

JEFFERSON DAVIS COUNTY SCHOOL DISTRICT



INSTRUCTIONAL MANAGEMENT PLAN

2024-2025

Mr. Ike Haynes, Superintendent of
Education

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Vision

Students in the Jefferson Davis County School District will achieve life-long learning, reach proficiency in academic areas, and contribute to our community in a positive manner.

Mission

The Jefferson Davis County School District promotes a rigorous, safe, and nurturing environment in which students are empowered to achieve their full intellectual and social potential by combining high standards, discipline, and character education, with a commitment to individualism, creativity and diversity as students prepare to continue to our global society.

District Goals

Jefferson Davis County School District will:

1. Improve the reading levels and literacy levels of all students.
2. Continue to increase attendance, decrease tardiness and lower student dropout rates.
3. Implement programs and activities to improve student test scores statewide.
4. Create a climate of high expectations for all students, staff and parents to ensure college and career readiness through innovative technological advances.
5. Strengthen the effectiveness of communication within Jefferson Davis County School District and Jefferson Davis community by creating partnership with parents, students and staff to develop lifelong learners.
6. Create and maintain a safe and drug free environment at all districts sites by implementing programs and activities that foster respect for self, others and the environment.
7. Increase teacher capacity and effective instruction by implementing top notch professional development plan for teachers.
8. Continue to improve district finances through conservative decisions in the best interest of the students.
9. Improve the reading levels and literacy levels of all students.
10. Continue to increase attendance, decrease tardiness and lower student dropout rates.

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; and
- 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; and
- Oversee the work of district staff in accomplishing their responsibilities.

Deputy Superintendent will:

- Formulate and execute a vision for the instructional and curriculum services within the district, establishing clear objectives and targets for the educational process that harmonize with the district's Strategic Operating Plan. This ensures that every classroom, for each student in JDCSD, receives rigorous, standards-aligned instruction and appropriate instructional assistance.
- Collaborate with interdisciplinary teams in Data and Accountability, Exceptional Education, and Teaching and Learning to ensure comprehensive support for all teachers and the efficient provision of instructional programs and services.
- Establish and oversee a highly proficient, forward-thinking academic services department, evaluated based on its capacity to consistently enhance instructional methodologies.
- Supervise a process of ongoing improvement to guarantee systematic changes in instructional methods and student performance across all classrooms.
- Ensure the coordination of initiatives for school leaders and teams, integrating academic content and instructional strategies seamlessly.
- Instill a culture where high standards are expected and responsibility is shared to ensure fair access to top-notch, culturally relevant teaching.

Assistant Superintendent/Director of Exceptional Education will:

- Plans and implements program goals and objectives for the exceptional education program PreK-12th grade while maintaining an awareness of current laws, policies, and regulations pertaining to specific programs.
- Applies current research and techniques to ensure that all individuals with exceptional needs are appropriately identified, assessed, and provided appropriate education programs and services designed to meet their unique needs.
- Represents the School in legal proceedings, participates in IEP meetings, discussions, informal conferences, mediations, and due process hearings to resolve issues regarding exceptional education students.
- Develops and maintains liaison with appropriate governmental agencies and relevant community groups and remains current on legislation pertaining to areas of exceptional education.
- Recommends and manages the budget for exceptional education programs.
- Assists in the development of policies and procedures related to exceptional education. Performs regular program reviews and recommends changes in program administration, methodology, curriculum and/or procedures as necessary.
- Assigns and schedules exceptional education personnel.
- Provides staff development for exceptional education personnel.
- Participates in the selection of personnel for the Exceptional Education Department.
- Maintains the confidentiality of information used in personnel issues and School functions.
- Disseminates information regarding exceptional education to staff, students, parents, and the community.
- Serves as the custodian of special education records.
- Analyzes and secures contracted services and provides oversight. Directly supervises and evaluates assigned staff.

Director of Elementary Instructional Programs will:

- Ensure that the district's curriculum is aligned to the MS College- and Career- Readiness Standards and Frameworks as well as other initiatives that enhance student achievement.
- Participate in ongoing review of proposed programs to assess the effectiveness and alignment with current district initiatives.
- Communicate the approved curriculum to the professional staff and maintain a list of approved instructional materials
- Work with principals and teacher committees in organizing and coordinating grade level and department meetings, in order to enhance horizontal and vertical continuity and articulation of the instructional program throughout the district.

- Direct creation of and edits for publication Elementary Education curriculum guides and materials prepared by and to be distributed to the instructional staff
- Analyze district data to be used for improving instructional practices and student achievement.

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; and
- 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; and
- Participate in district, campus, and personal professional development.

Instructional Management System

The instructional management system aims to pinpoint the competencies and goals outlined in State Board of Education-approved curriculum frameworks, along with district support, to elevate student achievement. It also strives to refine classroom instructional methods that emphasize rigor and relevance across the curriculum, while simultaneously preparing students for further education and the workforce.

A successful instructional management system must adapt to increasing standards for both student and educator performance, fostering ongoing enhancement in professional development that translates into tangible improvements in teaching and leadership effectiveness, ultimately benefiting student learning. The Instructional Management System of the Jefferson Davis County School District is a dynamic framework continually adjusted to meet statutory and regulatory alterations and to meet the rising benchmarks for student and educator performance. It adheres to state mandates for district instructional management systems through fundamental policies and related practices that resonate with the goal of preparing students for college and careers.

The Jefferson Davis County School District offers evidence-based learning opportunities, programs, and support for teachers, school administrators, and staff, aiming to facilitate the adoption of established instructional and leadership methods that enhance student learning outcomes. In fulfilling this goal, JDCSD acts as a central hub connecting necessary knowledge, skills, and resources to assist staff in fulfilling their roles effectively, staying abreast of current research in their respective fields, and readying students for success in the modern era. When executed with consistency, this approach significantly bolsters the district's endeavors to positively influence student achievement.

Mississippi Public School Accountability Standard 20

The State Board of Education, acting through the Commission on School Accreditation, is required to establish and implement a process for accountability at the public school district level. School districts are held accountable for Accreditation Policies and Process Standards and receive an annual accreditation status. Standards of the performance-based accreditation system recommended by the Commission and adopted by the State Board of Education are contained in the current edition of the *Mississippi Public School Accountability Standards*. Process (input) Standards address accepted educational principles and practices that are believed to promote educational quality. Standard 20 addresses the school district's instructional management system:

Standard 20: The school district implements an instructional management system that has been adopted by the school board. {*MS Code 37-3-49(2)(a-c)* and *37-3-49(5)*} (SB Policy 4300)

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 Board of Education Policy 4300, including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act* requirements.

JDCSD Board Policies That Guide the Instructional Management System

Code	Policy Description
IAAA	Distance/Online Learning
IAAB	Staff Conduct on Virtual Meetings
IB	Instructional Goals
IC	Curriculum Development
ICA	Curriculum Development Resources/Equipment & Supplies Selection & Adoption
ICB	Curriculum Development Planning
ICF	Curriculum Adoption
ICFA	Textbook Policy
ICG	Sex-Related Education
ICHI	Literacy Based Promotion
ICI	Health & Physical Education
ICIB	CPR/AED Instruction
ICL	Conflict Resolution & Peer Mediation Materials
ID	Instructional Program Management
IDA	Education Plan/Program Improvement
IDAD	Career Education

IDAG	Dual Enrollment
IDCAB	Credit Recovery Program
IDDE	Driver Training
IDDF	Special Education Programs
IDDH	Section 504--Am w/Disabilities Act--Non Discrimination
IDDHA	Section 504--Am w/Disabilities Act Procedures (Employees & School Visitors)
IDDHB	Section 504 Procedures (Students)
IDE	Gifted Education Program
IEB	Speech-Language Screening
IEBA	Dyslexia Policy
IFB	Instructional Services
IFBD	School Libraries
IFG	Early Graduation
IH	Student Achievement Improvement Act of 1999
IHA	Grading System
IHE	Promotion & Retention
IHF	Graduation Requirements
IHFAAA	Career Pathways Graduation Option
IJ	Technology & Instruction/Electronic Information Resources
IK	Limited English Proficiency Instruction

Curriculum & Instruction: Instructional Approach

The JDCSD is dedicated to crafting an outstanding curriculum that establishes challenging, elevated standards for both students and educators, leading to significant learning experiences for every student. The aim of this curriculum is to create a structured system that guarantees students achieve proficiency in the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks, regardless of their teachers or the schools they attend.

The curriculum will be designed and implemented on the following premises:

- Every student has the potential to excel in mastering the fundamental aspects of formal education.
- Achievement shapes one's self-perception, which in turn impacts both learning and behavior.
- The instructional process is flexible and can be adjusted to enhance learning outcomes. Schools have the ability to optimize learning environments for all students by establishing clear learning objectives, maintaining high expectations for every student, regularly assessing student achievement in the short and long term, and making necessary adjustments based on assessment findings.
- Achieving successful student learning hinges on offering suitable educational experiences that match the appropriate level of challenge, thereby ensuring optimal student achievement.
- The effectiveness of curriculum design and instructional delivery is measured by the attainment of high levels of student achievement.

The focus of the curriculum shall have the following priority order:

- Mississippi College and Career Readiness Standards
- Emphasis on reading at grade level
- Mastery of basic skills of writing and mathematics
- Objectives derived from state and national assessments
- Bloom's Taxonomy and Webb's Depth of Knowledge

The instructional approach shall:

1. Create an environment within the school that consistently recognizes and values the worth and diversity of every student.
2. Set the expectation that every student will achieve high levels of learning.
3. Guarantee that every student encounters chances for individual success.
4. Adjust the duration of learning activities based on the individual needs of each student and the difficulty level of the task.
5. Encourage both staff members and students to assume responsibility for their own successful learning journeys.
6. Evaluate students' current skills or learning levels to inform instructional assignments.
7. Examine the content of each objective to ensure that instructional strategies align with the content, context, cognitive level, and assessment requirements.
8. When suitable, organize tasks into a hierarchy of learning skills to optimize the efficiency of instructional delivery.
9. Familiarize students with the objectives they will be learning.

10. Teach with a focus on the objectives, employing diverse approaches, allowing sufficient time, and offering multiple opportunities for learning and achieving success.
11. Evaluate students' mastery of the objectives to decide whether to progress to a new instructional objective, provide additional enrichment, or offer corrective measures as necessary.
12. For students who achieve mastery, advance them to the next objective or provide extension and enrichment activities.
13. For students who do not achieve mastery, offer corrective measures and/or employ alternative strategies until mastery is attained. Utilize the MTSS process to monitor the remediation process.

Pacing Guides

- The Office of Curriculum will guarantee access to the latest and comprehensive set of pacing guides, recommended teaching methods, and assessment materials (if applicable) for grades K-8th, covering English/language arts and mathematics, as well as 5th and 8th-grade science, Algebra I, English II, Biology I, and U.S. History.
- Every principal will retain access to the up-to-date and comprehensive set of pacing guides for tested subjects and sample assessment materials specific to their school, aiding in the promotion of proficiency-level performance.
- Every instructional staff member will have copies and access to standards/frameworks, pacing guides, and sample assessments (where applicable) for each course or grade they teach.
- The pacing guides are designed to ensure comprehensive coverage of all standards and competencies throughout the academic year.

Lesson Plans Requirement

- During emergency closures caused by weather, environmental, or global emergencies, lesson plans will incorporate instructional lessons and activities suitable for implementation in traditional (face-to-face), hybrid, and/or virtual platforms. These plans will align with the adopted curricula for each content area/grade band available on the curriculum portal page.
- Teachers from preschool to 12th grade will employ a shared template for lesson planning accessible on the curriculum portal page.
- Teachers in grades PK-12 will also utilize Google Classroom for delivering virtual instruction, sharing and collecting student assignments, and communicating with both students and parents.
- All lesson plans will consist of standards/objectives, essential questions, data, academic vocabulary, anticipatory set, modeling, guided practice, student-centered learning activities, formative and informative assessments, opportunities for differentiation, IEP section, ELL section, enrichment, remediation, and closure.
- All teachers will place copies of the current week's lesson plans in the Curriculum Binder.
- Lesson plans will be submitted weekly to the building level principal or his/her designee for approval.
- Principals will have access to lesson plans for each teacher and maintain on file (hardcopy or electronically)

- All teachers will be trained by the building level administrators on the components of the lesson plan template.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy, meet the diversity of students’ backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will plan units of instruction that align with the MS Curriculum Frameworks or Mississippi College- and Career-Readiness Standards.

Instructional Delivery:

What Instruction Time Should Look Like In The Jefferson Davis County School District	
Routines and Procedures	<ul style="list-style-type: none"> • The teacher promptly handles routine tasks like roll call and noting absences while students engage in instructional activities. • Clear procedures are established for each task, and students are familiarized with the routines. • Students adhere to these routines efficiently, minimizing interruptions to instruction. • Transitions between activities are swift and seamless. • Instructional time is maximized with no downtime or gaps between activities. • The teacher conducts instruction for the entire class period without interruptions.
Classroom Management	<ul style="list-style-type: none"> • Rules and consequences are fair and sensible, visibly displayed within the classroom. • Consistent application of consequences is ensured. • The teacher provides positive reinforcement for desirable behavior. • For students facing significant behavior challenges, positive behavior plans are established.
Maximizing Instructional Time	<ul style="list-style-type: none"> • Each teacher and support staff member optimizes instructional time for all students by: <ul style="list-style-type: none"> • Conducting lessons from start to finish • Employing evidence-based teaching methods • Addressing individual learning requirements through differentiation and instructional scaffolding • Offering extra explicit guidance for students facing learning deficits • Utilizing diverse grouping techniques to cater to student needs • Swiftly and efficiently managing routine tasks • Ensuring prompt availability of materials and handouts • Implementing consistent routines for all activities • Facilitating seamless transitions between activities • Supervising and circulating among student groups during work sessions

	<ul style="list-style-type: none"> • Implementing a robust classroom management strategy • Delivering constructive and encouraging feedback to students
Student Engagement	<ul style="list-style-type: none"> • Students actively engage in instructional activities/strategies that cultivate meaningful learning connections, encourage peer collaboration, and lead to students mastering standards at the proficient or advanced levels. • Students are engaging by asking questions and/or providing responses to inquiries.
Lesson Line Components	<p><u>Bell Ringer: (Spiral Review)</u>- A prompt designed to mirror the rigor of state assessment questions, serving as an immediate engagement tool at the beginning of class to kick-start essential instruction.</p> <p><u>Anticipatory Set: (Set, hook, or focus)</u>- • Create a sense of anticipation and expectancy for learning. • Connect prior learning and experiences to the lesson objective.</p> <p><u>Objective and Purpose:</u> Tell students what they will know and be able to do by the end of instruction and why this is relevant to them.</p> <p><u>Input Modeling/Modeled Practice:</u> Demonstrate what the knowledge, skills, and processes for learning look like. • Show students what they’re learning in a concrete way. • “I do it.” (Teacher demonstrates)</p> <p><u>Guided Practice:</u> • Students apply and practice what was modeled with teacher supervision. • “We do it together.” (Teacher + students) • Provide immediate feedback.</p> <p><u>Collaborative Practice:</u> Get the students talking about their learning with other students to consolidate their learning before applying it independently. • “You do it together.” (Partners or small group)</p> <p><u>Independent Practice:</u> • Students practice and apply their new learning independently. • “You do it alone.” (Student alone)</p> <p><u>Closure:</u> • Wrap up the lesson. Allow students to summarize their learning. • Use as a formative assessment to: • Assist in planning for next lesson. • Is re-teaching needed?</p>
Bell Ringers	Bell Ringers: An engagement activity, like a question formatted similarly to state assessment items, designed to promptly immerse students in critical instruction as soon as class begins. This activity should at least match the level of rigor found in state sample test items.
Teacher Questioning	<ul style="list-style-type: none"> • Students are presented with questions tailored to their current level of learning, alongside higher-level inquiries designed to elevate their comprehension to the state-mandated standard. • Questions spanning all levels of Bloom’s Taxonomy or Webb’s Depth of Knowledge are utilized to gauge and enhance student understanding. • Benjamin Bloom’s Taxonomy: Knowledge: (Identification and recall of information): • Who, what, where, when, how

	<ul style="list-style-type: none"> • Describe Comprehension: (Organization and selection of facts and ideas): • “Retell ...” • “Summarize ...” Application: (Use of facts, rules and principles): • “How is... an example of ...?” • “How is... related to...?” • “Why is ... significant?” Analysis: (Separation of a whole into component parts); • “What are the parts or features of...?” • “Classify... according to ...” • “Outline/diagram...” • “How does... compare/contrast with...?” • “What evidence can you list for...?” Synthesis: (Combination of ideas to form a new whole): • “What would you predict/infer from...?” • “What ideas can you add to ...?” • “How would you create/design a new...?” • “What solutions would you suggest for...?” Evaluation: (Development of opinions, judgments, or decisions): • “Do you agree...?” • “What do you think about...?” • “What is the most important...?” • “Place the following in order of priority...?” • “How would you decide about...?” • “What criteria would you use to assess...?” • Webb’s Depth of Knowledge: • DOK-1: Recall and reproduce data, definitions, details, facts, information, and procedures. (knowledge acquisition) • DOK-2: Use academic concepts and cognitive skills to answer questions, address problems, accomplish tasks, and analyze texts and topics. (knowledge application) • DOK-3: Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results. (knowledge analysis) • DOK-4: Think extensively about what else can be done, how else can learning be used, and how could the student personally use what they have learned in different academic and real world contexts. (knowledge augmentation) • Teacher systematically balances the following types of responses <ul style="list-style-type: none"> ○ Choral, whole group ○ Ask, pause, call
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	<ul style="list-style-type: none"> ○ Visual Cues <ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ■ 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>
Students’ Questions	<p>Students are encouraged to contribute their input.</p> <ul style="list-style-type: none"> • Responses to student questions are provided with positive reinforcement. • Questions are further explored to gauge student comprehension. • Student inquiries indicate comprehension of taught concepts, and any misconceptions are addressed by both the teacher and support staff. • Students are coached to ask each other academic questions, fostering peer-to-peer learning.
“Jag Time”	<p>During this period, the teacher will offer supplementary assistance tailored to address the specific needs of each student, including:</p> <p>Remediation: Teachers are utilizing data to revisit and reinforce content that students previously struggled to grasp during Tier I instruction. They are employing various strategies and methodologies to ensure better comprehension and mastery.</p> <p>Intervention: Tailored support guided by progress monitoring, delivering intensive instruction customized to meet each student's unique needs. This includes activities or tasks designed to enhance the child's developmental or behavioral performance.</p> <p>Enrichment: A curriculum that is both substantive and rigorous, crafted to stimulate students' intellects and enrich their understanding.</p>

Assessment:

Assessment demonstrates what students *know* and *are able to* do. It takes place prior to instruction, during instruction, and following instruction. Essentially, assessments drive instruction. Assessment represents an essential element of all three levels of the JDCSD three-tier instructional model. JDCSD’s beliefs about assessments 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.
- 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.

The Jefferson Davis County School District Recommended Assessment Strategies include, but are not limited to, the following:

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

There are two major foci for the use of district assessments--individual student assessment data for instructional purposes and program evaluation.

Program Evaluation will serve two purposes: (1) to determine if student achievement or curriculum student expectations meet or exceed district expectations and (2) to determine if specific programmatic efforts (e.g. Title I, Gifted, Special Education, a particular commercial program) are meeting student achievement expectations on the district's curriculum.

External tests are typically summative in nature. They are used for accountability or placement purposes (e.g. MAAP, NAEP, AP and ACT). In the JDCSD, such assessments will be used to assist in setting school improvement planning goals annually (MKAS and MAAP). Such data is expected to be disaggregated by gender, race/ethnicity, and socioeconomic status as well as by individual students, classrooms, buildings, and grade levels where these analyses may be used for program and instructional planning. In some cases, the data is disaggregated by course taken.

Formative assessment (edglossary.org) refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or **learning standards** they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and **academic support**.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

Formative assessments are commonly contrasted with summative assessments, which are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. In other words, formative assessments are for learning, while summative assessments are of learning. Or as assessment expert Paul Black put it, “When the cook tastes the soup, that’s formative assessment. When the customer tastes the soup, that’s summative assessment.” It should be noted, however, that the distinction between formative and summative is often fuzzy in practice, and educators may hold divergent interpretations of and opinions on the subject.

Many educators and experts believe that formative assessment is an integral part of effective teaching. In contrast with most summative assessments, which are deliberately set apart from instruction, formative assessments are integrated into the teaching and learning process. For example, a formative-assessment technique could be as simple as a teacher asking students to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having students complete a self-assessment of their own writing (typically using a **rubric** outlining the criteria) that the teacher then reviews and comments on. While formative assessments help teachers identify learning needs and problems, in many cases the assessments also help students develop a stronger understanding of their own academic strengths and weaknesses. When students know what they do well and what they need to work harder on, it can help them take greater responsibility over their own learning and academic progress.

While the same assessment technique or process could, in theory, be used for either formative or summative purposes, many summative assessments are unsuitable for formative purposes because they do not provide useful feedback. For example, **standardized-test** scores may not be available to teachers for months after their students take the test (so the results cannot be used to modify lessons or teaching and better prepare students), or the assessments may not be specific or fine-grained enough to give teachers and students the detailed information they need to improve.

The following are a few representative examples of formative assessments:

- Questions that teachers pose to individual students and groups of students during the learning process to determine what specific concepts or skills they may be having trouble with. A wide variety of intentional questioning strategies may be employed, such as phrasing questions in specific ways to elicit more useful responses.
- Specific, detailed, and constructive feedback that teachers provide on **student work**, such as journal entries, essays, worksheets, research papers, projects, ungraded quizzes, lab results, or works of art, design, and performance. The feedback may be used to revise or improve a work product, for example.
- “Exit slips” or “exit tickets” that quickly collect student responses to a teacher’s questions at the end of a lesson or class period. Based on what the responses indicate, the teacher can then modify the next lesson to address concepts that students have failed to comprehend or skills they may be struggling with. “Admit slips” are a similar strategy used at the beginning of a class or lesson to determine what students have retained from previous **learning experiences**.

- Self-assessments that ask students to think about their own learning process, to reflect on what they do well or struggle with, and to articulate what they have learned or still need to learn to meet course expectations or learning standards.
- Peer assessments that allow students to use one another as learning resources. For example, “workshopping” a piece of writing with classmates is one common form of peer assessment, particularly if students follow a rubric or guidelines provided by a teacher.

In addition to the reasons addressed above, educators may also use formative assessment to:

- Refocus students on the learning process and its intrinsic value, rather than on grades or extrinsic rewards.
- Encourage students to build on their strengths rather than fixate or dwell on their deficits. (For a related discussion, see [growth mindset](#).)
- Help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. For example, students may learn how to self-assess their own progress and self-regulate their behaviors.
- Give students more detailed, precise, and useful information. Because grades and test scores only provide a general impression of academic achievement, usually at the completion of an instructional period, formative feedback can help to clarify and calibrate learning expectations for both students and parents. Students gain a clearer understanding of what is expected of them, and parents have more detailed information they can use to more effectively support their child’s education.
- Raise or [accelerate](#) the educational achievement of all students, while also reducing [learning gaps](#) and [achievement gaps](#).

Summative assessments (edglossary.org) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Generally speaking, summative assessments are defined by three major criteria:

- The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.
- Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

Summative assessments are commonly contrasted with formative assessments, which collect detailed information that educators can use to improve instruction and student learning while it's happening. In other words, formative assessments are often said to be for learning, while summative assessments are of learning. Or as assessment expert Paul Black put it, "When the cook tastes the soup, that's formative assessment. When the customer tastes the soup, that's summative assessment." It should be noted, however, that the distinction between formative and summative is often fuzzy in practice, and educators may have divergent interpretations and opinions on the subject.

Some of the most well-known and widely discussed examples of summative assessments are the **standardized tests** administered by states and testing organizations, usually in math, reading, writing, and science. Other examples of summative assessments include:

- End-of-unit or chapter tests.
- End-of-term or semester tests.
- Standardized tests that are used to for the purposes of school accountability, college admissions (e.g., the SAT or ACT), or end-of-course evaluation (e.g., Advanced Placement or International Baccalaureate exams).
- Culminating **demonstrations of learning** or other forms of "performance assessment," such as **portfolios** of **student work** that are collected over time and evaluated by teachers or **capstone projects** that students work on over extended periods of time and that they present and defend at the conclusion of a school year or their high school education.

While most summative assessments are given at the conclusion of an instructional period, some summative assessments can still be used diagnostically. For example, the growing availability of student data, made possible by online grading systems and databases, can give teachers access to assessment results from previous years or other courses. By reviewing this data, teachers may be able to identify students more likely to struggle academically in certain subject areas or with certain concepts. In addition, students may be allowed to take some summative tests multiple times, and teachers might use the results to help prepare students for future administrations of the test.

It should also be noted that districts and schools may use "interim" or "benchmark" tests to monitor the academic progress of students and determine whether they are on track to mastering the material that will be evaluated on end-of-course tests or standardized tests. Some educators consider interim tests to be formative, since they are often used diagnostically to inform instructional modifications, but others may consider them to be summative.

The following is a list of all the district-wide assessments administered in a given year. The matrix includes purpose of the test, when it is administered, to whom it is administered and who uses the results.

Regular Education Assessments Used in District Type of Test: D = Diagnostic; St = State; F=Formative; Su=Summative; B=Benchmark					
Test Name	Type	Content	Purpose	Audience	When Given
ACT	St, Su	English, math, reading, science, and writing	College Entrance/Readiness	Juniors & Seniors	Schedule set by MDE and College Board
ACT Work Keys	Sum	Reading,	Readiness	11 th and 12 th	Fall/Spring
iReady	D	Reading, Math	F	K-11	September, January, May
KRA(Kindergarten Readiness Assessment)	St	K Readiness	K Readiness	PreK/K	September/April
MAAP (MS Academic Assessment Program)	Su	English, Math, Reading, Science, and Writing	Readiness/Accountability	3 rd – 8 th 9 th – 11 th End of Course	April/May
ELS	B	English, Math, Reading, Science, and Writing	Readiness	3 rd – 8 th 9 th – 11 th End of Course	Fall/Winter/Spring

Literacy-Based Promotion Act: Senate Bill 2347

Passed during the 2013 legislative session, the Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students’ progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

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 (25-35).

The IRP serves as a tool for 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.

It is important to note that multiple data points in addition to the effectiveness of Tier I instruction, which focuses on **all** students and involves implementation of evidence-based curriculum and instructional practices that align with state standards and **include** differentiated instruction, must be considered when identifying students who need Tier II and Tier III supports.

§ 37-177-11. Good Cause Exemption for promotion to grade 4 of student not meeting academic requirements

A 3rd 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 Learner program;
- b. Students with disabilities whose Individualized Education Program (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 or previously was retained in Kindergarten or First, Second or Third Grade;

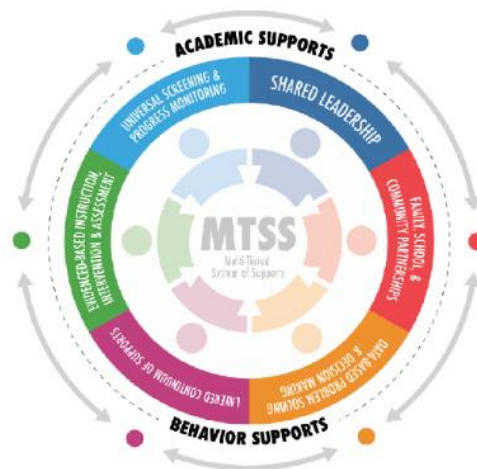
- d. Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
- e. Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and 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.

Multi-Tiered System of Support

In Mississippi, districts and schools utilize the cohesive framework, Multi-Tiered System of Supports (MTSS), to align current resources and initiatives in order to meet the academic and behavioral needs of ALL students, such as those with an IDEA or gifted eligibility, English learners, juvenile justice involved youth, students with dyslexia, and students of poverty. MTSS is a method of organization of supports which ensures optimal educational outcomes for students, pre-K-12th grade. It aligns the entire system of supports, encompasses Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS), and ensures effective team-based problem solving that is data informed and evidence-based. Mississippi’s model for MTSS consists of six essential components:

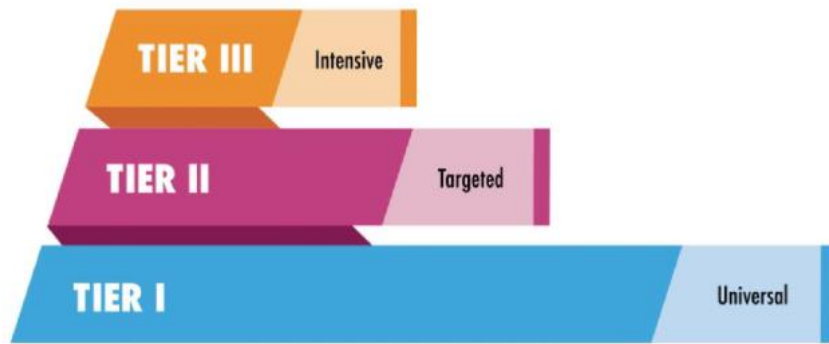
- Shared Leadership
- Family, School, & Community Partnerships
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports (Tier I, Tier II, Tier III)
- Evidence-Based Instruction, Intervention, & Assessment
- Universal Screening & Progress Monitoring

The essential components of a MTSS allow for a continuum of supports, working together endlessly, to improve student academic and behavioral outcomes by design, and redesign, of appropriate services through promotion of equitable practices.



The Mississippi State Board of Education's Policy 41.1 **requires that districts and schools follow a three-tiered instructional model** consisting of:

- Tier 1: high-quality classroom instruction,
- Tier 2: focused supplemental instruction, and
- Tier 3: specifically designed intensive interventions as prescribed.



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

Tier I is the UNIVERSAL layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole group, small group, and in individual settings. Tier I should be considered the key component in successful tiered instruction.

Tier I, high-quality, core instruction is present at all three levels of the tiered model and should include the adoption and use of an evidence-based curriculum that is aligned to the Mississippi College- and Career-Readiness Standards (MCCRS). Tier I instruction should include the use of a developmentally appropriate universal screener for academics and behavior. The data obtained from the universal screening assessments, as well as formative and summative assessments, should be used to inform instruction and lesson plan development. Instruction should be differentiated and scaffolded based on the specific needs of students. During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of the newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high quality instruction, approximately 80% of students' needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Here are questions to ask when evaluating the effectiveness of Tier I effectiveness:

- What percentage of students is achieving academic and behavioral expectations?

- What percentage of students in subgroups is achieving academic and behavioral expectations?
- Are the classroom and school environments conducive to learning?
- Are systems in place to ensure quality classroom instruction?
- Is implementation of culturally responsive practices in place?

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

Tier II (typically 10-15% of the population) is supplemental, targeted academic and/or behavioral instruction that is provided in addition to the core instruction. Tier II interventions are designed for students who have not positively responded to Tier I efforts, instruction, and/or behavior management within the general classroom. It is recommended that a hearing screening and a vision screening take place at Tier II to rule out an underlying problem that might be causing lack of progress at Tier I. Within this tier of intervention support, the teacher typically provides additional instructional support aligned to core lessons. The interventions are carefully developed using various instructional planning resources. Tier II interventions should focus on specific, identified skill gaps, and they should be closely monitored. Tier II interventions should be data-driven and follow a progression of skills. The interventions should be scaffolded based on the individual needs of the student. Intervention sessions should be conducted one-on-one or in a small group setting for 20-30 minutes 3-5 days per week. Key instructional features that characterize Tier II intervention sessions are differentiated instruction, modeling, multiple student responses, and immediate feedback. Students receiving Tier II should be progress monitored minimally every other week (twice a month). Regular fidelity checks should be administered at equal intervals to ensure implementation of the intervention is carried out with integrity.

The MDE recommends that a documented review occurs at 4 weeks and again at 8 weeks after implementation of Tier II.

A student should be referred to the Teacher Support Team (TST) if progress monitoring data does not show adequate student progress and further support is needed. Additionally, students who populate the MSIS screen for one of the following indicators must be referred to TST within the first 20 days of school.

1. Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.
2. A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

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

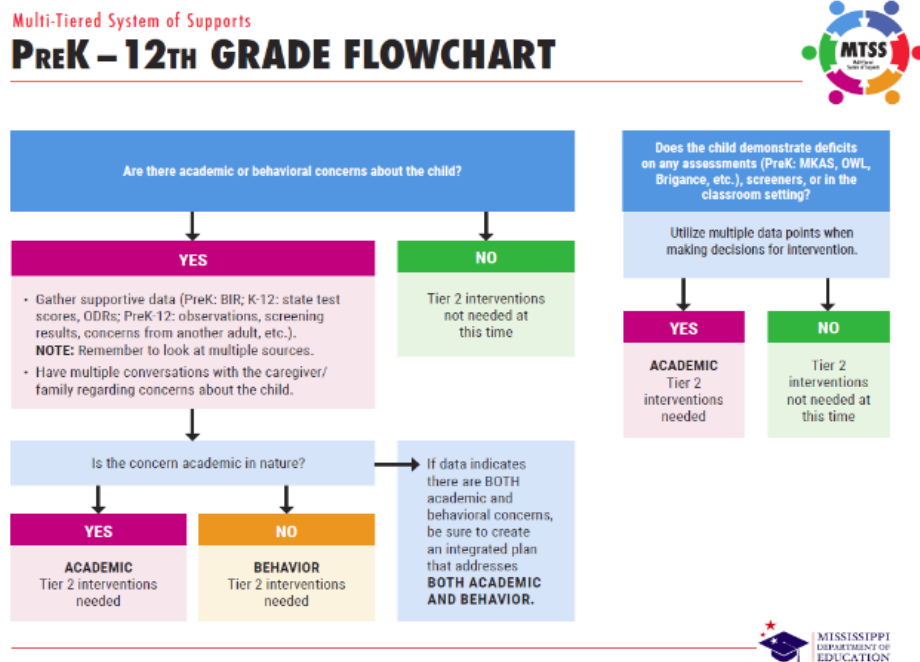
Tier III (typically 1-5% of population) provides the most intensive, targeted instruction specifically designed to meet the individual needs of the student. Tier III instruction should be designed to increase an individual student’s rate of progress, close deficit gaps between the student and their

peers, based on the student’s need as determined by assessment data (universal screenings, hearing and vision screenings, diagnostic assessments, progress monitoring, etc.) and aligned to the core curricula. Intensive interventions should be evidence-based, taught explicitly and systematically, and judiciously monitored for fidelity during implementation. Intensive instruction is provided in small groups or on an individual basis as dictated by the collected data. Tier III intervention should occur:

- as outlined by the intervention program,
- in accordance with the individualized plan, or
- for 30-60 minutes daily.

Tier III interventions should be progressed monitored weekly (one data point per week). Also, it should be determined that a student’s lack of growth is not due to a hearing or vision problem that may be keeping him/her from mastering skills.

The MDE recommends two (2) Tier III documented reviews, with the first documented review conducted no later than eight (8) weeks after implementation and the cumulative documented review no later than sixteen (16) weeks after implementation.



NEXT STEPS (INTERVENTIONS ARE NOT SUCCESSFUL) When data is reviewed and analyzed, a decision should be made regarding the success of the intervention plan. If it is concluded that the intervention plan was not successful the TST must decide if the intervention should be revised, goals adjusted, or the student should be referred to the **Multidisciplinary Evaluation Team (MET)** for a Child Find Study. (Note: A referral to the MET may be requested at any time, by anyone, for any student. The MTSS process is not a pre-referral for the evaluation process.)

Child Find is the district's responsibility to identify, locate, and evaluate all students suspected of having a disability. Students may be identified for a suspected disability regardless of tier or placement within the continuum of supports. School districts are required to identify all children who may need special education services even if the school is not providing special education services to the child. Schools are required to locate, identify and evaluate all children with disabilities from age 3 to age 21. The Child Find mandate applies to all children who reside within the state, including children who attend private schools and public schools, highly mobile children, migrant children, homeless children, and children who are wards of the state.

Students suspected of having a disability that are identified through Child Find continue to receive high quality classroom instruction and supports for academics and behavior. All requests for comprehensive assessments for children suspected of having a disability should be submitted immediately to the district's special education director, school administrator or the Multidisciplinary Evaluation Team. Written consent for the evaluation must be obtained from the parent prior to the assessment.

The MTSS process cannot be used to deny, delay, or negate in any way the appropriate evaluation of a child suspected of having a disability.

IDEA does not require all students go through the MTSS process prior to a comprehensive assessment. Students eligible for special education services after comprehensive assessments will have an Individualized Education Program (IEP) put in place. Students that are not eligible for an IEP will return to the MTSS process and may be eligible for a 504 plan.

In MTSS, behavioral instruction and intervention is one layer provided in the continuum of supports for Tiers I, II, III. The Positive Behavioral Supports and Interventions (PBIS) framework provides guidelines and suggestions for each tier.

Tier I includes best practices that should be school, program, and/or facility wide and included in every classroom. Developing school, program, or facility wide expectations, classroom/area rules, a reinforcement and consequence system, and a consistent office discipline referral (ODR) system is the beginning of implementing Tier I supports. Teaching the developed expectations and rules as well as classroom and area procedures is the second step in implementing Tier I supports. Analyzing data from ODRs and other linked data sources and sharing this data with staff, students, families, and the community in order to plan for and make changes as needed is the last step in implementing Tier I supports. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier I implementation.

Tier II includes best practices for those students who are not making progress with Tier I supports. Unsuccessful behaviors are not only those external behaviors like physical aggression and not following rules (i.e., running in the hallway, repeatedly out of seat) and norms/laws (i.e., stealing, truancy) but also includes other, less noticeable external behaviors and internal behaviors. These less noticeable behaviors include off-task behavior, not completing assignments, difficulty with peer relationships, sleeping in class, etc. Behavioral interventions at Tier II include an individualized reinforcement and consequence system (i.e., where students need fewer positive behaviors to earn reinforcement), check-in and check-out, check and connect, behavioral contracting, teaching of social emotional skills, organizational aides, and increasing executive functioning through games, breaks, etc. A targeted support plan that includes specific intervention

recommendations is encouraged. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier II implementation.

Tier III includes best practices for students who are not making progress with Tier II supports. The supports provided at Tier III should be individualized to each student. In order to provide individualized supports, it is important to understand the function(s) of a student's behavior(s). Without determining the function of a behavior, it is difficult to develop individualized interventions. Though not required by law, functional behavioral assessments (FBA) provide information from multiple sources in the form of observations, interviews, and anecdotal notes. The data collected through FBAs make it possible to develop function based behavior support plans (BSP), individualized to each student. BSPs define the target behavior(s), provide information on current behavior(s), and detail interventions to use in order to assist the student in meeting the target behavior(s). At a minimum, observation(s) notes should be used to create a BSP that lists possible interventions to use. Behavioral interventions at Tier III include individualized reinforcement and consequence systems with specific reinforcement options gathered through an interest inventory or observation, individualized schedules, replacement behaviors, etc. The REACH MS website resource section contains forms, checklists, case studies, examples, etc. for Tier III implementation.

For students who are in Tiers II or III due to behavioral needs, it is important to determine the amount of behavioral support needed versus the need for both academic and behavioral support as many inappropriate behaviors are exhibited due to struggles with academic work (in length, in difficulty, in type of assignment, etc.). For example, a student who talks to and disturbs others at the end of whole groups may do so because his attention timespan has ended. Another student may become angry or upset at the difficulty of a math worksheet and have verbal outbursts or kick chairs. These students may be provided with both academic and behavioral interventions.

Additional Information about Multi-Tiered System of Support can be found in the following: Multi-Tiered System of Supports GUIDANCE DOCUMENT

Mississippi Early Warning System

The Mississippi Department of Education developed the Early Warning System (EWS) as a guide to assist school districts and schools in their efforts to help students succeed academically and emerge from Mississippi high schools well prepared for college and careers. As research indicates, a student's decision to drop out of school is a gradual process that starts well before high school. Therefore, it is important to identify at-risk students and provide supports that lead to increasingly successful engagement in school as early as possible.

The Mississippi Board of Education adopted goals in its 2016-2020 Five Year Strategic Plan. Goal 2 is that Every Student Graduates from High School and is Ready for College and Career. One specific objective set for addressing this goal was that an Early Warning System be utilized 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.

Early Warning System uses readily available data to:

- identify students at risk of missing key educational milestones,
- recognize factors that are negatively impacting their learning and behavior, and
- provide supports and interventions that help get students back on track for success in school and, ultimately, to graduation.

Data gathered as part of the Early Warning System can be examined to better understand the needs of individual students, groups of students, or the school as a whole.

The strongest predictors of high school graduation are student attendance, behavior, and course performance (University of Chicago Consortium on Chicago School Research, 2014). Gathering and analyzing data pertaining to these indicators can assist a school in identifying students who are:

- On track for graduation (similar to Tier I in Multi-Tiered System of Supports),
- Sliding off track (similar to Tier II in Multi-Tiered System of Supports), or
- Off track (similar to Tier III in Multi-Tiered System of Supports).

The Jefferson Davis County School District is committed to utilizing the MS Early Warning System to identify struggling students (those in the ‘sliding off track’ and ‘off track’ categories), and providing and implementing appropriate interventions. This will ensure that each student has appropriate supports matched to his challenge area(s), thereby resulting in each student getting back on track for graduation.

Additional Information about the Mississippi Early Warning System can be found in the following: MISSISSIPPI EARLY WARNING SYSTEM TO PROMOTE K-12 ACADEMIC SUCCESS DISTRICT GUIDANCE August 2016.

Mississippi Social Emotional Learning (SEL) Standards

The overarching purpose of the Mississippi SEL Standards is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards (CCRS). The Mississippi SEL Standards assists school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.

The goals of the Mississippi SEL Standards are to:

- Provide knowledge, skills, tools, and other resources to all school staff to help improve student social and emotional learning skills and encourage students to exhibit positive social behaviors
- Enhance the knowledge of all school staff of what teaching practices that focus on SEL look like in the classroom and in other areas of the school campus
- Describe examples of adult and student behaviors that foster teaching practices to promote SEL skills
- Enhance the ability of all school staff to knowledgeably engage in dialogue on SEL skills
- Provide strategies and resources to all school staff to help create a positive classroom experience for all students through defining clear expectations of good practice as well as opportunities for adults to reflect and grow from those experiences

Mississippi identifies five social and emotional domains aligned to CASEL’s five core competencies, each of which is composed of multiple skills and abilities.



The Mississippi SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

The graphic below details the 5 domains and their corresponding anchor standards.

Domain 1: Self-Awareness	Domain 2: Self-Management
<p>Self-awareness is the ability to identify one’s thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one’s abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.</p> <p>1A. Identify emotions and related feelings in one’s self. 1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests). 1C. Determine one’s strengths and areas for growth. 1D. Develop personal responsibilities and a feeling of one’s abilities, qualities and judgment.</p>	<p>Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.</p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life. 2B. Identify and utilize skills needed in organization and self-motivation. 2C. Demonstrate ability to set and accomplish specific tasks and goals.</p>
Domain 3: Social Awareness	Domain 4: Relationship Skills
<p>Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.</p> <p>3A. Demonstrate an understanding of others’ emotions and perspectives, including social cues. 3B. Develop an awareness of and respect for individual differences, including cultural diversity. 3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.</p>	<p>Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others. 4B. Develop and maintain positive relationships with others. 4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.</p>
Domain 5: Responsible Decision-Making	
<p>Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.</p> <p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community. 5B. Analyze outcomes of decisions including the consideration of their effects on others.</p>	

Additional Information about the Mississippi SEL standards can be found in the following: K-12 SEL Resource Guide SOCIAL EMOTIONAL LEARNING STANDARDS.

Professional Learning

The purpose of the school district's professional learning system is to improve student learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement.

The professional learning system is designed to enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

Professional learning is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria.

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. All approved professional learning is aligned to the following standards developed by **Learning Forward**:

Learning Communities:

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. Professional Learning Communities focus attention on educator learning that relates to successful student learning. According to Learning Forward, when educators engage in professional learning communities to increase their effectiveness, student learning will increase.

JDCSD school leaders provide frequent and uninterrupted time for Professional Learning Communities to meet. Each school has multiple PLCs. PLCs are formed by special need, grade level or subject area. Leadership PLCs are present in each school. District wide PLCs include the CORE team and the administrative team. The big ideas of PLCs are: ensuring that students learn (learning for all), a culture of collaboration (teamwork, and focus on results (data driven decisions). PLCs meet at the building level twice a week. District teams meet on a weekly basis. The questions PLCs ask are:

- What is it we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will respond when they already know it?

JDCSD PLCs are committed to working together to achieve the collective purpose of improving student learning. JDCSD cultivates a collaborative culture through development of high-performing teams. PLCs use a systematic process in which they work together, inter-dependently, to analyze and impact professional practice in order to improve individual and collective results.

Leadership:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

JDCSD administrators work as a PLC. Together, they attend professional conferences and share best practices. Each administrator attends at least one national or state conference annually. Meetings include a shared professional development activity. The team regularly completes book studies and has a shared professional library. They work together to develop observation tools to monitor classroom instruction and assessment.

Resources:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

The JDCSD provides numerous resources for the instructional staff to use in their professional learning. Each teacher, administrator, and teacher has access to appropriate technology, and training is provided for all instructional resources so that they may be used effectively and efficiently.

Data:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

The JDCSD is a data-driven district, and all assessment data are used in PLCs to improve learning for students and adults. District curriculum team members provide data to instructional staff regularly as common assessments and benchmark assessments are scored and the data disaggregated.

Administrators meet with the superintendent to review nine weeks data. Then, the administrators meet with their leadership teams and school level PLCs to review data. They identify areas of strength and weaknesses that guide professional learning activities and learning goals.

Learning Designs:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- The JDCSD provides comprehensive professional development for faculty and staff. Teachers engage in multiple learning situations from training to developing curriculum documents.
- Teachers complete peer observations and engage in learning walks within their building, within the district, and within other districts.
- Professional Learning Teams create on the job opportunities for instructional staff to continually learn and grow.

Implementation:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

On-going support is given to staff through coaching and constructive feedback. Administrators are trained to give classroom observation feedback regularly. Pre and post conferences are held each semester to provide one on one coaching.

Mentors are provided to all new teachers within the district. District administrators regularly visit classrooms. They observe classrooms on a weekly basis in order to support principals, assistant principals, and teachers.

Outcomes:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All teachers and administrators have performance standards that specify what they need to know and do. The Mississippi Professional Growth System specifies the standards that instructional staff must meet. Growth plans are developed and implemented based on how individual educators score on the rubrics.

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 least twice Monthly)
- Subject/Grade Level Professional Learning Community Meetings (at least twice Monthly)
- School Leadership Team Meeting (at least twice Monthly)
- MTSS/TST Meeting (Determined based on data)

District Level Professional Collaborative Meetings

- District Administrators' Meeting (Once Monthly)
- Principals' Meeting (at least twice Monthly)
- Curriculum and Instruction Meeting (at least twice Monthly)
- District MTSS/TST Meeting (Three times a year (BOY, MOY, and EOY))
- District//School Level Professional Development opportunities (at least twice Monthly)

Professional Growth System:

Teacher Growth Rubric:

Teachers play a critical and important role in student learning. In their role, teachers need feedback and high-quality learning experiences to continuously improve their practice and student learning. The purpose of the Teacher Growth Rubric is providing the following:

- Enhance the impact that teachers have on students and other school community stakeholders
- Highlights the teacher's strengths and identifies areas of growth
- Serves as a guide for teachers as they reflect on their own practices

- Provides shared understanding regarding priorities, goals and expectations of quality practice

The following documents are provided for use with the Mississippi Professional Growth System:

- [Mississippi Teacher Professional Growth Cycle](#)
- [PGS Teacher Observation Guidebook](#)
- [Teacher Evidence Collection Sheet \(Fillable\)](#)
- [Teacher Growth Rubric-Examples of Evidence](#)
- [Teacher Growth Rubric Observation Evidence Sorting Form Option A](#)
- [Teacher Growth Rubric Observation Evidence Sorting Form Option B](#)
- [Teacher Growth Rubric Selected Scripting Form](#)
- [Teacher Growth Rubric Summative Observation Rating Form: Excel](#)
- [Teacher Growth Rubric Summative Observation Rating Form: Fillable PDF](#)

Teacher Growth Rubric Requirements:

- Minimum of three (3) observation and feedback cycles during the school year is required (two (2) informal and one (1) formal)
- Teachers must be observed using the Teacher Growth Rubric
- Professional Growth Scores are due no later than June 30

Appendix A: Mississippi College- and Career-Readiness Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College- and Career-Readiness Standards, the MDE has developed a wide variety of training materials for educators and administrators across the state, linked below. For more information related to the standards, please visit one of the following pages.

Arts

- [College- and Career-Readiness Arts Learning Standards for Dance](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Media Arts](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Music](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Theatre](#) (2017)
- [College- and Career-Readiness Arts Learning Standards for Visual Arts](#) (2017)

For more information, visit the [Arts webpage](#).

Business & Technology (Academic)

- [Business and Technology Framework by Courses](#) (2014)

For more information, visit the [Business & Technology webpage](#).

Career and Technical Education

Over 100 different curricula are offered through Mississippi Career Education and available online in a PDF document. Six vocational areas in both the Secondary and Postsecondary levels are available as well as curricula for the Tech Prep Courses.

- [Secondary Curriculum](#)
- [Postsecondary](#)

For more information, visit the [Career and Technical Education webpage](#).

Computer Science

- [College- and Career-Readiness Standards for Computer Science](#) (2018)

English Language Arts

- [College- and Career-Readiness Standards for English Language Arts](#) (2016)
- [Instructional Planning Guides for English Language Arts K-12](#)
- [ELA Scaffolding Document](#)
- [ELA Training Materials](#)
- [EQuIP Lesson and Unit Plan Exemplars](#)

For more information, visit the [English Language Arts webpage](#).

Early Childhood

- [Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children](#) (2018)

For more information, visit the [Early Childhood webpage](#).

Health

- [Contemporary Health: K-8](#) (2012)
- [Contemporary Health: 9-12](#) (2012)

For more information, visit the [Healthy Schools webpage](#).

Mathematics

- [College- and Career-Readiness Standards for Mathematics](#) (2016)
- [Instructional Planning Guides for Mathematics K-12](#)
- [Mathematics Scaffolding Document](#)
- [Math Training Materials](#)
- [EQuIP Lesson and Unit Plan Exemplars](#)

For more information, visit the [Math webpage](#).

Physical Education

- [Physical Education Curriculum: K-12](#) (2013)

For more information, visit the [Healthy Schools webpage](#).

Science

- [College- and Career-Readiness Standards for Science](#) (2018)
- [Instructional Planning Guides for Science K-12](#)
- [Support Documents and Resources](#)

For more information, visit the [Science webpage](#).

Social Emotional Learning

- [Social Emotional Learning Standards](#)

Social Studies

- [College- and Career-Readiness Standards for Social Studies](#) (2018)

For more information, visit the [Social Studies webpage](#).

World Languages

- [World Languages Framework](#) (2016)
- [World Language Teaching Guide](#) (2017)

For more information, visit the [World Languages webpage](#).

Instructional Materials to Support Academic Standards

To view high-quality instructional materials that support the Mississippi College- and Career-Readiness Standards, please visit msinstructionalmaterials.org.

Curriculum and Instruction Listserv

For important updates and training opportunities, [subscribe](#) to the Curriculum and Instruction Listserv

Appendix B: Instructional Planning Guides (IPGs) from MDE

The purpose of the IPGs is to assist teachers in planning rigorous, coherent lessons that focus on critical content at each grade level through an intentional grouping of standards, time considerations, and resources for consideration.

The IPGs may be accessed by clicking the links below or by visiting the Secondary Education homepage located at <https://mdek12.org/ESE/Home>. Each IPG is provided in a draft Word version to encourage immediate implementation and facilitate lesson planning at the local level.

English Language Arts

- [English Language Arts Instructional Planning Guide Grades K-1](#)
- [English Language Arts Instructional Planning Guide Grades 2-3](#)
- [English Language Arts Instructional Planning Guide Grades 4-5](#)
- [English Language Arts Instructional Planning Guide Grades 6-8](#)
- [English Language Arts Instructional Planning Guide Grades 9-10](#)
- [English Language Arts Instructional Planning Guide Grades 11-12](#)

Mathematics

- [Mathematics Instructional Planning Guide Kindergarten](#)
- [Mathematics Instructional Planning Guide Grade 1](#)
- [Mathematics Instructional Planning Guide Grade 2](#)
- [Mathematics Instructional Planning Guide Grade 3](#)
- [Mathematics Instructional Planning Guide Grade 4](#)
- [Mathematics Instructional Planning Guide Grade 5](#)
- [Mathematics Instructional Planning Guide Grade 6](#)
- [Mathematics Instructional Planning Guide Grade 7](#)
- [Mathematics Instructional Planning Guide Grade 8](#)
- [Mathematics Instructional Planning Guide Geometry](#)
- [Mathematics Instructional Planning Guide Foundations of Algebra](#)
- [Mathematics Instructional Planning Guide Algebra I](#)
- [Mathematics Instructional Planning Guide Algebra II](#)

Science

- [Science Instructional Planning Guide Kindergarten](#)
- [Science Instructional Planning Guide Grade 1](#)
- [Science Instructional Planning Guide Grade 2](#)
- [Science Instructional Planning Guide Grade 3](#)
- [Science Instructional Planning Guide Grade 4](#)
- [Science Instructional Planning Guide Grade 5](#)
- [Science Instructional Planning Guide Grade 6](#)
- [Science Instructional Planning Guide Grade 7](#)
- [Science Instructional Planning Guide Grade 8](#)
- [Science Instructional Planning Guide Foundations of Biology](#)
- [Science Instructional Planning Guide Biology](#)
- [Science Instructional Planning Guide Chemistry](#)
-

Appendix C: MTSS & Other Intervention Resources

Mississippi Department of Education Intervention Services website

<https://www.mdek12.org/OAE/OEER/InterventionServices>

The Office of Intervention Services (Pre-K – 12) in the Mississippi Department of Education supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinates the local implementation of policies and procedures and provides professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

This office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Center on Multi-Tiered System of Supports @ the American Institutes for Research

<https://mtss4success.org/>

The MTSS Center has been a national leader in supporting states, districts, and schools across the country in implementing an MTSS framework that integrates data and instruction within a multi-level prevention system to maximize student achievement and support students' social, emotional, and behavior needs from a strengths-based perspective.

Understood.org

<https://www.understood.org/en/school-learning/special-services/rti>

This site includes basic resources on RtI (information about the three tiers, What RtI should and should not include, and questions to ask your school about RtI). It also has a “Parenting Coach” that gives parents practical ideas for social, emotional, and behavioral challenges based on the child’s issue and grade level.

Identifying and Implementing Educational Practices Supported By Rigorous Evidence: A User Friendly Guide

<http://www.ed.gov/rschstat/research/pubs/rigorousvid/index.html>

This site links to publication that provides educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

Response to Intervention Blueprints: District Level

<http://www.centeroninstruction.org/files/DISTRICT.pdf>

This pdf document is one of three documents that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.

A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners

http://www.centeroninstruction.org/files/Framework_for_RTI.pdf

This pdf document discusses the benefits of the RtI process for ELL learners.

Promising Practice Network

<http://www.promisingpractices.net>

This site provides quality evidence-based information about what works to improve the lives of children, families, and communities. A wide variety of programs are reviewed including academic, behavioral, physical and mental development, after school, and mentoring.

Interventions Best Evidence Encyclopedia (BEE)

<http://www.bestevidence.org/>

This site includes detailed program overviews and reviews, broken down into categories: Mathematics programs, Reading programs, Science programs, Comprehensive School Reform programs, and Early Childhood programs. In each program category, there are program ratings; you can find top-rated programs for school or district use – these have strong or moderate evidence of effectiveness – as well as limited evidence programs and other programs.

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

This site publishes reviews on the research of different programs, products, practices, and policies in education and tries to answer the question “What works in education?” based on high-quality research. The goal of the site is to provide educators with the information they need to make evidence-based decisions.

Intervention Central

<http://www.interventioncentral.org>

This site includes ideas for both academic and behavioral interventions, as well as information on curriculum based measures and a Behavioral Intervention Planner.

Roadmap to Pre-K RtI

<http://www.florida-rti.org/Resources/docs/roadmaptoprekrTI.pdf>

This pdf document details the implementation of RtI in pre-k classrooms in order to prevent early delays from becoming language, literacy, and academic learning difficulties.

Florida Center for Reading Research (FCRR)

<http://www.fcrr.org/>

The FCRR site explores all aspects of reading research – basic research into literacy- related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

Early Literacy Resources

<http://www.free-reading.net>

This site contains activities and intervention materials for the following early literacy skills, including: print concepts, phonological awareness, letter sounds, sounding out, word recognition, etc. The site is primarily useful for Tier 1 and Tier 2 interventions.

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices
[Grades 4–12] <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>**

This site links to a pdf document that presents strategies for classroom teachers and specialists to use in increasing the reading ability of adolescent students.

Behavior Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center

<http://www.pbis.org/>

This site is meant to define, develop, implement, and evaluate PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.