019.pdf
Mathematics	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf

Physical Education	https://www.mdek12.org/sites/default/files/documents/OHS/health-education-framework_1.pdf
Science	https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf
Social Studies	https://www.mdek12.org/sites/default/files/Page_Docs/FINAL-2018-Mississippi-CCR%20Social-Studies-Standards.pdf
Visual and Performing Arts	**Dance:** https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Visual%20and%20Performing%20Arts/MS%20CCR%20Arts%20Learning%20Standards%20for%20Dance%202017%20FINAL.pdf **Media Arts:** https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Visual%20and%20Performing%20Arts/MS%20CCR%20Arts%20Learning%20Standards%20for%20Media%20Arts%202017%20FINAL.pdf **Music:** https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Visual%20and%20Performing%20Arts/MS%20CCR%20Arts%20Learning%20Standards%20for%20Music%202017%20FINAL.pdf **Theatre:** https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Visual%20and%20Performing%20Arts/MS%20CCR%20Arts%20Learning%20Standards%20for%20Theatre%202017%20FINAL.pdf **Visual Arts:** https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Visual%20and%20Performing%20Arts/MS%20CCR%20Arts%20Learning%20Standards%20for%20Visual%20Arts%202017%20FINAL.pdf
World Language	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf

PART 2: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOL DISTRICT'S DATA SOURCES AND PROCESSES

The foundation of the Hattiesburg Public Schools instructional process begins with the state adopted curriculum and frameworks designed by the Mississippi Department of Education; moreover, the Mississippi Department of Education **Response to Intervention Model** *(RtI)* reinforces the foundational instructional practices within the district. The Mississippi Department of Education's model for RtI is a comprehensive, problem-solving, multi-tiered strategy designed to support early academic and behavioral identification and intervention for all students. Additionally, the **Multi-Tiered System of Supports Model (MTSS)** provides intense student-focused academic and behavioral intervention supports in order to ensure each student graduates high school-college and career ready. The Mississippi Department of Education Multi-Tiered System of Supports Packet *(MTSS)* *(Revised August, 2018)* can be found at the following link:
https://www.mdek12.org/OAE/OEER/InterventionServices.

THREE TIER INSTRUCTIONAL MODEL

The Three Tier Instructional Model was adopted by the State Board of Education (SBE Policy 4300) on January 21, 2005. It is designed to meet the needs of every student and consists of three tiers of instruction:

TIER 1: QUALITY CLASSROOM INSTRUCTION BASED ON MS CURRICULUM FRAMEWORKS AND MISSISSIPPI COLLEGE AND CAREER-READY STANDARDS (MCCRS).

Quality classroom instruction represents the school-wide best practices and core instruction that all students receive. Approximately 80-90% of the student population should meet instructional goals at this level through high quality, research-based teaching strategies utilizing core curricula. In order to provide instructional support, the district will provide external and internal professional development training for teachers. All district and school instructional staff are members of a school-level and/or district level Professional Learning Community *(PLC)*. In order to support an implementation cycle of data-driven decision making used to impact classroom instruction, the PLC team meets 1-2 times per week.

TIER 2: FOCUSED SUPPLEMENTAL INSTRUCTION.

Interventions at this level are fundamentally different from what occurs at Tier 1. Approximately 15-20% of the student population is in need of this level of interventions. At this level, teachers may seek support from grade/subject level teams, school/district interventionists, or enlist the support of the Teacher Support Team to help develop strategic, research-based interventions designed to target the deficit area(s) of a particular student or group of students.

TIER 3: INTENSIVE INTERVENTIONS

If strategies at Tier 1 & 2 are unsuccessful, students must be referred to the Multi-Tier Systems of Support (MTSS) Team/Teacher Support Team (TST). The MTSS/TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a MTSS/TST Team implemented in accordance with the process developed by the Mississippi Department of Education. The MTSS/TST team develops interventions to meet the individual needs of the student. As Universal Screeners, the district utilizes for reading-the i-Ready Diagnostic, Early Literacy, and Star and for math-the i-Ready Diagnostic. These tools are used as one of the components to identify students for appropriate Tier placement by each school's Teacher Support Team based upon Mississippi State Board Policy 4300. These referrals for additional tier support must be made within the first 20 days of a school year, if the child meets any of the following criteria:

- Grades 1-3: Student has failed one grade;
- Grades 4-12: Student has failed two grades;
- 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;
- Student has scored at the minimal level on any state assessment; OR
- A student is promoted from Grade 3 to Grade 4 under a Good Cause Exemption of the Literacy-Based Promotion Act.

BEHAVIOR SCREENING AND SUPPORTS

In order for learning to take place, an environment conducive to learning is a necessity. Each school shall actively implement a Positive Behavioral Intervention Support *(PBIS)* system, which acknowledges positive behavior and reinforces behavioral interventions for students. This system shall be monitored and supported through a committee at each school that may include teachers, counselors, behavior specialists, and administrators. Behavior screenings will be done at least twice per year using a Social-Emotional screener. Counselors and/or behavior specialists and district behavioral designees will provide additional support.

UNIVERSAL SCREENING, PROGRESS MONITORING, AND INTERVENTION TOOLS

Hattiesburg Public Schools uses MKAS2 as a universal screener for prekindergarten and kindergarten students, Early Literacy, Star, and i-Ready Diagnostic as universal screeners for grades K-8 and teacher created standards based assessments for subject and core courses areas in high school grades 9-12. Additionally Early Literacy, Star, and i-Ready Standards Mastery are used for progress monitoring. Students in the bottom 25% and/or in Tiers 2 & 3 receive additional, more frequent probes to monitor their progress.

In accordance with Mississippi Code (House Bill 1031), HPSD administers a dyslexia screener 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 using the Mississippi Department of Education approved dyslexia screening instrument 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. The student may enter the Tier process or be further evaluated by a district Dyslexia therapist or psychometrist.

When appropriate, the following intervention tools will be utilized:

- Ready and i-Ready math and reading interventions
- Edgenuity
- Reading Eggs
- Moby Max
- Orton-Gillingham Based Instruction
- Reading and mathematics interventionists and/or specialists

HPS educators may also utilize the following websites for academic and behavioral interventions:
- What Works Clearinghouse https://ies.ed.gov/ncee/wwc/
- The American Institute for Research Center on Response to Intervention www.rti4success.org
- National Center on Intensive Intervention www.intensiveintervention.org
- Intervention Central www.interventioncentral.org
- PBIS World https://www.pbisworld.com/
- Mississippi Department of Education https://www.mdek12.org/OAE/OEER/InterventionServices

LITERACY BASED PROMOTION ACT: SENATE BILL 2347

Beginning in the 2014-2015 school year, a student MUST have a passing score on the MAAP 3rd Grade Reading Summative Assessment as determined by the Mississippi Departmentof Education AND meet the 3rd Grade requirements for promotion to be promoted to the 4th Grade. A student who does not have a passing score on the MAAP 3rd Grade Reading Summative Assessment will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion. A third grade student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for good cause. 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 intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and previously was retained in Kindergarten or First, Second or Third Grade;
- (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.

According to the Mississippi Department of Education Individualized Reading Plan *(IRP)* document, during the 2016 legislative session, the Literacy-Based Promotion Act was amended to include the requirement of an Individual Reading Plan *(IRP)* for any student (K-3) who, at any time, exhibits a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. According to Senate Bill 2157, Section 37-177-1:

Each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through performance on a reading screener approved or developed by the State Department of Education or through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3 or through statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. The intensive reading instruction and intervention must be documented for each student in an individual reading plan.

The *IRP* serves as a tool for teachers to use in documenting intensive reading instruction and interventions for students with identified reading deficiencies. Each component of the IRP is crucial to the efficacy of the plan and student's success. The IRP has seven (7) components:
- (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.

ASSESSMENT

Assessment demonstrates what students *know* and are *able to do*. It takes place prior to instruction, during instruction, and following the instruction; it is an essential driving element of instruction. Assessment represents an essential element of all three levels of HPSD's three-tier instructional model. Hattiesburg Public Schools Beliefs about assessment are as follows:
- An effective standards-based assessment system promotes learning and provides accurate and meaningful information about student achievement.
- The assessment system includes individual *(i.e., adaptive)* assessments that are themselves effective.
- Effective assessments are linked to standards and reflect important content that is taught.
- The assessments accommodate diverse students and preferred modes of expression.
- Assessments are cognitively complex and authentic.

Hattiesburg Public Schools Recommended Assessment Strategies include:
- Selected response format quizzes and tests *(e.g., multiple choice, true/false)*
- Written responses to academic prompts *(short-answer responses format)*
- Extended written products *(e.g., essays, lab reports, etc.)*
- Performance-Based projects
- 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
- Rubrics

STUDENT ACHIEVEMENT

Student achievement is measured using various tools and data points. Teacher grades are expected to reflect school board and state policy. Grades are available to parents using Active Parent and bi-weekly student progress reports. The changing of any student grades shall be done in accordance with State Board policy 403 and House Bill 696. Hattiesburg Public Schools will monitor the following data points to measure student achievement:

- State Standardized Assessments (MKAS, MAAP, ACT, SATP, C-PAS, Las Links-LEPT, MAAP-A)
- Discipline
- Universal screeners-academics and behavior
- Progress Monitoring *(Early Literacy, Star, i-Ready Diagnostic, Standards Mastery)*
- Student Attendance Data
- Graduation/Drop-out Rates
- Advanced Placement scores, enrollment, and participation
- Dual Enrollment scores, enrollment, and participation
- District-wide common assessments in ELA and Math grades 2-8, Science grades 5 & 8, English II, Algebra I, Biology, and U.S. History

PHASES OF MONITORING STUDENT ACHIEVEMENT
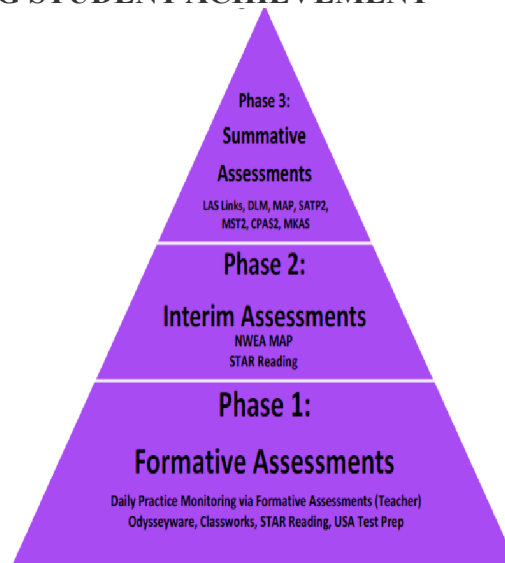
EARLY WARNING SYSTEMS *(EWS)*

In accordance with Mississippi State Board of Education Goal 2: Every student graduates from high school and is ready for college and career, the Mississippi Department of Education developed the Early Warning System *(EWS)* to identify students in need of assistance to reach graduation so that appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career. A guiding EWS resource is available at **https://www.mdek12.org/sites/default/files/documents/revised-ews.pdf**. The EWS model is designed to assist school districts and schools by targeted focus in the three areas of attendance, behavior, and course performance through:

- Collecting, documenting, and carefully analyzing student data to verify that students are on track to graduate
- Ensuring that at-risk students are identified, supported, and monitored as early as possible
- Providing supports and interventions that get students back on track to graduate
- Identifying students at risk of missing key educational milestones
- Recognizing factors that are negatively impacting student's learning and behavior

DROPOUT PREVENTION AND GRADUATION RESTRUCTURING

In accordance with the Hattiesburg Public Schools Board of Trustees Policy *JQH (Dropout-Prevention)***,** the school board directs the superintendent to provide regular reports on efforts made to increase student retention. The school district shall maintain accurate records documenting enrollment and attendance, including dropout rates, and shall provide an annual statistical report to the State Department of Education. In order to increase student achievement, thereby increasing the district graduation rate, policy and state law require that each district plan address the following:

1. Reducing the retention rates in grades kindergarten, first, and second.
2. Targeting subgroups that need additional assistance to meet graduation requirements.
3. Developing dropout recovery initiatives that focus on students age seventeen (17 through twenty-one (21), who dropped out of school.
4. Addressing how students will transition to the home school district from the juvenile detention centers.

The Dropout Prevention/Graduation Restructuring Plan design principles guide Hattiesburg Public Schools instruction and operations in addressing in a dropout and graduation for secondary schools:

- Ready for College and Career: Our schools maintain the understanding that school exists to prepare all students for college and work. We maintain high standards for every student to overcome the harmful consequences of tracking and sorting.
- Require Powerful Teaching and Learning: Teachers design rigorous instruction that ensures the development of critical thinking, application, and problem solving skills.
- Personalization: Schools understand that knowing students well is an essential condition of helping them achieve academically.
- Redefine Professionalism: Collaborative work orientation of staff, shared responsibility for decision making, and the commitment to growing the capacity of the staff are evident in all schools.
- Leadership: Work to develop a shared mission for the school and work actively as agents of change, sharing leadership for improved student outcomes in a culture of high expectations for all students.
- Purposeful Design: Schools are designed to create the conditions that ensure the other five design principles. The organization of time, space, and the allocation of resources ensure that these are best fitted to the needs.

Additionally, the **Mississippi Department of Education Early Warning System (EWS)** key focus areas are utilized to guide Hattiesburg Public Schools in developing a dropout prevention and restructuring plan designed to graduate every student college and career ready. The MDE Early Warning System (EWS) assists in efforts to support students and help them exit well prepared for college and/or careers. The EWS serves to identify students in need of assistance early and pinpoints the suitable interventions that are individualized for areas of attendance, behavior, and/or course performance to assist each student with successfully exiting high school ready for college and career. The EWS indicators of **attendance, behavior and course performanc**e are the data points used most frequently in predicting the student graduation from high school.

Each year the district's restructuring team(s) review current data and provide a Dropout Prevention/Graduation High School Restructuring Plan to provide goals, action steps, and services necessary to meet the goals of the state dropout prevention plan. This is an ongoing process and will be monitored by secondary principals, counselors, and district leaders.

PART 3: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS INSTRUCTION

WHAT INSTRUCTION SHOULD LOOK LIKE IN THE HATTIESBURG PUBLIC SCHOOLS	
Engagement	● Students are actively engaged in instructional activities/strategies that will result in student proficiency rather than students being simply on-task. ● Students are asking questions and/or responding to questions ● Activities are attention-span appropriate for students. *(Research states that after 15-20 minutes, engagement decreases unless the activity is changed.)*
Lesson Plan/Planning	**See the HPSD Lesson Plan Template with Links to Lesson Plan Resources** https://docs.google.com/document/d/14NIgKMtG2cF6IQFDHu7o1wEgEkou0_Bij7zeplL2n-I/edit?usp=sharing
Essential Standards/Objective **Reference Scaffolding Documents (ELA and Math)**	The **essential objective** is the standard/objective/skill that is necessary for student proficiency in a grade and content area. The essential standard/objective is: ● written in plans ● written on the board, in presentations and in Learning Management Systems (LMS) ● verbalized to students ● referenced throughout the lesson ● integrated into the lesson with sample test items that match the objective ● deconstructed to reveal essential vocabulary, each essential skill, and how to put those skills together in order to demonstrate proficiency in that grade and content area. ● informed by analyzing both the essential objectives, the scaffolding documents, and the state-released sample items in order to discover the information or skills students must know and as well as what they must do with the information or skills to demonstrate proficiency ● taught and mastered by engaging students in instructional tasks and activities at the necessary level of difficulty

Sample items integrated into lessons
 	
Sample items used to inform lessons
	● MAAP/EOY/ACT sample items/exemplar items are used for:
	  ○ Bell Ringers
	  ○ Pre-assessing/diagnosing learning gaps to scaffold instruction
	  ○ planning and delivering instruction at the required level of difficulty
	  ○ checking for understanding
	  ○ connecting what the students are learning to how they will be assessed
	  ○ building formative and summative assessments

Maximizing Academic Learning Time	The actions of each teacher and support staff maximize academic learning time for all students by: ● Teaching bell to bell ● Instructing students using research-based "best practice" strategies ● Meeting individual needs through differentiation and scaffolding instruction ● Providing additional explicit instruction for students with learning gaps ● Using a variety of grouping strategies to meet student needs ● Attending to routine tasks quickly and efficiently ● Having handouts and materials readily available ● Having routines in place and using them for every activity ● Having smooth transitions ● Monitoring and moving among groups as students work ● Having an effective classroom management plan ● Providing positive and appropriate feedback to students
Lesson Line Components	● **Bell Ringer**- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of the state sample test items. ● **Set, hook, or focus**-An activity, question, or discrepant event designed to "grab" the learners' attention and "hook" them for the lesson ● **Modeling** by the teacher-The teacher models or shows students exactly what the learning expectations are and gives step by step instructions for skills or tasks (i.e. working a problem, conducting an experiment, writing a detailed paragraph, think-alouds while reading, etc.) *(I Do)* ● **Guided practice-**Students practice a skill with the teacher or peer guidance until they are proficient in the skill (i.e. working word problems, conducting experiments, gathering data, writing a persuasive paragraph, literacy groups, etc.) *(We Do, Partners, & Small Groups)* ● **Independent practice-**Students work independently on a skill that they have practiced enough to become proficient. The teacher monitors but does not intervene unless the students show that they are not proficient in a skill. The teacher then provides explicit instruction and monitors progress until proficiency is met. *(You Do)* ● **Intervention**-Targeted assistance based on progress monitoring; intensive instruction specifically designed to meet the individual needs of students; instruction, activity, or task designed to improve the child's developmental or behavioral performance. ● **Enrichment-** Substantive and rigorous curriculum that is designed to challenge students' minds and enhance their knowledge ● **Appropriate closure, review, or summary of the lesson**-At the end of a lesson, a way for students to briefly reflect on learning that has just occurred (i.e. writing three things they learned and three things they still wonder about, drama, songs, think-pair-share, game that reviews the lesson)

Bell Ringers	● **Bell Ringer-** An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of state sample test items.
	    ○ Students answer an open-ended question rather than a M/C
	    ○ If given M/C, students justify answers.
	    ○ If given M/C, students (more than one) give a rationale for each correct and/or incorrect answer, with discussion as needed to clarify information.
	    ○ Strategies for eliminating answers are taught.
	    ○ Students are taught to reason through the answers.
	    ○ Students are taught to self-assess, deciding why they chose a wrong answer if they missed the Bell Ringer.

Students' Questions	● Student input is solicited. ● Students' questions are answered with positive feedback. ● Questions are probed for student understanding. ● Student questions indicate that they understand the concepts being taught or that misconceptions are clarified by the teacher and support staff. ● Students learn to ask each other academic questions.
Routines and Procedures	● The teacher quickly takes care of routine tasks such as calling the roll, recording absentees, etc. Students are working on instructional activities while the tasks are performed. ● Procedures are in place for each type of activity and task and students have been taught the routine. ● Students know the routine and follow it with minimal time lost in instruction. ● Transitions between activities are quick and efficient. ● There is no "down" time or gaps between activities. ● The teacher instructs students for the entire class period.
Classroom Management	● Rules and consequences are reasonable and prudent and are posted in the classroom. ● Consequences are consistently applied. ● Teacher offers positive comments on appropriate behavior. ● Positive behavior plans are in place for students who present significant behavior challenges.
Teacher/Student interactions	● Students are always treated with respect. ● Interactions encourage students to ask questions and take academic risks without fear of reprisal. ● Interactions build a community of learners.

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Teacher Questioning
 	
The teacher should not answer his or her own questions. Students do not have to engage in cognitive processing if the teacher answers the questions.
	● Students are asked questions at their level of learning but are also asked higher level questions to move them to the state-required level of difficulty.
	● Questions are asked at all levels of Bloom's Taxonomy or Webb's Depth of Knowledge to monitor student understanding.
	● Bloom's Taxonomy
	  ○ **Knowledge**-Recalls information or data
	  ○ **Comprehension**-Understands the meaning; being able to state an answer in one's own words
	  ○ **Application**-Uses a concept in a new situation; making a connection between what was learned and something in the real world or making connections from a concept in one subject to the same concept in another subject
	  ○ **Analysis**-Takes apart information to understand and make sense of the organizational structure
	  ○ **Synthesis**-Creates something new from the former; puts parts together to make a whole with emphasis on new meaning or structure
	  ○ **Evaluation**-Makes judgments about the value of ideas, materials, pieces of work
	● Webb's Depth of Knowledge
	  ○ **Level One**-Recall
	  ○ **Level Two**-Skill/Concept
	  ○ **Level Three**-Strategic Thinking
	  ○ **Level Four**-Extended Thinking
	● Teacher systematically balances the following types of responses
	  ○ **Choral, whole group**
	  ○ **Ask, pause, call**
	  ○ **Visual Cues**
	    ■ Examples are thumbs up to agree or thumbs down to disagree, craft sticks painted different colors for yes or no (green on one end for agree and red on the other end for disagree), or note cards with yes, no, or unsure.
	  ○ **Randomly selected** students or groups
	    ■ Teachers should have a method for randomly calling on students so that no student is excluded from answering questions. An example is having a craft stick with each student's name on it. The sticks are stored in a container, and the teacher randomly selects a stick when a question is asked. That student answers the question.
	  ○ **Students calling out**-This may be appropriate at specific times, but **<u>if this method of answering questions is employed often, many students never participate and engagement is low.</u>**

Use of technology: SAMR Model for Technology Integration

Hattiesburg Public Schools educators implement Dr. Rueben Puentedura SAMR model to support and enable teachers to design, develop and infuse digital learning experiences.

- Technology should enhance instruction not take away from instruction.
- Implement SAMR model to determine the effective use of technology
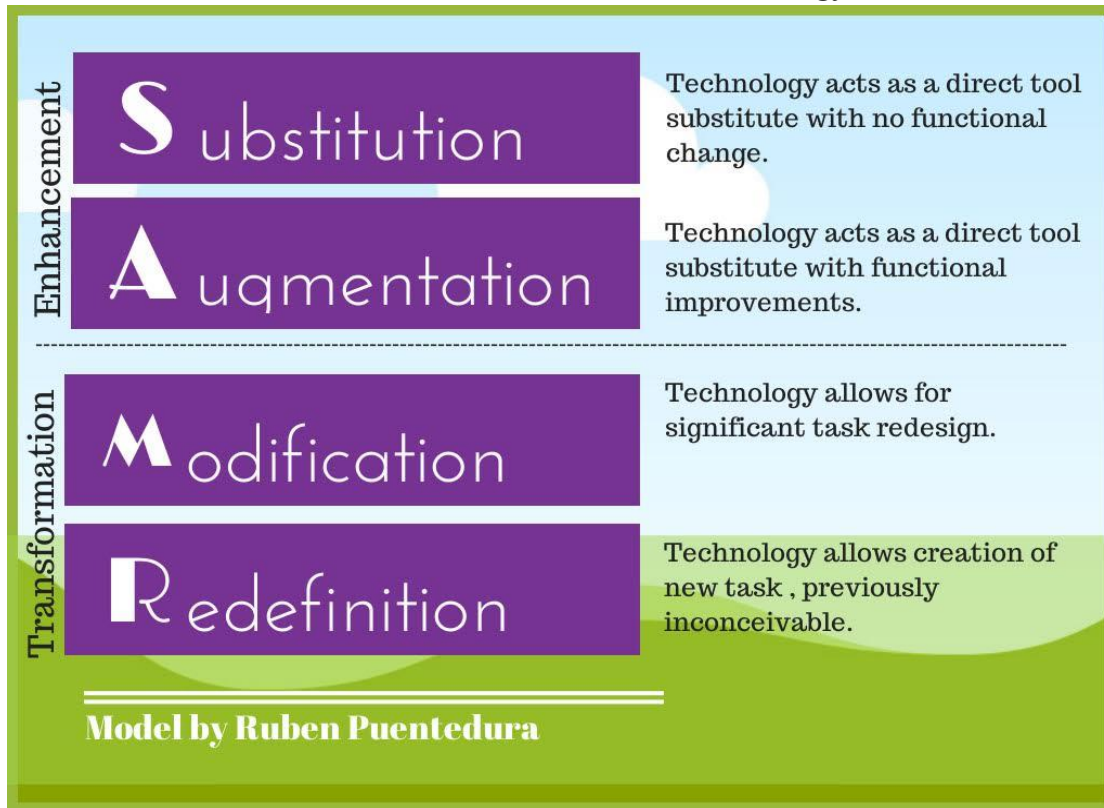
INSTRUCTIONAL AND CURRICULUM SUPPORTING DOCUMENTS AND RESOURCES

Access to all curriculum documents are available on the Hattiesburg Public Schools Website, Curriculum and Instruction Department, and the Subject Area Google Team Drives. Paper copies of each framework will be provided to all instructional staff on an annual basis and/or as updated by the Mississippi Department of Education.

ACCESS TO INSTRUCTIONAL AND CURRICULUM DOCUMENTS *(digital/paper copy availability)*

- The Office of Academic Programs will maintain copies of all frameworks and scaffolding documents for PreK-12, Pacing Guides, and Assessment Blueprints. HPS Pacing Guides: https://docs.google.com/document/d/1c24Dd6rOxeM477WvYXclYh4aI6S1NHDRQfYThXk9ex8/edit?usp=sharing.
- All principals will maintain a complete set of all frameworks relative to their schools and verify all teachers have and are using the appropriate framework through instructional observations and lesson plan review.
- All instructional staff will have a copy of available curriculum frameworks, scaffolding documents, pacing guides, and assessment blueprints for all areas taught by staff members in all appropriate grade level framework PreK-12.
- The curriculum binder containing curriculum frameworks and pacing guides should be available and visible in the classroom at all times.
- Standards based and framework aligned lesson plans and/or units will be submitted to building level principal or his/her designee for approval.

THE FOLLOWING INSTRUCTIONAL AND CURRICULUM AND OPERATIONAL SUPPORT RESOURCES ARE USED TO PROMOTE THE ACADEMIC GOALS AND STRATEGIC PLAN OF THE HATTIESBURG PUBLIC SCHOOL DISTRICT.

	PreK	K	1	2	3	4	5	6	7	8	9-12
Curriculum Associates READY TEACHER TOOLBOX Online & Student Print Materials		Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8 Writing Grades 2-5	Reading Math Grades K-8 Writing Grades 2-5	Reading Math Grades K-8 Writing Grades 2-5	Reading Math Grades K-8 Writing Grades 2-5	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	
Curriculum Associates I-READY Online Diagnostic Assessments & Individualized **STUDENT LEARNING PATHS**		Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math *Community Based Classes Grades K-12 & Alternative School Screener Grades 9-12
Curriculum Associates I-READY STANDARDS MASTERY Assessments				Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	
Renaissance EARLY LITERACY Diagnostic Assessment	Reading Grades PreK-K										
Pearson O.W.L. Opening the World of Learning	Reading Math Grade PreK										
Renaissance STAR Diagnostic Assessment		Reading Grades K-3	Reading Grades K-3	Reading Grades K-3	Reading Grades K-3						
Edmentum READING EGGS Online Student Learning	Reading Grade PreK										
BRIGANCE Developmental Screener	Reading PreK										
Renaissance ACCELERATED READING (AR)		Reading Grades K-8									
WRITABLE Online Writing Scoring Tool					ELA Writing Grades 3-8						

	PreK	K	1	2	3	4	5	6	7	8	9-12
STEMSCOPES Online Teacher Text/Student Learning & Teacher/Student Lab Kits						Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	
Edmentum STUDY ISLAND Online Student Learning						Science Grades 4-5, 7-8	Science Grades 4-5, 7-8		Science Grades 4-5, 7-8	Science Grades 4-5, 7-8	
GENERATION GENIUS Online Learning Support Resource						Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	Science Grades 4-8	
K12 ELS - AIMS Benchmark Testing & Item Bank					Writing Grades 3-8	Writing Grades 3-8	Science Grades 5, 8 Writing Grades 3-8	Writing Grades 3-8	Writing Grades 3-8	Science Grades 5, 8 Writing Grades 3-8	
TE-21 EDAMS Online Testing Platform, Benchmark Testing, & Item Bank											Algebra I Biology I US History English II *EOC Courses Grades 9-12
EDGENUITY Online Various Comprehensive Courses Package								Grades 6-8 • CTE • Health Grades 6-12 • Stand Alone Courses And/Or Credit Recovery *(Remediation)* • Alternative Educational Setting Programs • Juvenile Detention Center • Grades 9-12 ACT PREP			
USA TESTPREP								Grades 7-12 • Math/ELA MAAP Remediation/Intervention • ACT PREP Grades 9-12 EOC Remediation/Intervention-English II, Algebra I, Biology I, & US History			
MOBY MAX Online PreScreener						Reading, Language, Math, • Grades 4-12 Alternative Educational Setting Programs • Grades 4-12 Juvenile Detention Center • Grades K-12 PreEnrollment/Placement Exam/Screener • Grade 6 - Math/SPED Intervention					
ALGEBRA NATION											Algebra I Grades 9-12
GEOMETRY NATION											Geometry Grades 9-12

	PreK	K	1	2	3	4	5	6	7	8	9-12
ADVANCED PLACEMENT College Board, Prep Course Materials & Exams											**Applicable Courses Math, Science, History, Elective Grades 9-12**
NATIONAL CTE CERTIFICATIONS Prep Course Materials & Exams											**Applicable CTE Courses Grades 9-12**
ACT Prep Materials & Exams - Print/Online											**Applicable Courses Grades 9-12**
MAJOR CLARITY Online Career Explorations									**Career & Technical Education Programs (CTE) Grades 6-12**		
SCHOOLOGY Online Learning Management System Platform	**Grades K-12 Online Learning Management System** *Official HPS Blended, Virtual, and/or Synchronous/Asynchronous Learning Management Platform*										
ZOOM Online Video Conferencing		**Grades K-12 Teacher/Student Instructional Video Conferencing Tool**									
KAMI Online Virtual Annotation		**Grades K-12 Teacher/Student Instructional Virtual Annotation Tool**									
CANVAS Online Learning Management System Platform									• **Career & Technical Education Programs (CTE) Grades 6-12** • **Dual Enrollment and Middle College Higher Education Courses (PRCC, WCU, USM) Grades 9-12**		
SCHOOL STATUS Data & Communication Management Systems	**HPS District-wide Education Data and Communication Platform for Students, Parents, and Staff** • **Grades PreK-12 District-wide Data Management System** *Attendance, Discipline, State Test Scores, Individual Student Data Profiles, etc.* • **Grades PreK-12 Communication Platform** *Official HPS Method of Contacting and Logging Parent/Guardian Contacts-phone calls, texts, emails, etc. - Instructional, Classrooms, Athletics, Extracurricular Activities, Clubs, etc.*										
G SUITE Google Education Network	**HPS District-wide Education Mechanism for Staff and Students** • **Student and Teacher Email Accounts, Google Drive, Google Calendar, Google Docs, etc.** • **Official HPS Education Platform Tool**										
SAMS SPECTRA Central Access	**HPS District-wide Student Information System** • **Official HPS Tool for Enrollment, Gradebook, Attendance, Student Information/Parent Information, etc.** • **I.e., Active Parent, Active Registration, Active Student, etc.**										

The Instructional, Curriculum, and Operational Support Tools listed are subject to change upon appropriate organizational authority and approval.

PART 4: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS RELATED ROLES AND RESPONSIBILITIES OF EDUCATORS

STAKEHOLDER AND EDUCATOR ROLES AND RESPONSIBILITIES

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

ASSISTANT SUPERINTENDENT OF ACADEMICS, INCLUDING THE ACADEMIC PROGRAMS AND CURRICULUM AND INSTRUCTION SUPPORT STAFF - *The Assistant Superintendent of Academics and/or designees will*:

- Use research-based principles to guide district-wide professional development needed to implement the curriculum;
- Foster a team of specialists at the district level to provide instructional assistance to teachers and leaders;
- 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-through/drop-in observations, formal classroom observations, and 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 and/or paraprofessionals 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.

ALL STAKEHOLDER AND EDUCATOR ROLES AND RESPONSIBILITIES ARE DESIGNED TO SUPPORT THE CONTINUOUS EFFECTIVE FLOW OF THE TEACHING AND LEARNING PROCESS NECESSARY TO INCREASE STUDENT ACHIEVEMENT.

EDUCATOR RESPONSIBILITIES FOR PROFESSIONAL LEARNING

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their field of study. The district calendar includes seven (7) mandatory professional development days throughout the school year; collaborative professional learning support meetings/trainings are also designed for educators. Ongoing professional learning will be embedded using face-to-face sessions and online opportunities.

SCHOOL LEVEL PROFESSIONAL COLLABORATIVE MEETINGS

The following meetings are conducted at each school site at the frequency indicated. Agendas, sign-in sheets, and the minutes of the meetings will be documented.

- Faculty meetings (At 1-2 times per month)
- Subject/Grade Level PLC (At least 1-2 times per week)
- Leadership meeting (At least 1 per week)
- PBIS Committee Meeting (At least 1-2 times per month)
- MTSS/TST/EWS Meeting (At 1-2 times per month)

DISTRICT LEVEL PROFESSIONAL COLLABORATIVE MEETINGS

- Administrators Meeting (monthly)
- Principals Meeting (monthly)
- Assistant Principals Academy (1 per month)
- Directors/Supervisors Meeting (weekly)
- Curriculum and Instruction Meeting (1-2 times per month)
- District PLC Meeting (1 per quarter or 1 per semester)
- District MTSS/TST/EWS Meeting (1 per quarter)

IN ACCORDANCE with Mississippi Department of Education's requirements and Mississippi Public School Accountability Standards 20.1 and 20.2, Hattiesburg Public Schools 2021-2022 Instructional Management System delineates its actions to support the strategic plan goals, mission, and vision for providing quality teaching and learning experiences for all students through appropriate curriculum, data, instruction, and educator utilization. **For additional information, contact Hattiesburg Public Schools Academic Programs at 601-582-5078.**