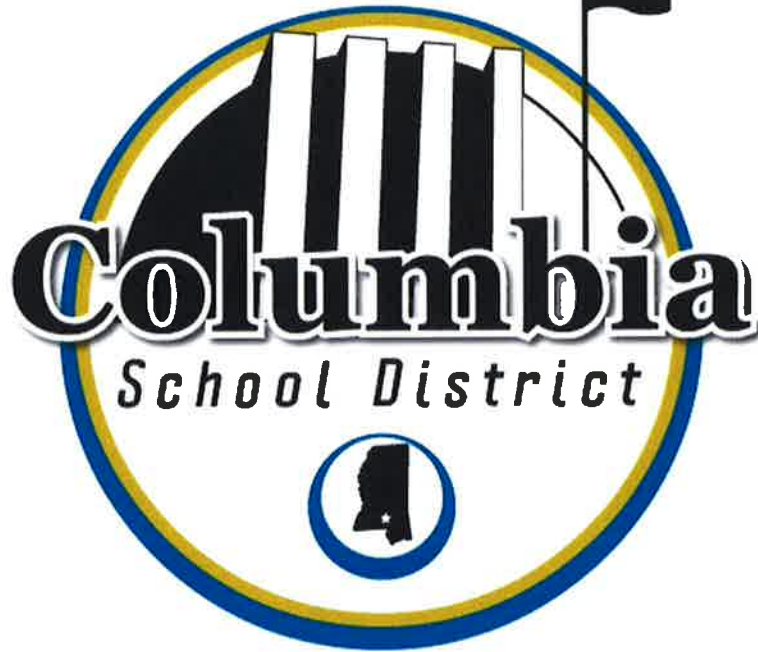


APPROVED

JUL 24 2018

COLUMBIA SCHOOL DISTRICT
BOARD OF TRUSTEES



2018-2019

Instructional Management Plan

Columbia School District Instructional Management Plan


Approved:



Jason Harris
Superintendent



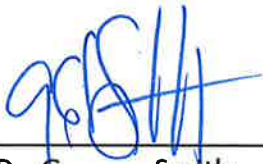
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2018-2019 District Instructional Planning Team

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VISION

The vision of the Columbia School District is to provide an educational system which enables all students to become productive citizens who contribute to the betterment of society.

MISSION STATEMENT

The mission of the Columbia School District, an educational organization with active community involvement, is to ensure that all students reach their potential and become responsible, productive citizens through quality education that provides challenging academic and extra-curricular activities.

DISTRICT GOALS

- Attain a high level of student achievement. (Specific measurable indicators of success and strategies are included in the annual student assessment report.)
- Provide a safe, healthy, and positive K-12 school climate (culture).
- Ensure that Columbia School District remains financially solvent and fiscally responsible.

2018 Mississippi Accountability Standards

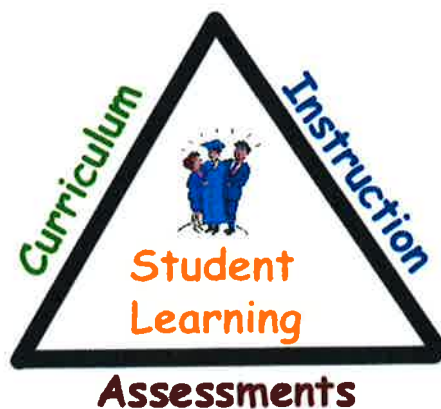
Standard 20

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.

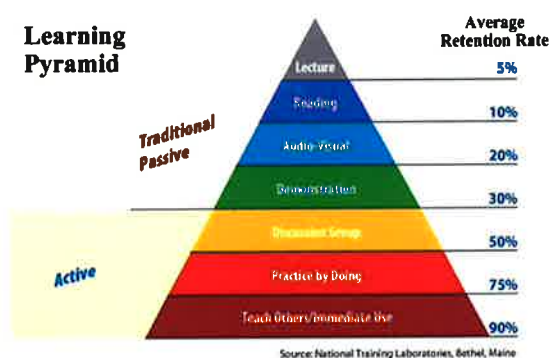
The Columbia School District strives to align curriculum, instruction, and assessment in order to help ensure students graduate ready for college and/or a career.



Curriculum is the “what” is taught. The current Mississippi curriculum frameworks serve as the foundation of our curriculum. The Curriculum Director provides each administrator with a list of current frameworks and school administrators monitor to ensure teachers use the correct framework. The curriculum reflects state and

national standards and addresses the competencies measured by high stakes testing in Mississippi. Scaffolding documents included in the *MS College and Career Ready Standards for Math and ELA* help provide additional information on the vertical alignment of standards. The district provides resources such as textbooks, access to computers and other technology-related tools, manipulatives, etc. to ensure teachers have the necessary resources for instruction. Test blueprints and pacing guides help guide the sequence of the instruction.

Instruction is the “how” we teach the standards. A variety of research and evidence-based instructional strategies are used for whole group, small group, and individualized instruction based on identified needs. Various strategies from resources such as Harry Wong’s *The First Days of School*; and the *QualityCore: Professional Development, Educator’s Toolbox* are included as part of our professional development.

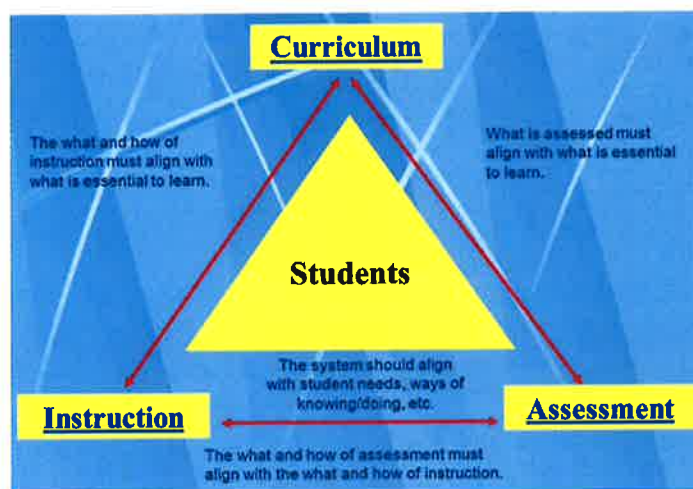


Bloom’s and Webb’s higher order thinking skills are integrated within the standards to ensure students are able to meet the rigorous challenges of our curriculum. Positive behavior incentives that encourage and motivate students are a part of each teacher’s classroom management plan. Professional development provided at the local, regional and state levels help teachers develop instructional strategies to meet all students’ needs. Time is provided for teachers to learn and share with others during professional learning communities. Resources such as Canvas, Power School and Google Drive make it easy for teachers to share resources with other teachers and administrators.

Various technology tools and resources are used throughout the district to help teachers and students with instructional needs. Technology plays an integral part of instruction from planning effective lessons and providing interactive instruction to assessing students’ understanding of concepts taught. The Professional Development Specialist works with administrators and teachers in using instructional technology as a tool for effectively and efficiently meeting the needs of students. Data is reviewed on an ongoing basis to help plan differentiated instruction. Computer-assisted instruction helps provide additional instruction on targeted needs while other technology resources assist students to research, create, and present various content-related projects. Principals serve as the school’s instructional leader and take advantage of various technology tools,

such as *Feedbak* to record classroom observations and collect Professional Growth data, provided by the district to help with instructional needs.

Assessment provides feedback on what was taught. It includes both ongoing formative assessments designed to identify strengths and areas of concern during instruction and summative assessments which provide data about students' understanding after instruction. Formative assessments help drive instruction and can be informal (questioning, quick checks via student response systems, discussions, etc.) or formal (quizzes, products, universal screenings, software reports, etc.). Summative assessments provide information on how successful instruction was and how future instruction may need to be changed. Summative assessments include a variety of assessments from end of unit tests to district and state assessments. Data from these assessments is reviewed and used for planning.



Curriculum Alignment Summary

- The following efforts ensure curriculum/instruction/assessment alignment:
 - All Columbia School District curriculum is based on the Mississippi Department of Education Current Framework/Standards, including the MS College and Career Readiness Standards. *The Mississippi Department of Education Current Framework/Standards are posted on the CSD website.*
 - Professional Learning Community (PLC) times (documented with minutes and agendas) are used to align curriculum, instruction, and assessments. Teachers continuously evaluate the effectiveness and alignment of curriculum, instruction, and assessment. Teachers use formative and summative assessment results to adapt lessons and activities for improved student learning.
 - The curriculum drives the instruction as do the assessments given. Diagnostic assessments and universal screeners identify gaps in learning/instruction (Renaissance STAR (K-3), ELS (1-11), NWEA MAP (9-11), etc.).

- Technology is used purposefully to support teaching and learning.
 - Pacing guides are created/revised to ensure alignment of instruction with the curriculum. *Pacing guides are posted on the CSD website.*
 - The state test blueprints for each subject are broken down and dissected to determine how the frameworks will be tested.
 - Principals continuously monitor the effectiveness and alignment of curriculum, instruction, and assessment by systematically reviewing lesson plans, providing structured feedback, and implementing processes to hold teachers accountable.
- Needs are determined through ongoing formal/informal assessments (Renaissance STAR (K-3), ELS (1-11), NWEA MAP (9-11), classroom assessments, MKAS2, MAAP (MS Academic Assessment Program), etc.); staff, parent, and student surveys; and teacher referrals.
- The following efforts ensure all teachers are using the current curriculum frameworks:
 - The Curriculum Coordinator gives the most up-to-date Mississippi Department of Education Current Framework/Standards listing to all principals and assistant principals who in turn give it to the teachers.
 - All instruction must be aligned with and follow the current curriculum. Teachers are provided with links to the current frameworks/standards, and these frameworks/standards are used to create pacing guides, assessments, and lesson plans.
 - Administrators ensure that current curriculum objectives are posted daily by teachers and referenced in daily lesson plans.
 - During observations (formal and informal), administrators check to ensure that the posted objectives are aligned to the current curriculum, that lessons are meaningful, and all activities are aligned to the current curriculum frameworks/standards.
 - Administrators ensure that weekly lesson plans reflect links to the current curriculum.
 - Pacing guides are revised as needed during PLCs.
 - PLC times (documented with minutes and agendas) are used to further align curriculum, instruction, and assessments with current curriculum frameworks/standards.
- The following efforts ensure professional development is provided for support of and evaluation of instruction:
 - PLC time, both job-embedded and after school, horizontal and vertical
 - Observation of peers
 - Administrators give timely feedback for their class observations (formal and informal) using School Status
 - Workshops and Conferences
 - PD activities align with identified needs
- The following school-level assessments are used for Universal Screening, Progress Monitoring, Diagnostic Assessments, Instructional Planning, state assessments, graduation requirements, etc.:
 - Renaissance STAR reading and math (K-3)
 - Classroom assessments
 - NWEA MAP (9-11) (Measures of Academic Progress)
 - MAAP (MS Academic Assessment Program)

- Junior Project
- Senior Project
- ACT
- AP Exams
- Accelerated Reader (K-5)
- Credit recovery - Edmentum
- Carnegie Units (completion of course requirements for pathways to high school graduation)

2018-2019 CSD Curriculum/Instruction/Assessment Resources Links

- [2018-2019 Mississippi Department of Education Current Framework/Standards Listing](#)
- [CSD Curriculum Alignment Chart](#)
- [CSD Pacing Guides](#)
- [CSD Instructional Management Plan](#) (will be posted after board approval)
- [State Assessment information](#)
- [CSD Teacher Resources](#)
- [Response to Intervention Resources link](#)

20.2 *The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.*

The Columbia School District's **Multi-Tiered System of Support (MTSS)** is an educational process that matches instructional, behavioral, and intervention strategies and supports to student needs. It includes a *Response to Intervention (MTSS)* three-tier model of instruction, a dyslexia screening for kindergarten and first grade students, and a Literacy Based Promotion plan. Students' movement throughout the Tier Process will be determined by reviewing data which indicates academic or behavior progress.

Tier I includes quality instruction and positive behavioral supports for all students designed to ensure students graduate ready for college and/or a career. Tier I instruction is aligned with the current Mississippi frameworks and provided by highly qualified teachers using research and/or evidence based instructional strategies. Schools use a universal or school-wide screening of all students to identify students who may need additional instructional and/or behavioral support to be successful.

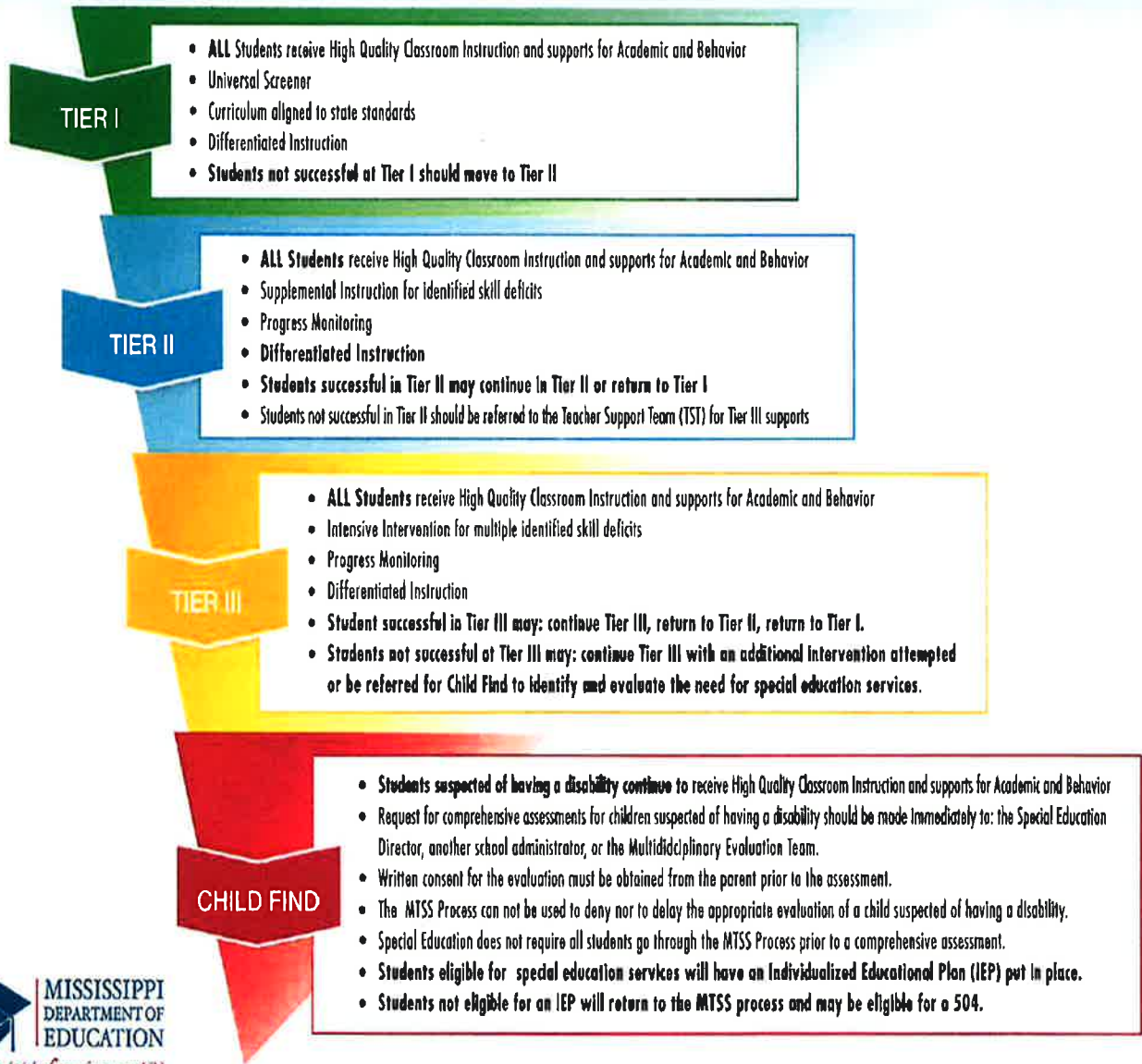
Students who are not successful in Tier I and who show some risk of not meeting grade level academic and/or behavioral standards will receive additional Tier 2 supplemental instruction and/or behavioral supports and will be progress-monitored to determine if the intervention is successful. Tier II interventions provide an increased level of intensity for small groups of students in addition to the core instruction. Goals are established and progress monitoring is routinely done (bi-weekly, monthly, or as set by the intervention protocol) to determine if the intervention is helping the student. If progress is not made, the student is referred to the Teacher Support Team (TST) for Tier III supports.

Each school has a Teacher Support Team (TST) led by the principal whose task is to review academic and behavioral data of students who are not being successful. The TST makes recommendations for Tier III interventions and meets periodically to review students' progress. Universal screening, identification of needs, providing supplemental instruction or interventions, and progress monitoring are all components of our MTSS process. At Tier 3, research or evidence-based academic and behavioral interventions are individualized to meet the specific needs of each student. Weekly progress monitoring data is reviewed to determine if the intervention is being successful, if it needs to be continued or modified, or if the student needs to be referred for a comprehensive evaluation.

CSD Multi-Tiered Systems of Support (MTSS)



MTSS FLOWCHART FOR PRE-K - 12



Multi-Tiered Systems of Support (MTSS)

Part 3 Chapter 41: Intervention

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: August 18, 2017

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.

3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- a. performance on a reading screener approved or developed by the MDE, or

- b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the LiteracyBased Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud).
7. All students in Kindergarten and grades 1 through 3 shall be administered a stateapproved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST 3 for interventions as specified in Response to Intervention 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;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2017)

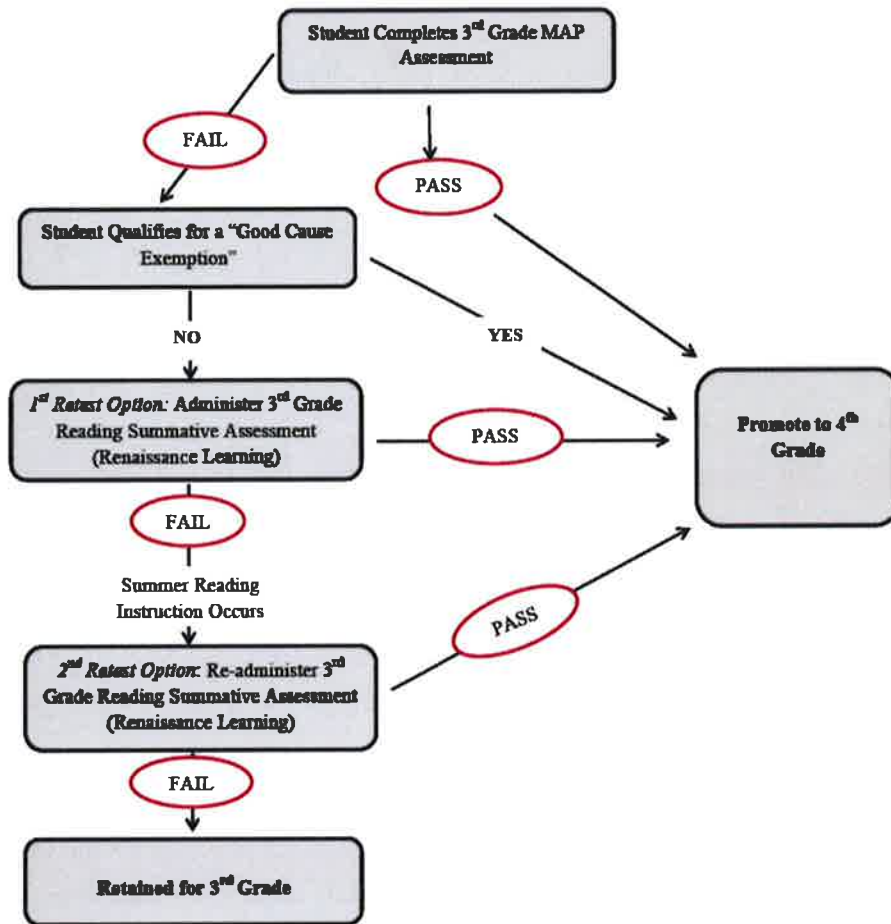
Columbia School District's 2018-2019 Multi-Tiered System of Support (MTSS) Plan

[MTSS Plan](#)

Individual Reading Plan

The Individual Reading Plan (IRP) is a requirement of the amended Literacy-Based Promotion Act (LBPA) for the 2018-19 school year. Teachers/schools should utilize this form to document intensive reading instruction and interventions for ANY student Kindergarten through 3rd grade for whom a reading deficiency has been identified. CSD teachers should consider students who, according to data, fall into the lowest two performance levels (e.g., “Intervention” or “Urgent Intervention” students according to STAR Reading data).

Literacy-Based Promotion Process Flow Chart



Stakeholder 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

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-through/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

