

HATTIESBURG PUBLIC SCHOOLS

INSTRUCTIONAL MANAGEMENT PLAN **2026-2027**



C.L.A.W. Compete. Lead. And Win.

Through effective instructional management, continuous monitoring, and purposeful focus on student achievement and teaching and learning, Hattiesburg Public Schools will continue to Compete. Lead. And Win.

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

HATTIESBURG PUBLIC SCHOOLS MISSION: The mission of the Hattiesburg Public Schools is to educate and equip all students to become productive citizens of a dynamic, global community.

HATTIESBURG PUBLIC SCHOOLS BELIEFS: As a District Built for Greatness, we believe in ...

- **Competing with purpose.** Every student and adult should give their best effort and strive for greatness in all that they do, regardless of the challenge.
- **Leading by example.** We believe greatness is doing what is right and modeling it for others.
- **Winning through persistence and resilience.** We believe greatness comes from pushing through challenges and learning from setbacks.

HATTIESBURG PUBLIC SCHOOLS STRATEGIC GOALS

Goal 1: Academic Success: EVERY student is proficient or showing growth in all assessed areas.

Goal 2: Future Readiness: EVERY student is equipped with the knowledge, skills, and experiences necessary for success after graduation.

Goal 3: Effective and Committed Staff: EVERY classroom and department is led by caring, supportive, and effective staff.

Goal 4: Positive School Climate: ALL schools are safe, supportive, and welcoming.

Goal 5: Family and Community Engagement: ALL families and the community are informed, connected, and contribute to the success of our students and schools.

Goal 6: Fiscal Responsibility and Sustainable Resources: ALL District resources support the full implementation of the strategic plan.

PURPOSE OF THE INSTRUCTIONAL MANAGEMENT SYSTEM: The purpose of this document is to describe the instructional management model, strategies, activities, and supports that Hattiesburg Public Schools systematically implements to achieve the district's vision and goals for academic success. In accordance with the requirement of the Mississippi Public School Accountability Standards, 2019 (*MPSAS*), each school district must implement an instructional management system (*IMS*) {*Miss. Code Ann. §§ 37-3-3-49(2)(a-c) and 37-3-49(5)*} (*7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1*) that at a minimum addresses the school district's instructional management requirements for:

- **Mississippi Accountability Accreditation Standard 20.1** - The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school.
- **Mississippi Accountability Accreditation Standard 20.2** - The instructional management system includes a tiered instructional model in accordance with (*7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1*), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Moreover, the 2026-2027 INSTRUCTIONAL MANAGEMENT SYSTEM FOR HATTIESBURG PUBLIC SCHOOLS outlines a FOUR-PART PLAN DESCRIPTION of:

- **PART 1: CURRICULUM - PAGES 3 - 6**
- **PART 2: DATA SOURCES AND PROCESSES - PAGES 7 - 15**
- **PART 3: INSTRUCTION - PAGES 16 - 24**
- **PART 4: RELATED ROLES AND RESPONSIBILITIES OF EDUCATORS - PAGES 25 - 26**

PART 1: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS CURRICULUM

For the **2026-2027** school year, Hattiesburg Public Schools adopts the Mississippi Department of Education current curriculum framework and course expectations as outlined in the standards for Mississippi College and Career Readiness content areas, Computer Science, Driver's Education, Career and Technical Education, Early Childhood, Social Emotional Learning, and Advanced Placement curricula. The table below outlines the content and curriculum overview for grade levels PreK-12. Additionally, this information is available online at <https://www.mdek12.org/OAE/college-and-career-readiness-standards>.

<u>Mississippi Department of Education Frameworks and Standards Adopted by Hattiesburg Public Schools</u> <i>Note: Online access to the curriculum and framework documents is available to educators as well as paper copies provided by building principals and/or district curriculum specialists.</i>	
Advanced Placement <i>(links to course frameworks from the College Board)</i>	http://apcentral.collegeboard.com/apc/public/courses/description/index.html
Alternate Academic Standards	Mississippi Alternate Academic Achievement Standards – English Language Arts: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_ela_7_18_19_final.pdf Mississippi Alternate Academic Achievement Standards – Mathematics: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_mathematics_7_18_19_final.pdf Mississippi Alternate Academic Achievement Standards for Science K-8 and Biology: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/MS_AAAS_Science_5_25_18%20Final%20Copy.pdf Mississippi Alternate Academic Achievement Standards – Science II: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_science_ii_7_18_19_final.pdf Mississippi Alternate Academic Achievement Standards – K-8 Social Studies: https://www.mdek12.org/sites/default/files/2020_ms-aaas_for_k8-social_studies-final.pdf Mississippi Alternate Academic Achievement Standards – Alternate History: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/

	OSE/Info-and-Publications/2019_ms-aaas_alterdate_history_elements_8.15.19_final.pdf Mississippi Alternate Academic Achievement Standards – Alternate Social Studies: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms-aaas_alterdate_social_studies_elements_8.15.19_final.pdf Mississippi Alternate Academic Achievement Standards – Alternate Health: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_health_7_18_19_final.pdf Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_lifeskills_i_ii_7_18_19_final.pdf 2020 Mississippi Alternate Academic Achievement Standards – Life Skills Development III & IV: https://www.mdek12.org/sites/default/files/life_skills_development_iii_iv_final.pdf 2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II: https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OSE/Info-and-Publications/2019_ms_aaas_career_readiness_i_ii_7_18_19_final.pdf 2020 Mississippi Alternate Academic Achievement Standards – Career Readiness III & IV: https://www.mdek12.org/sites/default/files/ms-aaas_career_readiness_iii_iv_final_1.pdf
Bi-Literacy Seal Overview	1. https://mdek12.org/secondaryeducation/mississippi-seal-of-biliteracy/ 2. https://mdek12.org/sites/default/files/Offices/Secondary%20Ed/World%20Languages/ms_seal_of_biliteracy_guidelines_final_filing.pdf

Bridge to Career Course	1. Course Description: https://mdek12.org/secondaryeducation/bridge-to-career-course/ 2. Standards: https://mdek12.org/wp-content/uploads/sites/38/2026/07/Bridge-to-Career-Course-Standards.pdf 3. FAQs: https://mdek12.org/wp-content/uploads/sites/38/2026/07/Bridge-to-Career-Course-FAQ.pdf
Business, Marketing, and Finance	https://www.rcu.msstate.edu/curriculum/business-marketing-and-finance
Career and Technical Education <i>(links to course frameworks by Mississippi State University Research & Curriculum Units)</i>	Advanced Technical Mathematics https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/CTE/curriculum/advanced_technical_mathematics_final.2021.pdf Secondary Curriculum https://www.rcu.msstate.edu/curriculum Postsecondary Curriculum https://www.mccb.edu/curriculum-download https://mdek12.org/secondaryeducation/k-12-career-exploration-lessons/ MS Career Development Resource https://mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Counseling/Mississippi%20Career%20Development%20Pacing%20Guide%20Grades%206-12.pdf Individual Student Success Plan https://mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Counseling/Individual%20Success%20Plan%20(ISP)%20Overview.pdf
Computer Science	https://mdek12.org/wp-content/uploads/sites/38/2026/06/Final-Draft-2026-CS-Standards.pdf <i>(Revision Effective 2025-2026)</i>
Digital Learning	Digital Learning Resources: https://mdek12.org/otss/dlresources/ https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/dl_instructional_guide_final.pdf https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/digital_learning_district_guidance.pdf The AI Classroom

	https://www.mdek12.org/sites/default/files/Offices/MDE/OTSS/DL/ai_guidance_final.pdf
Driver's Education	https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OSOS/Driver%20Education%20Program/mississippi-driver-education-framework.pdf
Dual Enrollment	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Accelerated%20Programs/final_procedures_manual_fall_2023_july_31.pdf
Early Childhood	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Early%20Childhood/Infants%20through%20Four-Year-Old%20Early%20Learning%20Standards%202018.05.16%20-%20APA.pdf
English/Language Arts	https://mdek12.org/wp-content/uploads/sites/38/2025/07/2025-MS_CCRS_for_ELA.pdf (Revision Effective 2025-2026)
Health	Contemporary Health K-8: https://www.mdek12.org/sites/default/files/documents/OHS/2024_SD/contemporary_health_k-8_may_2020_new_edits_sd_1_0.pdf Contemporary Health 9-12: 1. https://www.mdek12.org/sites/default/files/documents/OHS/2020_contemporary_health_curriculum_9-12.pdf 2. https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_teacher_resource_document_9-12_0.pdf
Junior Reserve Officers Training Corps (JROTC)	JROTC Overview: https://mdek12.org/jrotc/ Army: https://www.usarmyjrotc.com/
Library Media	1. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Library%20Services/ms_school_library_guide_2023.pdf 2. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Library%20Services/2020-2021_ccrs_library_learning_standards.pdf 3. https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Library%20Services/mde_library_standards_crosswalk.pdf
Mathematics	https://mdek12.org/wp-content/uploads/sites/38/2025/07/CCRS-MATH-2025-ADA-Version-FINAL-July-14-2025.pdf (Revision Effective 2025-2026)
Physical Education	https://www.mdek12.org/sites/default/files/documents/OHS/Home/health-education-framework.pdf

Science	https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf
Social Emotional Learning	https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/sel_standards_final_updated.pdf
Social Studies	https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/Social%20Studies/mde_ccrs_social_studies_standards_final_filing_jan_25_2023.pdf
Visual and Performing Arts	Dance: https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/MS%20CCR%20Arts%20Learning%20Standards%20for%20Dance%202017%20FINAL.pdf Media Arts: https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/MS%20CCR%20Arts%20Learning%20Standards%20for%20Media%20Arts%202017%20FINAL.pdf Music: https://www.mdek12.org/sites/default/files/mississippi_college_and_career-readiness_arts_learning_standards_for_music_2017_final.pdf Theater: https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/MS%20CCR%20Arts%20Learning%20Standards%20for%20Theatre%202017%20FINAL.pdf Visual Arts: https://www.mdek12.org/sites/default/files/documents/Secondary%20Ed/MS%20CCR%20Arts%20Learning%20Standards%20for%20Visual%20Arts%202017%20FINAL.pdf
World Languages	World Languages https://www.mdek12.org/sites/default/files/Offices/Secondary%20Ed/World%20Languages/2016-ms-world-languages-framework_0.pdf
Approved Courses for Mississippi's Elementary and Secondary Schools: ● MSIS Course Codes Search Portal: https://app.powerbi.com/view?r=eyJrIjoibNTdhYzRiYzUtZGYzNS00NzY5LTg4MTAtOTJiMjllNDc0MGIyYyIiwidCI6IjdlMzViMzQ0LTcxMDYtNDk4Yi05OTgwLTA1MTBhMTMyYjc3NyIsImMiOiJF9 ● Mississippi Online Course Approval (MOCA): https://www.mdek12.org/ESE/OCA ● Mississippi Advanced Placement Programs: https://www.mdek12.org/ESE/Accelerated-Programs ● ACT College and Career Readiness Standards: https://www.act.org/content/act/en/college-and-career-readiness/standards.html	

PART 2: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS DATA SOURCES AND PROCESSES

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

THREE TIER INSTRUCTIONAL MODEL

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

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

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

TIER 2: FOCUSED SUPPLEMENTAL INSTRUCTION

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

TIER 3: INTENSIVE INTERVENTIONS

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

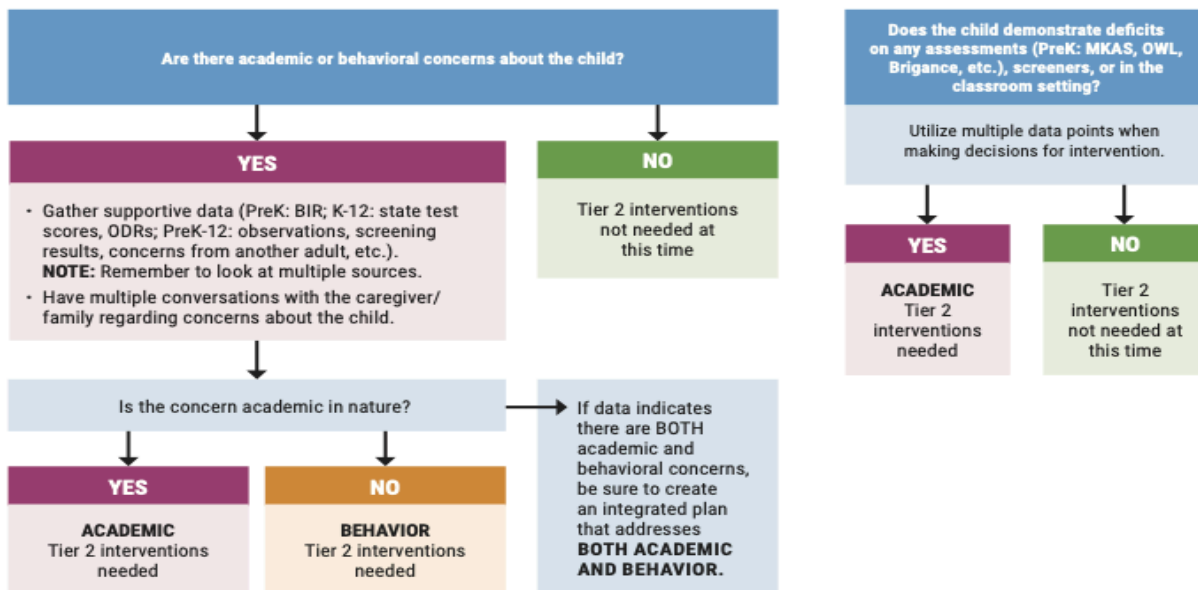
- Grades 1-3: Student has failed one grade;
- Grades 4-12: Student has failed two grades;
- Student has failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year;
- Student has scored at the minimal level on any state assessment; OR
- A student is promoted from Grade 3 to Grade 4 under a Good Cause Exemption of the Literacy-Based Promotion Act.

2026-2027 HATTIESBURG PUBLIC SCHOOLS MTSS IMPLEMENTATION GUIDE RESOURCE
<https://docs.google.com/document/d/1ri5ns1eRNfr2yQd4slpy6P3n72v4FpZIIIs8OzOMK68/edit?usp=sharing>

MULTI-TIERED SYSTEM OF SUPPORTS GUIDANCE FLOWCHART

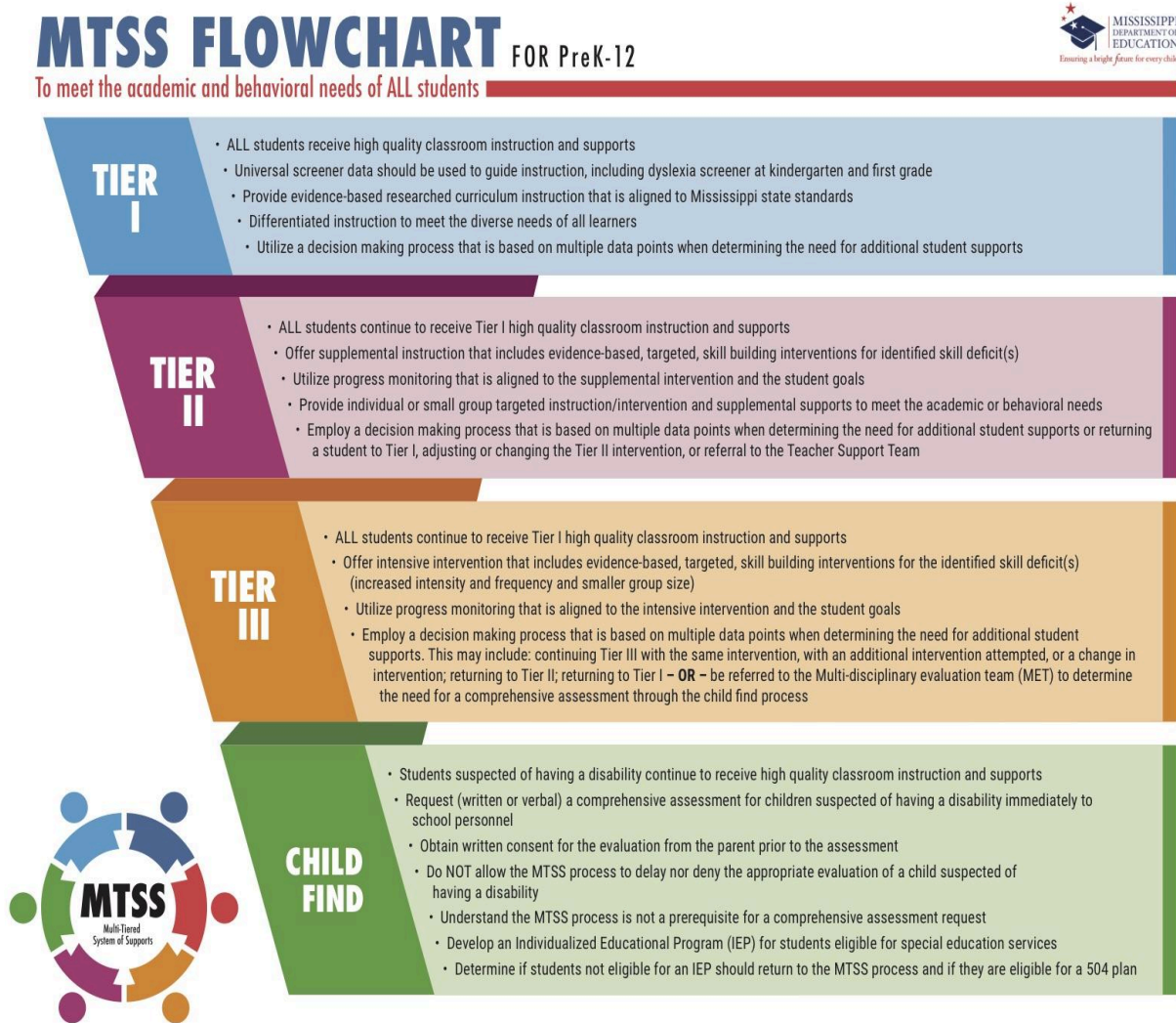
Multi-Tiered System of Supports

PREK – 12TH GRADE FLOWCHART



BEHAVIOR SCREENING AND SUPPORTS

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



UNIVERSAL SCREENING, PROGRESS MONITORING, AND INTERVENTION TOOLS

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

In accordance with Mississippi Code (House Bill 1031), HPS administers a dyslexia screener to each student in grades K and 1. Students are screened in the spring of Kindergarten and the fall of Grade 1. Students are screened using the Mississippi Department of Education approved dyslexia screening instrument that addresses phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills, and rapid naming. Parents will be notified if a student fails the dyslexia screener. The student may enter the Tier process or be further evaluated by a district Dyslexia therapist or psychometrist.

When appropriate the following intervention tools may be utilized in accordance with the Mississippi Department of Education Approved Academic Intervention Programs listings:

- Ready and i-Ready Math and Reading interventions
- Edgenuity
- Moby Max
- Orton-Gillingham Based Instruction
- Additional time with instructional strategies and support from reading and mathematics interventionists and/or specialists
- Mississippi Department of Education Resource List of Approved Intervention Products:
https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/approved_academic_intervention_list_2.pdf

HPS educators may also utilize the following websites from Mississippi Department of Education identified evidence-based resources for academic and/or behavioral interventions:

- What Works Clearinghouse: <https://ies.ed.gov/ncee/wwc/>
- Results First Clearinghouse Database: <https://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-data-base>
- Ed Reports: <https://www.edreports.org/>
- National Center for Education Evaluation and Regional Assistance: <https://ies.ed.gov/ncee/>
- The American Institute for Research Center on Response to Intervention: www.rti4success.org
- National Center on Intensive Intervention: www.intensiveintervention.org
- Intervention Central: www.interventioncentral.org
- PBIS World: <https://www.pbisworld.com/>
- Mississippi Department of Education: <https://www.mdek12.org/OAE/OEER/InterventionServices>

LITERACY BASED PROMOTION ACT: SENATE BILL 2347

Beginning in the 2014-2015 school year, a student **MUST** have a passing score on the MAAP 3rd Grade Reading Summative Assessment as determined by the Mississippi Department Of Education **AND** meet the 3rd Grade requirements for promotion to be promoted to the 4th Grade. A student who does not have a passing score on the MAAP 3rd Grade Reading Summative Assessment will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion. A third grade student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

- (a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
- (b) Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- (c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and previously was retained in Kindergarten or First, Second or Third Grade;
- (d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
- (e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

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

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

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

- (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- (b) The goals and benchmarks for growth;
- (c) How progress will be monitored and evaluated;
- (d) The type of additional instructional services and interventions the student will receive;
- (e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;

- (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and
- (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

STUDENT ACHIEVEMENT

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

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

ASSESSMENT

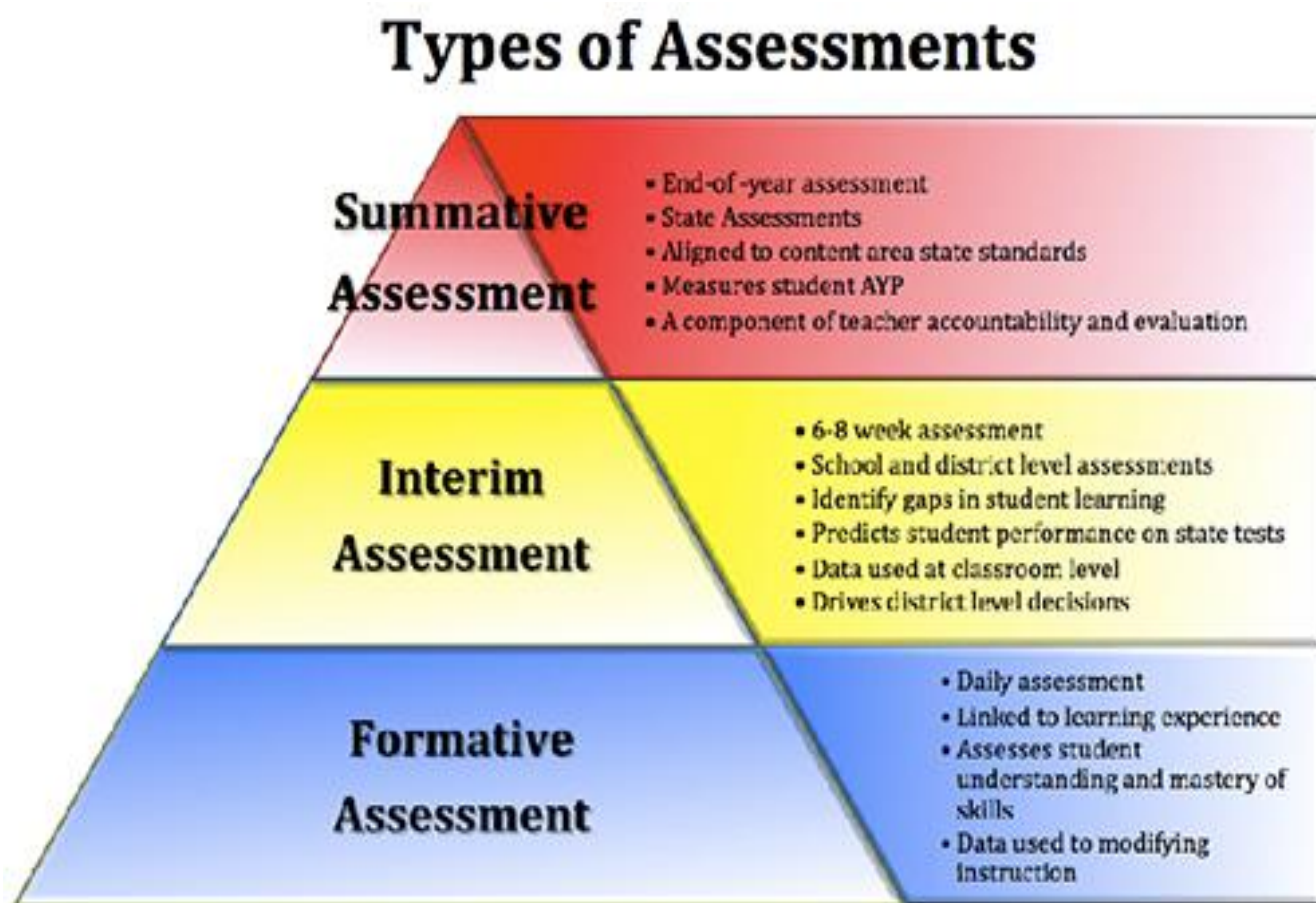
Assessment demonstrates what students *know* and are *able to do*. It takes place prior to instruction, during instruction, and following the instruction; it is an essential driving element of instruction. Assessment represents an essential element of all three levels of the three-tier instructional model.

Hattiesburg Public Schools 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 that are themselves effective.
- Effective assessments are linked to standards and reflect important content that is taught.
- The assessments accommodate diverse students and preferred modes of expression.
- Assessments are cognitively complex and authentic.

Hattiesburg Public Schools Recommended Assessment Strategies include:

- Selected response format quizzes and tests (*e.g., multiple choice, true/false*)
- Written responses to academic prompts (*short-answer responses format*)
- Extended written products (*e.g., essays, lab reports, etc.*)
- Performance-Based projects
- Portfolios- collections of student work over time
- Reflective journals or learning logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators or criteria list
- Student self-assessments
- Peer reviews and peer response groups
- Rubrics



MONITORING STUDENT ACHIEVEMENT: THE ASSESSMENT CYCLE

- **TEACH: What do I (teacher) want the students to learn?**
 - Planning begins by identifying learning outcomes for students.
 - Effective planning and integration depends on clearly articulated goals for student learning.
 -
- **MEASURE: How did I (teacher) teach effectively?**
 - Designing learning activities that help students achieve the goal or target. Learning activities may include: projects, papers, performances, presentations, and exams
- **REFLECT: Did I (teacher) meet the expected outcomes?**
 - Checking to determine the extent to which students are achieving each outcome/goal based on the provided instruction
- **PLAN AND IMPROVE: How do I (teacher) use what I've learned to improve the instruction provided to students in order to meet their needs?**
 - Planning for improvement of building programs and courses that provide students opportunities to achieve these learning outcomes. The courses and programs and desired outcomes must all align.



EARLY WARNING SYSTEMS (EWS)

In accordance with Mississippi State Board of Education Goal 2: Every student graduates from high school and is ready for college and career, the Mississippi Department of Education developed the Early Warning System (EWS) to identify students in need of assistance to reach graduation so that appropriate interventions could be provided to assist each student with reaching the goal of exiting high school ready for college and career. A guiding EWS resource is available at:

https://drive.google.com/file/d/1zmNUSbDd1dmYbzqlkM_qtq6kO4lTYNUe/view?usp=sharing

The EWS model is designed to assist school districts and schools by targeted focus in the three areas of attendance, behavior, and course performance through:

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

DROPOUT PREVENTION AND GRADUATION RESTRUCTURING

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

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

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

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

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

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

PART 3: DESCRIPTION OF HATTIESBURG PUBLIC SCHOOLS INSTRUCTION

WHAT INSTRUCTION SHOULD LOOK LIKE IN THE HATTIESBURG PUBLIC SCHOOLS

Engagement	• Students are actively engaged in instructional activities/strategies that will result in student proficiency rather than students being simply on-task. • Students are asking questions and/or responding to questions • Activities are attention-span appropriate for students. <i>(Research states that after 15-20 minutes, engagement decreases unless the activity is changed.)</i>
Lesson Plan/Planning	HPS Lesson Plan Template with Links to Lesson Plan Resources https://docs.google.com/document/d/116FpM-MCy0nu232Ddv9_pq5ZT9431dQz/edit?usp=sharing&ouid=118403078224465456708&rtpof=true&sd=true
Essential Standards/Objective Reference Scaffolding Documents (ELA and Math)	The essential objective is the standard/objective/skill that is necessary for student proficiency in a grade and content area. The essential standard/objective is: • written in plans • written on the board, in presentations and in Learning Management Systems (LMS) • verbalized to students • referenced throughout the lesson • integrated into the lesson with sample test items that match the objective • deconstructed to reveal essential vocabulary, each essential skill, and how to put those skills together in order to demonstrate proficiency in that grade and content area. • informed by analyzing both the essential objectives, the scaffolding documents, and the state-released sample items in order to discover the information or skills students must know and as well as what they must do with the information or skills to demonstrate proficiency • taught and mastered by engaging students in instructional tasks and activities at the necessary level of difficulty
Sample items integrated into lessons Sample items used to inform lessons	MAAP/EOC/ACT sample items/exemplar items are used for: ○ Bell Ringers ○ Pre-assessing/diagnosing learning gaps to scaffold instruction ○ planning and delivering instruction at the required level of difficulty ○ checking for understanding ○ connecting what the students are learning to how they will be assessed ○ building formative and summative assessments

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

Capturing Kids' Hearts ExCEL Teaching Model	ExCEL Component	Purpose and Instructional Look Fors
	Engage	Capture students' attention, build relationships, establish relevance, activate prior knowledge, and communicate the learning target. Look Fors: <i>Hook, learning target, relevance, relationship building.</i>
	Explore	Engage students in active learning as they investigate, collaborate, question, practice, and construct understanding. Look Fors: <i>Active learning, collaboration, questioning, discovery.</i>
	Communicate	Provide opportunities for students to explain their thinking, engage in academic discourse, use academic vocabulary, justify responses with evidence, and receive feedback. Look Fors: <i>Student discourse, academic vocabulary, explaining thinking.</i>
	Empower	Encourage students to apply learning independently, solve problems, demonstrate ownership, reflect on their learning, and make real world connections. Look Fors: <i>Independent application, problem solving, student ownership.</i>
	Launch	Conclude the lesson by reinforcing learning, reflecting on key concepts, celebrating success, setting goals, and preparing students for continued learning. Look Fors: <i>Closure, reflection, celebration, next steps.</i>
Bell Ringers	Bell Ringer- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell). It should mirror the rigor (at a minimum) of state sample test items. ○ Students may answer an open-ended question rather than a multiple choice, but they must practice justification and elaboration with their responses ○ If given multiple choice, students justify answers. ○ If given multiple choice, students (more than one) give a rationale for each correct and/or incorrect answer, with discussion as needed to clarify information. ○ Strategies for eliminating answers are taught. ○ Students are taught to reason through the answers. ○ Students are taught to self-assess, deciding why they chose a wrong answer if they missed the Bell Ringer.	
Students' Questions	● Student input is solicited. ● Students' questions are answered with positive feedback. ● Questions are probed for student understanding. ● Student questions indicate that they understand the concepts being taught or that misconceptions are clarified by the teacher and support staff. ● Students learn to ask each other academic questions.	

Routines and Procedures	• The teacher quickly takes care of routine tasks such as calling the roll, recording absentees, etc. Students are working on instructional activities while the tasks are performed. • Procedures are in place for each type of activity and task and students have been taught the routine. • Students know the routine and follow it with minimal time lost in instruction. • Transitions between activities are quick and efficient. • There is no “down” time or gaps between activities. • The teacher instructs students for the entire class period.
Classroom Management	• Rules and consequences are reasonable and prudent and are posted in the classroom. • Consequences are consistently applied. • The teacher offers positive comments on appropriate behavior. • Positive behavior plans are in place for students who present significant behavior challenges. • The teacher uses the Capturing Kids' Hearts Relationship Builders: • Greeting at the Door • Social Contract • Good Things • Affirmations • Positive Redirects
Teacher/Student Interactions	Teachers establish positive, respectful relationships that create a safe, supportive, and engaging learning environment where all students are valued and expected to succeed. Positive teacher student interactions should be evident throughout every lesson and reflect the district's commitment to relationship centered classrooms where students feel connected, respected, engaged, and empowered to learn. Indicators of Effective Practice include: • Students are consistently treated with dignity, respect, and fairness. • Teacher student interactions promote trust, belonging, and positive relationships. • Students feel safe asking questions, sharing ideas, making mistakes, and taking academic risks. • Teachers use Capturing Kids' Hearts practices such as greeting students at the door, Social Contracts, Good Things, affirmations, positive redirects, and relationship building. • Teachers encourage student voice, provide constructive feedback, and maintain high expectations for all students. • Classroom interactions foster collaboration, responsibility, empathy, and mutual respect.

Questioning, Academic Discourse, and Cognitive Rigor

The teacher should not answer his or her own questions. Students do not have to engage in cognitive processing if the teacher answers the questions.

Teacher Questioning and Student Discourse: Teachers should intentionally use questioning strategies to engage all learners and promote rigorous thinking. Questions should be differentiated to meet students at their current level of understanding while progressively moving them toward the level of cognitive complexity required by the Mississippi College- and Career-Readiness Standards and state assessments.

Effective questioning should intentionally progress students from basic recall to deeper levels of conceptual understanding, strategic reasoning, and application. Teachers should provide opportunities for all students to engage in rigorous academic discourse by explaining their thinking, defending their responses with evidence, asking questions of one another, and building upon the ideas of their peers.

Teachers should utilize a balanced range of questions aligned to Revised Bloom's Taxonomy and Webb's Depth of Knowledge (DOK) to monitor understanding, promote student discourse, and encourage higher-order thinking.

Revised Bloom's Taxonomy

- **Remember** – Recall facts, vocabulary, definitions, or previously learned information.
- **Understand** – Explain ideas, summarize information, interpret meaning, or describe concepts in one's own words.
- **Apply** – Use knowledge or skills in new situations, solve problems, or make real-world connections.
- **Analyze** – Examine relationships, compare ideas, identify patterns, and explain reasoning.
- **Evaluate** – Justify decisions, critique ideas, defend solutions using evidence, and make informed judgments.
- **Create** – Generate original ideas, develop solutions, design products, or synthesize information into something new.

Webb's Depth of Knowledge (DOK)

- **Level 1: Recall and Reproduction** – Recall facts, definitions, procedures, or simple processes.
- **Level 2: Skills and Concepts** – Apply skills, classify, organize, compare, summarize, and explain relationships.
- **Level 3: Strategic Thinking** – Analyze evidence, justify responses, solve complex problems, and explain reasoning.
- **Level 4: Extended Thinking** – Conduct investigations, synthesize information from multiple sources, design solutions, and apply learning across disciplines over time.

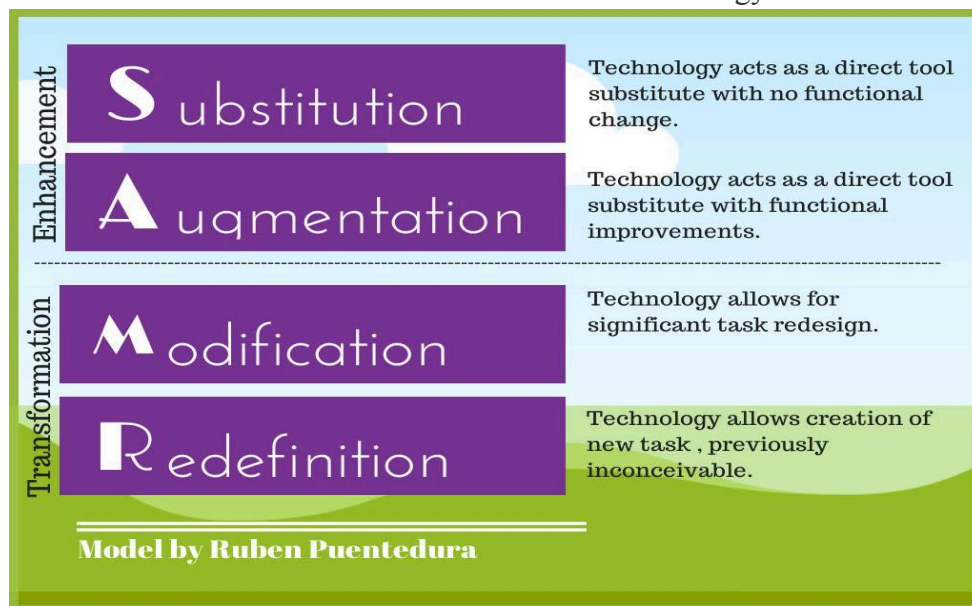
Student Response Techniques and Active Participation: Teachers should intentionally balance response techniques throughout each lesson to engage all students, monitor understanding, encourage academic discourse, and provide every student with meaningful opportunities to think, respond, explain, and collaborate. Teachers should use a variety of student response techniques to actively engage all

	students, monitor understanding, and ensure equitable participation throughout instruction. Examples of Effective Student Response Techniques ● Whole group or choral responses ● Ask, Pause, Call with appropriate wait time ● Visual response cues (e.g., thumbs up, response cards, whiteboards, digital tools) ● Random student or group selection (e.g., name sticks or digital randomizers) ● Partner or small group discussions (e.g., Think Pair Share, Turn and Talk) ● Written responses (e.g., journals, quick writes, exit tickets) ● Student volunteers used strategically in combination with other response techniques
High Impact Teaching Strategies (H.I.T.S.)	H.I.T.S. are evidence-based practices that have been shown to reliably increase student learning. These strategies focus on key areas like setting goals, structuring lessons, providing explicit instruction, using worked examples, fostering collaborative learning, offering multiple exposures to concepts, employing effective questioning techniques, providing timely feedback, encouraging metacognitive strategies, and differentiating instruction. H.I.T.S. Overview Resource: https://drive.google.com/file/d/1ARUuBotuiF-9Wapn3RCuRhjXRI5Xic5C/view?usp=drive_link *Appendix A: High Impact Teaching Strategies (H.I.T.S.) Overview with Examples

Use of technology: SAMR Model for Technology Integration

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

- Technology should enhance instruction not take away from instruction.
- Implement SAMR model to determine the effective use of technology



INSTRUCTIONAL AND CURRICULUM SUPPORTING DOCUMENTS AND RESOURCES

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

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

- The Office of Academic Programs will maintain digital versions and/or copies of all frameworks and scaffolding documents for PreK-12, Pacing Guides, Assessment Blueprints, and HPS Pacing Guides. Link to HPS Curriculum and Pacing Guides 206-2027 Summary Access Document:
<https://docs.google.com/document/d/1S0ZJr2k1WYneRapefl4WnDbHw9vVu7E2x8K97ei57A/edit?usp=sharing>
- All principals will maintain a complete set of all frameworks relative to their schools and verify all teachers have and are using the appropriate framework through instructional observations and lesson plan review. Link to MDE Curriculum Standards and Frameworks:
<https://www.mdek12.org/OAE/college-and-career-readiness-standards>.
- All instructional staff will have a copy of available curriculum frameworks, scaffolding documents, pacing guides, and assessment blueprints for all areas taught by staff members in all appropriate grade level framework PreK-12.
- The curriculum binder containing curriculum frameworks and pacing guides should be available and visible in the classroom at all times.
- Standards based and framework aligned lesson plans and/or units will be submitted to building level principal or his/her designee for approval.

THE FOLLOWING INSTRUCTION AND CURRICULUM AND OPERATIONAL SUPPORT RESOURCES ARE USED TO PROMOTE THE ACADEMIC GOALS AND STRATEGIC PLAN OF HATTIESBURG PUBLIC SCHOOLS.

	Pre K	K	1	2	3	4	5	6	7	8	9-12
Curriculum Associates i-READY TEACHER MATH CLASSROOM TOOLBOX Online & Student Print Materials		Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	
Curriculum Associates MAGNETIC LITERACY AND READY READING Online Tool and Print Materials		Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Magnetic Literacy Reading Grades K-6	Ready Reading Grades 7-8	Ready Reading Grades 7-8	

Curriculum Associates i-READY STANDARDS MASTERY Assessments				Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	Reading Math Grades 2-8	
	Pre K	K	1	2	3	4	5	6	7	8	9-12
Curriculum Associates i-READY Online Diagnostic Assessments & Individualized STUDENT LEARNING PATHS		Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math Grades K-8	Reading Math *Community Based Classes Grades K-12 & Alternative School Screener Grades 9-12
Renaissance EARLY LITERACY Diagnostic Assessment	Reading Grades PreK-K										
Renaissance STAR MATH AND STAR READING Diagnostic Assessment		Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	
BRIGANCE Developmental Screener	Readi ng PreK										
Renaissance ACCELERATED READING (AR)		Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	Reading Grades K-8	
WRITABLE Online Writing Scoring Tool					ELA Writing Grades 3-8 <i>*Tentatively</i>						
Waterford Progress Monitoring Tool	Readi ng PreK										
STEMSCOPES Online Teacher Text/Student Learning & Teacher/Student Lab Kits		Science Grades K-5	Science Grades K-5	Science Grades K-5	Science Grades K-8	Science Grades K-8	Science Grades K-8				
STILE Online Teacher Text/STudent Learning/Teacher and Student Lab Kits								Science Grades 6-8	Science Grades 6-8	Science Grades 6-8	
Edmentum STUDY ISLAND Online Student Learning						Science Grades 4-5, 7-8	Science Grades 4-5, 7-8		Science Grades 4-5, 7-8	Science Grades 4-5, 7-8	

GENERATION GENIUS Online Learning Support Resource						Science Grades 4-8 <i>*Optional at sites</i>	Science Grades 4-8 <i>*Optional at sites</i>	Science Grades 4-8 <i>*Optional at sites</i>	Science Grades 4-8 <i>*Optional at sites</i>	Science Grades 4-8 <i>*Optional at sites</i>	
	Pre K	K	1	2	3	4	5	6	7	8	9-12
K12 ELS - AIMS Benchmark Testing & Item Bank					Writing Grades 3-8	Writing Grades 3-8	Science Grades 5, 8 Writing Grades 3-8	Writing Grades 3-8	Writing Grades 3-8	Science Grades 5, 8 Writing Grades 3-8	
Instructure MASTERY CONNECT Online Testing Platform, Benchmark Testing, & Item Bank		ELA, Math, Science, Writing, All Available Core Content Areas *Grades K-1- Benchmark Resource, Item Bank, and Comprehensive Assessments *Grades 2-8 - Support Resource - Comprehensive Assessments, Item Banks, Common Assessments, etc. *Grades 9-12 - Benchmark Resource - EOC Courses -Algebra I, Biology I, US History, English II, Writing, ACT									
EDGENUITY Online Various Comprehensive Courses Package								Grades 6-8 • CTE • Health Grades 6-12 • Stand Alone Course and/or Credit Recovery (Remediation) • Alternative Educational Setting Programs • Juvenile Detention Center • ACT PREP			
PROGRESS LEARNING/ HORIZONS Online Learning Content Support Resource								Grades 6-12 • Math/ELA MAAP Remediation/Intervention • ACT PREP • Grades 9-12 EOC • Remediation/Intervention-English II, Algebra I, Biology I, & US History			
MOBY MAX Online PreScreener						Reading, Language, Math, • Grades 4-12 Alternative Educational Setting Programs • Grades 4-12 Juvenile Detention Center • Grades K-12 PreEnrollment/Placement Exam/Screener • Grade 6 - Math/SPED Intervention					
MATH NATION Online Tool & Print Workbooks for Algebra I, Geometry, & Algebra II								Algebra I, Algebra II, Geometry Grades 9-12 Math Grades 6-12 *Optional Grades 6-8			
ADVANCED PLACEMENT College Board, Prep Course Materials & Exams											Applicable Courses Math, Science, History, Elective Grades 9-12
NATIONAL CTE CERTIFICATIONS Prep Course Materials & Exams											Applicable CTE Courses Grades 9-12

ACT Prep Materials & Exams - Print/Online											Applicable Courses Grades 9-12
MAJOR CLARITY Online Career Explorations									Career & Technical Education Programs (CTE) Grades 6-12		
	Pre K	K	1	2	3	4	5	6	7	8	9-12
CAPTURING KIDS HEARTS SEL/CHARACTER ED Online & Print Materials		Social - Emotional (SEL) Curriculum Support Resource Grades K-12 Alternative Education									
PAPER Online 24/7 Student Tutoring - ELA & Math					At Home MDE Provided ELA & Math Individual Student/Parent Online Tutoring Resource Grades 3-12 <i>*Optional at Sites</i>						
Nancy Fetzter Writing Program		Writing Supplemental Support <i>*Grades K-1 (Optional at Sites)</i>									
NEWSLA READING Online Reading Support AND NEWSLA HISTORY Online History Support		NEWSLA History Grades K-5						NEWSLA READING Grades 6-12 <i>*Optional at Sites</i>			
SCHOOLOGY Learning Management System		Learning Management System Grades K-8 <i>*Official HPS Blended, Virtual, and/or Synchronous/Asynchronous Learning Management Platform</i>									
ZOOM Video Conferencing		Grades K-12 Teacher/Student Instructional Video Conferencing Tool									
KAMI Virtual Annotation		Grades K-12 Teacher/Student Instructional Virtual Annotation Tool									
CANVAS Learning Management System								• Career & Technical Education Programs (CTE) Grades 6-12 • Dual Enrollment and Middle College Higher Education Courses (PRCC, WCU, USM) Grades 9-12 • Learning Management System 9-12			
SEAS Attain Online Data, Records, MTSS, Progress Monitoring, Alternative School Individualized Plans, Assessment, IEP Writing Platform	Exceptional Education Department PreK-12 MTSS Management Districtwide										
YellowFolder Online Student Data Management	Exceptional Education Program Management PreK-12										
LineWize Internet Filter Tool	HPS PreK-12 District-wide Staff/Student Internet Filter Package Tool (LineWize/Classwise Bundle)										

ClassWise Classroom Management	HPS PreK-12 District-wide Teacher/Student Education Online Classroom Management Tool										
Level Data Data Info Syncing	HPS PreK-12 District-wide Student Data Information Sync Tool										
	Pre K	K	1	2	3	4	5	6	7	8	9-12
SCHOOL STATUS Data & Communication Management Systems	HPS District-wide Education Data and Communication Platform for Students, Parents, and Staff • Grades PreK-12 District-wide Data Management System *Attendance, Discipline, State Test Scores, Student Data Profiles, etc. • Grades PreK-12 Communication Platform *Official HPS Method of Contacting and Logging Parent/Guardian Contacts-phone calls, texts, emails, etc. - Instructional, Classrooms, Athletics, Extracurricular Activities, Clubs, etc.										
G SUITE Google Education	HPS District-wide Education Mechanism for Staff and Students: Student and Teacher Email Accounts, Google Drive, Google Calendar, Google Docs, etc. *Official HPS Education Platform Tool										
SAMS SPECTRA Central Access	HPS District-wide Student Information System *Official HPS Tool for Enrollment, Gradebook, Attendance, Student Information/Parent Information, etc. i.e., Active Parent, Active Registration, Active Student, etc.										

**The instructional, curriculum, and operational support tools listed are subject to change upon appropriate organizational authority and approval.*

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

STAKEHOLDER AND EDUCATOR ROLES AND RESPONSIBILITIES

A STAKEHOLDER IS A PERSON, GROUP, ORGANIZATION, MEMBER OR SYSTEM WHO AFFECTS OR CAN BE AFFECTED BY AN ORGANIZATION'S ACTIONS.

BOARD OF TRUSTEES – *The Board will:*

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

SUPERINTENDENT – *The Superintendent will:*

- Implement board policies related to curriculum
- Report to the board concerning implementation
- Oversee the work of district staff in accomplishing their responsibilities

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

- Use research-based principles to guide district-wide professional development needed to implement the curriculum;
- Foster a team of specialists at the district level to provide instructional assistance to teachers and leaders;
- Provide materials and support instructional programs that deliver district curriculum effectively;
- Support principals and teachers in their roles of delivering and managing curriculum and professional development;
- Provide support for analysis and interpretation of assessment data

PRINCIPALS AND PROGRAM DIRECTORS/SUPERVISORS - *Principals/Directors will:*

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

TEACHERS – *The teachers and/or paraprofessionals will:*

- Deliver the District curriculum, using strategies most effective for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development.

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

EDUCATOR RESPONSIBILITIES FOR PROFESSIONAL LEARNING

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

SCHOOL LEVEL PROFESSIONAL COLLABORATIVE MEETINGS

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

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

DISTRICT LEVEL PROFESSIONAL COLLABORATIVE MEETINGS

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

RESOURCES USED IN THE DEVELOPMENT OF HPS INSTRUCTIONAL MANAGEMENT PLAN

THE HATTIESBURG PUBLIC SCHOOLS INSTRUCTIONAL MANAGEMENT PLAN is grounded in a comprehensive set of resources that ensure alignment with state standards, support effective teaching and learning, and promote continuous professional growth. Core guidance is drawn from the *Mississippi Public School Accountability Standards (2026)*, with emphasis on Process Standard 20 – Instructional Practices, Public Standard 17.1 – Kindergarten Curriculum, and Standard 15 – Professional Development. The plan also incorporates the *Mississippi College- and Career-Readiness Standards (MCCRS)* for all core content areas, the MDE Early Childhood Standards, and the Literacy-Based Promotion Act implementation requirements.

Instructional practices are informed by research-based frameworks, including John Hattie’s *High Impact Teaching Strategies (HITS)*, the Learning Forward Standards for Professional Learning, the Multi-Tiered System of Supports (MTSS), and Access for All for Inclusive Learning to ensure equitable access to high-quality instruction for every student. The district also utilizes the *Mississippi Department of Education Early Warning System (EWS)* framework to identify and support students who may be at risk of academic failure or dropping out, ensuring timely interventions aligned to MTSS tiers.

Curriculum delivery is enhanced through core and supplemental instructional programs selected for alignment with state standards and designed to meet diverse learner needs. Student learning is monitored through a balanced assessment system that includes state assessments (MKAS2, MAAP, ACT, ACT WorkKeys), district benchmarks, and progress monitoring tools, with data housed in MSIS 2.0 and the district’s student information system.

Professional growth for educators is advanced through a robust professional development program aligned with Standard 15, incorporating MDE training modules, instructional coaching, professional learning communities (PLCs), and vendor-led curriculum training. Stakeholder engagement is fostered through parent-student handbooks, family curriculum events, communication platforms, and annual needs assessments, ensuring that the instructional program reflects community needs and priorities.

IN ACCORDANCE with Mississippi Department of Education’s requirements and Mississippi Public School Accountability Standards 20.1 and 20.2, Hattiesburg Public Schools **2026-2027** Instructional Management System delineates its actions to support the strategic plan goals, mission, and vision for providing quality teaching and learning experiences for all students through appropriate curriculum, data, instruction, and educator utilization. Sources for this plan includes information, models, and adaptations of materials, information, and resources from the Mississippi Department of Education and applicable supporting educational research, evidenced based strategies, best practices, and instructional frameworks. **Please contact Hattiesburg Public Schools Academic Programs at 601-582-5078 for additional information.**

Appendix A

High Impact Teaching Strategies (HITS) Overview with Examples

Purpose Statement: This crosswalk aligns John Hattie's *High Impact Teaching Strategies* (HITS) with Mississippi Department of Education Accreditation Standards to ensure that the district's instructional framework meets and exceeds state expectations. Each strategy is described in detail, with classroom examples, implementation notes, and references to relevant standards:

- **Process Standard 20 - Instructional Practices:** Requires the use of research-based instructional practices, alignment to state standards, differentiation, and data-driven decision-making.
- **Accreditation Standard 17.1 - Curriculum Alignment:** Specifies requirements for curriculum integration, developmental appropriateness, instructional time, and assessment in kindergarten and early grades.
- **Accreditation Standard 15 - Professional Development Standards:** Require ongoing, targeted PD to support instructional improvement and alignment with district and state priorities.

HITS Strategy	Detailed Description	Example(s)	Notes for Implementation
1. Setting Goals	Establishing clear, specific learning intentions and success criteria that are visible and understood by students. Research shows that when students know the target, achievement improves.	A math lesson starts with 'Today we will solve two-step word problems using multiplication and division, and you will explain your thinking using a number sentence and words.'	Embed in all lesson plans; require posted goals; train teachers in co-constructing success criteria with students.
2. Structuring Lessons	Sequencing learning in logical, scaffolded steps to move from guided to independent mastery.	In reading, model fluency, guide group reading, then assign independent practice with targeted feedback.	Add scaffolding expectations to district instructional framework; model in training/coaching.
3. Explicit Teaching	Direct, purposeful instruction with clear explanations, modeling, guided practice, and checks for understanding.	Teacher models a science experiment step-by-step, then guides students through a similar experiment before independent work.	Include in teacher observation rubrics; provide video exemplars in training sessions.
4. Worked Examples	Step-by-step models showing how to solve problems or complete tasks, reducing cognitive load for students.	A writing teacher shows a sample paragraph, underlining topic sentence, supporting details, and conclusion.	Require teachers to maintain a bank of worked examples in content areas.

HITS Strategy	Detailed Description	Example(s)	Notes for Implementation
5. Collaborative Learning	Structured peer-to-peer learning to promote problem-solving, discussion, and social interaction.	In social studies, students work in groups to research and present different historical events.	Provide training on grouping strategies and roles; monitor in walkthroughs.
6. Multiple Exposures	Revisiting key content in varied contexts to deepen retention and understanding.	Vocabulary is introduced in reading, reinforced in writing, and revisited in science.	Align in pacing guides; require intentional reteaching cycles based on assessment data.
7. Questioning	Using purposeful questioning to engage thinking, probe understanding, and prompt reflection.	Teacher uses 'why' and 'how' questions in math to require justification of answers.	Train teachers in Bloom's/Depth of Knowledge levels; include questioning techniques in PD.
8. Feedback	Timely, specific feedback that helps students understand what they did well, what needs improvement, and how to improve.	Teacher writes, 'Your introduction is clear; add two more details in the second paragraph to strengthen your argument.'	Incorporate feedback expectations into grading policy; professional development on formative assessment.
9. Metacognitive Strategies	Teaching students to plan, monitor, and evaluate their own learning.	Students set a reading goal, track progress weekly, and reflect on strategies that helped them meet it.	Add to socioemotional and study skills instruction; provide teacher professional development on metacognition.
10. Differentiated Teaching	Adjusting instruction to meet the needs of different learners, including intervention and enrichment.	In math, one group uses manipulatives while another works on complex problem-solving.	Ensure differentiation is documented in lesson plans and observed in practice; align with MTSS framework.