

Coahoma County School District

INSTRUCTIONAL MANAGEMENT PLAN



2024-2025

**Office of Curriculum and Testing
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Superintendent**

Coahoma County School District Instructional Management Plan 2024-2025

The **Coahoma County School District** is dedicated to monitoring and ensuring that students master specific standards, skills, and knowledge to be successful in college and the workforce.

Students' needs and instructional planning are identified and utilized to make educational decisions and to implement state standards and best practices for improving student achievement. Each teacher continuously and consistently utilizes formative and summative assessments to understand and evaluate levels of learning. The Instructional Management Plan is established to ensure that consistent instructional practices and activities are aligned with accreditation standards throughout the district. It outlines curriculum expectations, lesson planning, assessment practices, progress monitoring of students, intervention plans, observations/ evaluations of teachers and professional development.

Curriculum

- All courses taught in grades K – 12 in all content areas both tested and non-tested shall include the State Department of Education's written list of objectives and standards contained in the most current edition of curriculum frameworks and Mississippi College and Career Ready Standards.
- The local school board will adopt the objectives and standards provided by the State Department of Education to form the core curriculum which will be systematically delivered throughout the district.
- The Curriculum Coordinator will maintain copies of all frameworks and the Mississippi College and Career Ready Standards for grades K-12 to include English/ Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, the arts and other elective courses, suggested teaching strategies, sample assessment items, and blueprints in his or her office to address any teacher or administrator concerns. These documents will also be accessible through the district Curriculum Google Drive.
- All principals will maintain copies of all frameworks applicable for his or her school. The curriculum frameworks will include suggested teaching strategies, resources, sample items, and blueprints. Principals will utilize these documents and resources to assist teachers as needed.
- All instructional staff will maintain copies of all frameworks applicable for his or her students (grade level below, grade level, and grade level above) for all areas taught. Instructional staff will also maintain copies of other resources such as teaching strategies, sample assessment items, and blueprints. Teachers will be trained on these documents and appropriate utilization will be documented in weekly lesson plans. Principals will verify that teachers have and are using these documents through building walk-throughs and observations. Teachers will

enclose all instructional management plan documents in a curriculum binder on their desk or immediate proximity for ready reference.

- In compliance with Senate Bill 2273, Coahoma County School District will implement cursive writing in elementary schools in support of the Mississippi College-and-Career- Readiness Standards for English Language Arts. Cursive writing will be introduced during the second semester of second grade. Grades 3-6 all begin the implementation at the beginning of the school year.

Curriculum Guides

- Curriculum Guides will include competencies, standards, objectives, student activities, instructional and assessment procedures, classroom materials, and resources.
- All teachers will be trained each year by the building level administrators on the components of the curriculum guide and how to effectively use it in the classroom.
- Building level administrators will provide timely feedback regarding teacher instructional delivery.
- Teachers for grades K – 12 will have a minimum of one grade level/departmental meeting per week to discuss:
 - Data analysis for progress monitoring
 - Goals for specific grading or instructional periods
 - Instructional strategies/practices
 - PBIS initiatives
 - Integrating Literacy Across the Content Areas
- Principals or designee(s) will monitor grade level/departmental meetings.
- Agendas must be submitted for all grade level and departmental meetings.

Assessments

- The Curriculum and Testing Department will maintain assessment items for core state tested subjects and all other subjects. Each nine weeks, students will take district created assessments.
- Each instructional staff member will have assessment items for each course or grade he/ she teaches.
- Principals are to check assessments to ensure they are aligned to Benchmark and MAAP assessments.

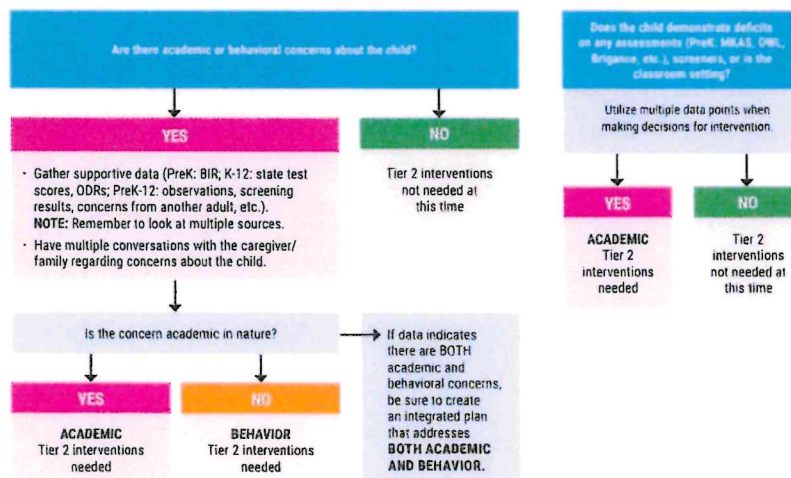
Multi-Tiered System of Support

The District MTSS Coordinator and an MDE MTSS representative will provide guidance to each school's MTSS team on the implementation of the Multi-Tiered Systems of Support to comply with MDE State Board Policy 4300, which consists of three tiers of instruction:

- 1) quality classroom instruction based on the Curriculum Frameworks, 2) focused supplemental instruction, 3) intensive interventions specifically designed to meet the individual needs of students.
- Principals or designee(s) will ensure progress monitoring of students is conducted in accordance with the Three Tier Model Process.
 - Instructional Staff will utilize computer-based instruction to provide progress monitoring for reading/language arts and math.
 - Instructional Staff will be responsible for identifying student weaknesses and remediating in the identified area(s).
- The district will implement at a minimum three universal screenings per year during the school year.
- A dyslexia screener will be administered to all first grade students in the fall and to all kindergarten students in the spring of each year.
- The School MTSS Coordinator will be responsible for carrying out the implementation of the Three Tier Model process at his/her school, including maintaining all required documentation.
- The MTSS Coordinator will keep a record of the intervention process for students who are in the second and third tiers.
- Principals will provide guidance in the implementation of the School-Wide Positive Behavioral Interventions and Supports.
- Principals and instructional staff will be responsible for carrying out the implementation of SWPBIS in the schools.

Multi-Tiered System of Supports

PREK – 12TH GRADE FLOWCHART



Progress Monitoring of Students

- Coahoma County School District will utilize STAR Early Literacy, STAR Reading, and STAR Math as a universal screener and progress monitoring tool for students in Kindergarten-3rd Grade.

“All Students WILL Grow & Learn!”

- iReady will be utilized as our universal screener and progress monitoring tool for grades 4-8.
- iReady will be used as our entry exam for students from out of state or entering our district from a home school program.
- Each teacher will administer a nine-week assessment for math, language arts, and other subjected tested areas.
- School and/or district administration will support principals in data analysis.
- Principals will provide guidance to instructional staff in utilization of data to make instructional decisions.

Literacy-Based Promotion Act

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 must be considered when identifying students who need Tier II and Tier III supports.

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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 (§ 37-177-11).

Good Cause Exemptions

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.

Observations/Evaluations of Teachers

- Frequent observations and evaluations will be used to monitor best practices in the district. Administrators are recommended to complete a minimum of five walk-through visits; however, a minimum of two are required. Two formal observations are recommended; however, one is required.
- Teachers will be observed on a regular basis with the Mississippi Teacher Professional Growth evaluation tool with strengths and areas of growth noted as well as areas of deficiency.
- Principals will maintain documentation of all post conference observation records.
- Building level administrators will provide opportunities for professional development to help improve the area(s) of weakness.
- All principals will keep a binder of classroom observation visits and other documentation of academic related monitoring.
- Either departmental or grade level meetings will be held weekly with documentation of the content of the meetings, specifically an agenda and minutes from the meeting. In some instances, a template will be provided for the meeting.

Professional Development

- Principals will ensure that educators form professional learning communities, implementing the standards for professional learning.
- Professional learning within communities will be focused on continuous learning, collective responsibility, and alignment of individual, team, school, and school system goals of improved student learning.
- Professional learning will be evidenced by consistent meetings (agendas), data, and reflective practices.
- Professional development time will be used to work on the instructional management plan to conduct vertical and horizontal curriculum alignment, analyze test data, and attend other sessions to improve student achievement.
- The district will implement a comprehensive Professional Development plan that focuses on school and district needs as outlined in the district's strategic plan.
- Building level principals will conduct weekly focused faculty meetings that utilize proven research-based practices.
- The district will have ongoing professional development that is congruent with the district's instructional management plan.

Instructional Management System Revisions

The district shall look at the Instructional Management System at the end of each school year to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly.


Board President Signature

7/16/2024
Date

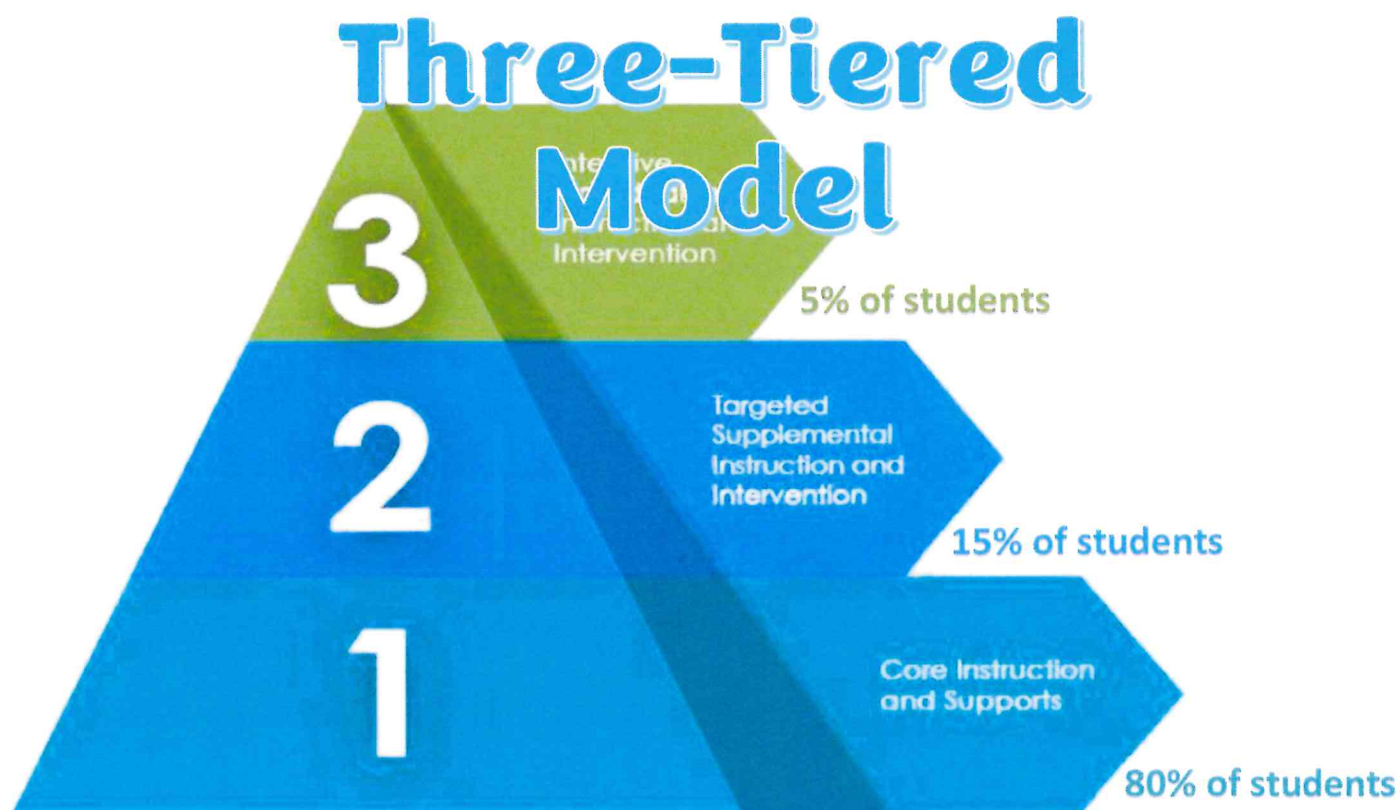
Tiered Support System

MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity.

- * Tier I – Research-based core academic instruction using CCRS provided by classroom teachers
- * Tier II – Focused Supplemental Support
- * Tier III – Intensive Intervention

These tiers represent the level of support a student may need at any point in his/her/their schooling. All tiers are universally designed using the principles of UDL and ensure equitable access for all students.

- * Academic
- * Behavioral
- * Social Emotional



The Process

Tier I:

Focus Areas

- Quality, direct, research-based classroom instruction (*use form 1D when observing*)
- Universal screening of ALL students within the first 4 weeks of school start
- Track office discipline referral (ODR) patterns and attendance patterns
- Classroom observations a minimum of three (3) times per year providing feedback to teachers utilizing the Professional Growth System (PGS)
- Data Review: pretest scores, classroom grades, school level reports from screeners, and any additional data, when determining the need for additional supports and/or enrichment services
- Parental involvement and community engagement

Classroom Teachers

- Provide high-quality classroom instruction aligned to the MCCRS utilizing district provided curriculum resources
- At the beginning of each school year, administer Interest Inventory & Learning Style Inventory
- Use the GRR model to deliver instruction
- Identify student deficits to differentiate instruction
- Adapt instruction to meet the needs of students that require additional support including both remediation and progression
- Differentiate instruction and document as needed
- Administer teacher created formative assessments and district summative assessments
- Communicate regularly with school administrators and families on student progress
- Provide PBIS
- Identify students who have discrepancy from peers (students at, below, or above the recommended percentile of the universal screeners and other supporting data points)
- Analyze all data sources to identify students in need of Tier II/Tier III interventions

RESOURCES

- MCCRS
- CCSD Curriculum Drive
- District provided textbooks
- CCSD Digital Resources
- STAR 360 Reading & Math
- DIBELS (K-4th grades)
- Classroom Management Plan

Classroom Teacher's

Next Steps:

- After 4 ½ weeks of quality differentiated Tier I instruction, begin documented Tier II Interventions for students who are performing in the lowest 20%
- Using proper documentation, notify MTSS Chair of students moving to Tier II
- Schedule parent meeting & include school counselor and Home-School Liaison

The Process

Tier II:

Focus Areas

- Small group instructional interventions
- 2 integrity checks of intervention sessions during 4–8-week implementation (*use form 2B*)
- TST review of students receiving Tier II Interventions at 9-week grading period
- Ensure behavioral support plan addresses the components of positive behavior support (PBIS) for Tier II students
- Schedule Tier II Intervention Sessions (20-30 min) during Reading & Math Fluency periods or Panther Time
- Communicate instructional/behavioral supports to parents
- Organize delivery of interventions (who/when/where)

Classroom Teachers

- Complete student profile sheet (*form 1B or 1C*)
- Complete Supplemental Instruction Intervention Documentation Form—Tier II (*form 2A*)
- Conduct small group interventions for 20-30 min a day 3-4 times a week. (*flexible or ability grouping, leveled texts, peer learning buddies, guided notes, task cards, tiered tasks, choice grids, etc.*)
- Provide small group interventions (no more than 5 students)
- Implement intervention for an 8-week period (recommended) to eliminate gaps between present achievement and grade level expectations
- Progress monitor on target skills every 2 – weeks to measure progress
- Communicate with school leaders and families on student progress
- After 8-week implementation -- Refer students to the TST for support in determining if a change in intervention would benefit the student or for Tier III consideration if adequate progress is not made after 8 weeks of Tier II

RESOURCES

- CCSD Curriculum Drive
- ACCESS for ALL Guide
- CCSD Digital Resources
- See **District Intervention List**

Classroom Teacher's Next Steps:

- After consistently implementing Tier II Interventions review progress monitoring data at the 8-wk point
- Submit **Form 3A** & supporting documentation to TST such that a determination can be made whether the Tier II intervention should change or whether the student should move forward to Tier III

The Process

Tier III:

Focus Areas

- Primarily face-to-face, more individualized, targeted interventions
- Organize delivery of Tier III interventions (who/when/where)
- Schedule Tier III Intervention Sessions for at least 30 min per session at least 4 times a week.
- TST develops Tier III Target Intervention Plan (*Form 3B*)
- Communicate instructional/behavioral supports to parents (*Form 3E*)
- 4 integrity checks of intervention sessions during 16-week implementation, 1 every 2 weeks (*use form 3C*)
- Student progress is measured weekly using progress monitoring tool
- TST reviews progress of students receiving Tier III Interventions at least 2 times during implementation period

Classroom Teachers

- Continue to provide highly effective Tier I core instruction
- Provide intensive interventions designed for up to a 16-week period (recommended)
- Use progress monitoring information to:
 - o Determine if students are making adequate progress
 - o Identify students as soon as they begin to fall behind, and
 - o Modify instruction early enough to ensure each student gains essential skills
- Maintain communication with principal, TST & parents
- Collect and maintain data from universal screenings, progress monitoring, formative assessments, tri-weekly assessments, classroom assessments, and benchmark data.

RESOURCES

- CCSD Curriculum Drive
- ACCESS for ALL Guide
- CCSD Digital Resources
- See ***District Intervention List***

Next Steps:

- TST meets after consistently implementing Tier III Interventions for 16 wks, review progress monitoring data points and determine success
- If plan was not successful. TST should decide whether to revise plan, adjust goals or refer student to the MET for Child Find.

Additional Information

Recommended Primary Teacher Support Team Members (typically no more than 6 members; all classroom teachers will participate with TST)

- Lead Teacher (Usually serves as Chairperson)
- School Counselor
- Home-School Liaison
- General Education ELA Teacher
- General Education Math Teacher
- Special Education Teacher
- PRINCIPAL

ROLES and RESPONSIBILITIES	
Principal	• Classroom Observations • Integrity Checks • Allocation of Resources • Scheduling • Oversee implementation of MTSS & PBIS Process to ensure the fidelity and integrity of the process remains intact • Coordinates training and coaching
TST Chairperson	• Collects data for 20-Day Students • Collects & Reviews Universal Screening Data • Conference with teachers for student progress updates • Create, maintain, & store Tier II & Tier III Primary Folders • Update progress monitoring • Schedule, plan & lead TST meetings Create agendas and lead meetings • Guide intervention development
School Counselor	• Gather discipline & attendance data • Schedule vision and hearing screenings with School Nurse • Guide Behavior Intervention development and monitor implementation • Coordinates and facilitates the school's behavior intervention program • Provides group and individual counseling • Promotes equity for ALL students
Home-School Liaison	• Facilitate parent communication • Complete Parent Notification Letters and follow-up with delivery • Organize and facilitate community involvement activities to support MTSS implementation
General Education Teacher (ELA)	• Record meeting notes • Assist with the development of reading interventions
General Education Teacher (Math)	• Timekeeper • Assist with recording meeting notes • Assist with the development of math interventions
Special Education Teacher	• Assist with intervention development • Assist with documentation filing and organization of student data • Provide co-teaching supports • Coordinate program implementation between general education and special services

Student Data & Documentation

Responsible Party	Data/Documentation
TST Chairperson	• Tier Folders • Specific forms from MTSS Documentation Packet • Universal Screening Data • Progress Monitoring Data • Meeting Notes/Records
Classroom Teacher	• Individual student folders • Student work samples completed during intervention sessions
School Counselor	• Counseling records for individual and group sessions • Discipline and behavior records
Home-School Liaison	• Student Attendance Data • Parent contact records

Universal Screening

- **STAR Early Literacy, Reading and Math** will be the Universal Screening Tool for students in grades **kindergarten through 12th grades** for the 2022-2023 school year.

Diagnostic Screening

- **DIBELS** will be used as the Diagnostic Screening Tool for students in grades **kindergarten through 4th grades** for the 2022-2023 school year. DIBELS may also be used as an additional diagnostic tool for students identified for Tier III Intense Interventions.

At-A-Glance

<i>Process</i>	<i>Components</i>	Elementary	Secondary
<i>Tier I</i>	Location	General Classroom	General Classroom
	Frequency	Daily	Daily
	Person/People Responsible	Classroom Teacher	Classroom Teacher
<i>Tier II</i>	Location	General Classroom	General Classroom
	Frequency	-20-30 min -3-4 times a week	-30 min -Daily, 5 days a week during Panther Time
	Person/People Responsible	Classroom Teacher	Classroom Teacher
<i>Tier III</i>	Location	Pull-Out	Pull-Out
	Frequency	-30 min -4 times a week	-30 min -4 days a week
	Person/People Responsible	-Lead Teacher, -Instructional Support Aides (Additional staff may be identified)	-MTSS Chairperson -Lead Teacher -Home-School Liaison (Additional staff members may be added as needed)

SECTION 2A

TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION

Instructions: TEACHERS should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit www.mde.k12.ms.us/intervention *RtI Resource Links* for additional resources.

DETAILS OF INTERVENTION			DATE
Student Name: Jamie Knowles (1st Grade)	Describe supplemental and/or small group strategies utilized – should be evidence-based:		Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: Academic: Reading According to the Dibels diagnostic assessment, Jamie fluently identified 11 out of 17 letters of the alphabet in one minute. Jamie incorrectly identified 6 letters within that one minute. She will receive tier II interventions to increase her ability to fluently identify letters of the alphabet with 100% accuracy.	Jamie will receive tier II interventions 2-3 days per week for 30 minutes each session. She will receive interventions through small group instruction from her classroom teacher. The teacher will use Dibels resources when providing interventions.		When Jamie progress monitors in 2 weeks, she will be expected to fluently identify at least 22 letters of the alphabet with 100% accuracy in one minute.
INTERVENTION START DATE	DURATION OF INTERVENTION	FREQUENCY OF INTERVENTION	FREQUENCY OF PROGRESS MONITORING (Section 2C):
8/22/2022	4 weeks	3-4 days per week	Every two weeks MDE RECOMMENDATION: 2x per month
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):			Based on progress monitoring data (Section 2C) student progress will be cumulatively reviewed on:
Annie Awesome, Classroom Teacher			9/22/2022 (5 weeks) MDE POLICY: no later than 8 weeks after start date
PARENTAL NOTIFICATION (For parent letter template, see Appendix D)			
Parent(s) notified of Tier II intervention (select one): ☐ Yes ☐ No			Date Notified: 8/17/2022 (letter & phone call)

