WATER VALLEY SCHOOL DISTRICT

Instructional Management System

2017-2018

Water Valley School District Instructional Management

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Water Valley School District Instructional Management

VISION

The vision of the Water Valley School District is to provide an educational environment where each stakeholder has the opportunity to reach his or her maximum potential.

MISSION

The mission of the Water Valley School District is to properly educate children by providing every child an appropriate educational program to develop to his or her greatest potential academically, socially, emotionally, mentally, and physically.

Mississippi Accountability Standards 2016

20. The school district meets the following instructional management requirements {Miss. Code Ann. §§ 37-3- 49(2) (a-c) and 37-3-49(5)} (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1):

20.1 The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)

20.2 The instructional management system includes a tiered instructional model in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

The Water Valley School District shall adopt and follow a basic instructional management system which complies with Mississippi Code 37-3-49 and State Board of Education Policy Part 3 Chapter 41: Intervention- Rule 41.1 Intervention.

Water Valley School District will implement an Instructional Management System that will have the following components as a minimum:
- Competencies and objectives required by the Mississippi Curriculum Frameworks K-12 and the Mississippi College-and-Career Readiness Standards
- Curriculum Pacing Guides
- Response to Intervention/Multi-Tiered System of Supports
- Code of Conduct
- Literacy-Based Promotion Act
- Teaching strategies
- Resources
- Assessment Blueprints
- Assessment strategies

These will be implemented in all of the content areas.

Water Valley School District has adopted these Five Essential Standards:
- *Promoting Culture and Climate Conducive to Learning (PCCCL)*
  - The climate of the school system, including each school and classroom, reflects high expectations from student behavior, clean and orderly facilities, and safe, secure environments conducive to learning.
- *Maximizing Academic Learning Time (MALT)*
  - Classroom instruction reflects the protection and effective use of instructional time, high expectations for all students, positive teacher-student interactions, engaging students in meaningful learning activities, and an understanding of student learning needs and differences.
- *Guaranteeing an Essential Curriculum (GEC)*
  - The board approved curriculum is aligned with the state and national standards. District and school policies, procedures, and practices ensure that all students are provided the opportunity for success on state and national assessments.
- *Monitoring Student Assessment (MSA)*
  - Student progress is monitored frequently, using assessment strategies that reflect the rigor of those used by the state and national assessment standards (GEC). Assessments and questioning techniques are used to strengthen students' higher-level thinking skills and problem-solving abilities.
- *Promoting Professional Practice (PPP)*
  - The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies are a part of annual personnel evaluation.

Curriculum and Curriculum Pacing Guides

Curriculum Pacing Guides -The pacing guide is a timeline identified for each subject using a logical sequence of what is planned to be covered over a course of a year.

Mississippi Department of Education Current Framework / Standards Listing
English Language Arts
• 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Mathematics
• 2016 Mississippi College- and Career-Readiness Standards for Mathematics

Science
• 2010 Mississippi Science Framework and 2018 Mississippi College-and Career-Readiness Standards for Science

Social Studies
• 2011 Mississippi Social Studies Framework

Advanced Placement
• Overviews and Course Descriptions (links to College Board)

Business and Technology
• Mississippi Business and Technology Framework (2014)

Career & Technical Education
• Curriculum Download (links to Mississippi State University Research & Curriculum Unit)

Foreign Language
• 2016 Mississippi World Languages Framework

Health
• Contemporary Health K-8 (2012)
• Contemporary Health 9-12 (2012)

Library Media
• 2017 Mississippi School Library Guide

Physical Education
• 2013-2014 Mississippi Physical Education Framework

Visual and Performing Arts Framework
• Mississippi College- and Career-Readiness Arts Learning Standards 2017

Early Childhood
• Early Learning Standards for Classrooms Serving Three-Year-Old Children (2013)

• Early Learning Standards for Classrooms Serving Four-Year-Old Children (2013)

Gifted
• Outcomes for Intellectually Gifted Education Programs (2017)

Response to Intervention/Multi-Tiered Systems of Support (MTSS)
State Board Policy Intervention Part 3 Chapter 41: Intervention- Rule 41.1 Intervention
State Board Policy Part 3 Chapter 41: Intervention- Rule 41.1

Intervention is designed to identify and meet the academic and behavioral needs of every student through quality classroom instructions and by providing successful interventions. The Water Valley School District adopts the Multi-Tier Systems of Support as required by the Mississippi Department of Education.

This Multi-Tier Systems of Support shall include but not limited to the following components:
- The Instructional Model which consists of three (3) tiers of instruction.
- Child Find
- Intensive Reading Instruction and Intervention as required by the Literacy-Based Promotion Act of 2013 for students who exhibits a substantial deficiency in reading.
- Dyslexia Screener
- Universal Screener
- Teacher Support Team Referral within the first twenty (20) days of a school year using information from the Mississippi Student Information System (MSIS) Student Intervention Report.
- District Level MTSS Team in support of Early Warning Systems

The Instructional Model which consists of three (3) tiers of instruction.
The model has three levels or "tiers" of instruction:

Tier I – Effective Classroom Instructions
In Tier I, the students are provided quality classroom instruction and support in the general education classroom. Classroom teachers use different strategies within the core curriculum to address student needs.

Tier II – Supplemental Instruction
Based on data, students who are not progressing will be provided supplemental research-based interventions. "An intervention(s) is a current action that differs from the activities that normally occur in the child's regular education program." Tier II interventions are provided several times each week in addition to the instruction students receive in the regular classroom.

Tier III- Instruction for Intensive Intervention
In Tier III, students are provided a more intensive level of services of a research-based intervention. Students provided with Tier III intervention are monitored more frequently. Also, time and frequency are increased on an individual student's progress. Parents are informed of students' progress monitoring data.

Students receiving interventions will be progressed monitored regularly. Data received and other sources will assist the Teacher Support Team in making informed decisions concerning best practices to support student improvement in the intervention process.

Child Find

The Water Valley School District will adhere to the policies and procedures for implementation of the Child Find requirements for local school districts under IDEA, as issued by the Mississippi Department of Education.

- Request for comprehensive assessments for children suspected of having a disability should be made immediately to the Special Education Director.
- Parents must provide written consent for an evaluation prior to the assessment.
- The Multi-Tiered Systems of Support process can't be used to deny or delay the evaluation of child suspected of having a disability.
- The Tier process should not stop when a student is referred for a comprehensive evaluation.
- An Individualized Educational Plan (IEP) will be provided for student eligible for special education services.
- Students may be eligible for a 504 plan.
- If a student is not eligible for an IEP, he or she will return to the Tier process.

Intensive Reading Instruction and Intervention

The Literacy-Based Promotion Act of 2013 requires intensive reading instruction and intervention for students who exhibit a substantial deficiency in reading. In addition, a student who was promoted to the 4th Grade under the good cause exemption of the Literacy-Based Promotion Act must be provided intensive reading instruction and interventions must be documented in an individual reading plan. Also, students who were retained in the third grade due to failure of the Third Grade Summative Assessment must be provided intensive instructional services, progress monitoring measures, and supports to remediate the identified areas of reading deficiency, as outlined in the student's individual reading plan.

Dyslexia Screener

An MDE approved dyslexia screener must be administered to every Kindergarten student during the spring of the year and fall of their first grade year. The Water Valley School District will administer the Mississippi Dyslexia Therapy Association Dyslexia Screener.

Universal Screener

All students in grades K-10 are assessed three times a year using universal reading and math assessments to measure their progress. Grades eleven and twelve will use past curriculum performances, available state assessments taken, and practice assessments to determine intervention. This established practice is an approach to identify and provide early intervention to struggling students. Also, behavioral expectations will be monitored on a regular basis.

Mississippi Student Information System (MSIS) Student Intervention Report

Students who appear on the MSIS Student Intervention Report must have a recommendation made from the Teacher Support concerning their placement in the Tier process within the first twenty (20) school days of a school year.

Code of Conduct

The Water Valley School District adopted the Code of Conduct of Positive Behavioral Interventions and Supports (PBIS). PBIS is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. Within the Code of Conduct, the levels of tiers are addressed. Each school created a PBIS manual.

Literacy-Based Promotion Act (LBPA)

In 2013, the Mississippi Legislature passed the Literacy-Based Promotion Act to ensure that students exit third grade reading at or above grade level. In accordance with this law, and as a means of better informing classroom instruction, a set of K-3 assessments known as the Mississippi K-3 Assessment Support System (MKAS[2)] is given to students across the state. These assessments will identify students who need intensive reading instruction and intervention.

A Kindergarten readiness assessment will be used with all public school kindergarten and pre-kindergarten students. This test will measure foundational skills related to reading, language, and mathematics. This test will also provide parents, teachers, and early childhood providers with an understanding of what children know and are able to do upon entering kindergarten.

K-3 students will be assessed at the beginning, middle, and end of the school year. Parents should receive the results of the first test within the first 30 days of school. The law requires districts to provide early and regular written communication with parents of K-3 students with substantial reading difficulties. The communication will include information about current services being provided, additional reading supports planned for the child, and strategies for parents to assist their child at home.

All third grade students will take a test at the end of the year to determine promotion to fourth grade. Beginning in the 2016-17 school year, the reading portion of the 3rd grade ELA Mississippi Academic Assessment Program (MAAP) will be used for the initial assessment for the summative reading assessment. If the student does not pass the MAAP 3rd Grade Reading Summative Assessment, the parent will be informed in writing that the student will not be promoted to the fourth grade unless he or she qualifies for an exemption.

Good Cause Exemptions

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

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 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.
Although students will have the opportunity to retest, interventions will be provided through the Tier process.

TEACHING STRATEGIES

Water Valley School District will expect each instructor to be able to document/produce evidence of implementation of best teaching strategies, including the competencies and objectives required by the Mississippi Curriculum Frameworks K-12 or Mississippi College-and-Career Readiness State Standards. Below are suggested best teaching strategies that will be expected in the Water Valley School District.

Suggested Teaching Strategies
- Whole group
- Small group
- Combination
- Individualized/Differentiated instruction
- Independent practice
- Guided practice
- Modeling
- Questioning (probing for learning)
- Examples
- Project based
- "Bell Ringers"
- SREB teaching strategies
- Competencies/Objectives/Standards posted

Suggested Resources
- MDE Exemplar Lessons
- Ready Resource Materials
- I-Ready Toolkit/Resources
- Renaissance
- Renaissance-U
- Educational Leadership Solution (ELS)
- Study Island for Science (5th, 8th, Biology I)
- Learning A-Z Reading

- Science A-Z
- MS ELA Scaffolding Documents
- MS Mathematics Scaffolding Document
- SREB Lesson Plans/Resources
- Water Valley High School Library Resource Section for Teachers
- Davidson Elementary School Library Resource Section for Teachers
- Davidson Elementary Teacher Resource Room (guided reading books, books on tape, educational games for center activities, and etc.)
- Texts
- Worksheets
- Teacher made materials
- Videos
- Internet/on-line resources
- Technology (classroom computers and educational computer programs)
- Manipulatives/Calculators/Lab materials
- Supplemental Materials
- Pacing guides

Assessment Blueprints
The Water Valley School District will use the Mississippi Academic Assessment Program (MAAP) Blueprint Interpretive Guide. The Blueprint details the alignment of the most recent state-approved standards and the most recent state-approved assessment for each content area.

Suggested Assessment Strategies
- Universal Screener
- Progress monitoring/diagnostic tests
- Dyslexia Screener
- Common Assessments using ELS
  Teams of teachers work collaboratively to develop common assessments using the Blueprint Interpretive Guide. Teacher create tests using a variety of question types including multiple choice, short answer, constructed response, matching, and essay
- Mississippi Academic Assessment Program (MAAP) Practice Tests
- Standards Mastery (I-Ready) –Students are assessed grade level standards to determine mastery level.
- Concept maps
- Labs/projects
- Knowledge surveys
- Formative assessments (quizzes on topics)
- Summative assessments (major test on 4-5 topics)
- Formal observations of students using observable indicators or criteria list
- Peer review and peer response groups
- Written responses to academic prompts
- Visual products (Power Point presentations, posters, etc.)

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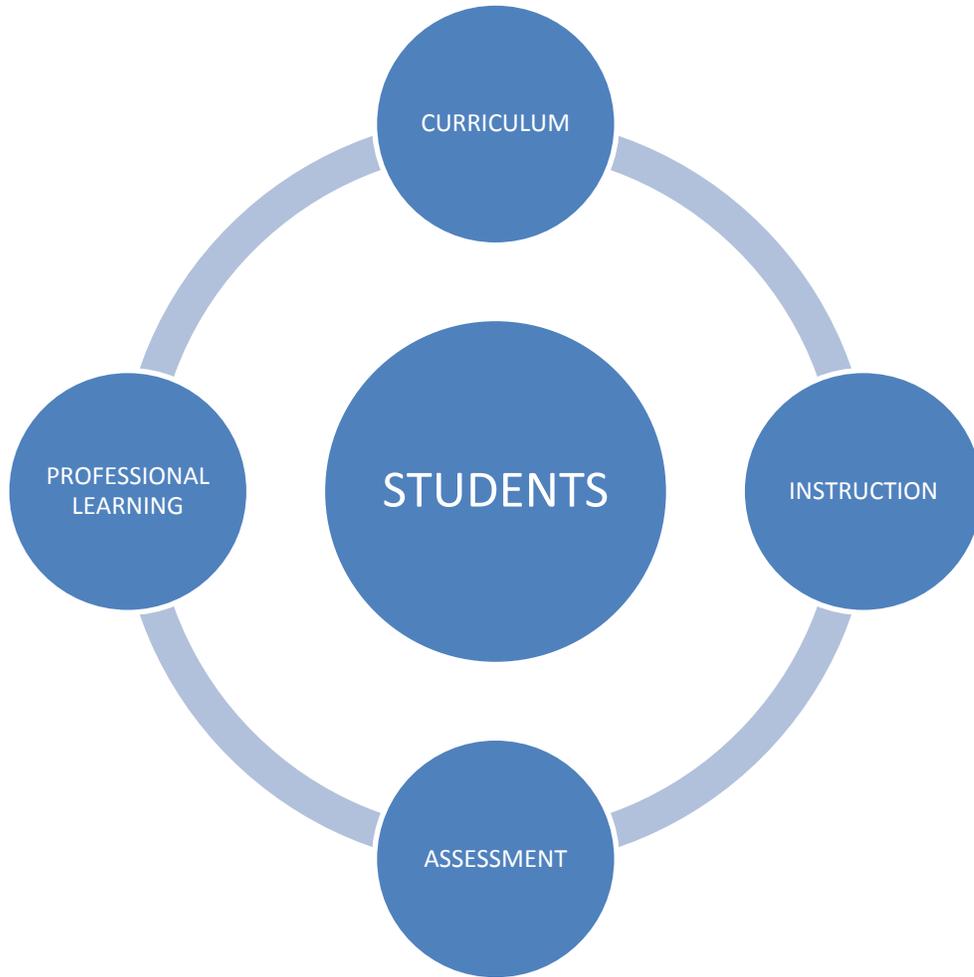
Instructional Data Usage

The Water Valley School District will use multiple data sources to support professional learning, to drive instruction, and to sustain data-based decision making. Teachers use various data forms and assessments to determine the next steps in progressing/enriching/remediating the curriculum. District and building-level administrators use data to determine effective curricular supports, such as electronic programs/software, consumables, and textbooks.

Data Sources

- **MAAP ELA and Math state testing reports**
- **MAAP-A state testing reports**
- **I-Ready diagnostics**
- **Progress Monitoring for MTSS**
- **Renaissance Universal Screeners (K-3)**
- **Summative Classroom Assessments**

Curriculum Model for Teaching and Learning

In the Water Valley School District Curriculum Model for Teaching and Learning, all segments are student-centered. Curriculum, instruction, assessments, and professional learning are all intertwined to increase and sustain student academic achievement.

Water Valley School District Instructional Management

- The Water Valley School District curriculum is based on the current Mississippi College and Career Readiness Standards.
- The IMS is student-centered to ensure learning and success of all Water Valley children.
- Professional learning for teachers and administrators is designed to support the implementation of the curriculum, the quality of instruction, and the validity of assessments.
- Teachers remain cognizant of all curriculum updates as applicable to their content areas they instruct.
- Teachers diligently seek professional learning opportunities that enrich their instructional abilities.
- Teachers use sources provided by the district and data gained from assessments to make educated decisions to improve student academic achievement.
- Building-level administrators encourage and provide time for professional learning communities and collaboration by grade level and content areas to plan for the strategic use of formative assessment practices and to analyze summative assessments to implement data-driven instruction.
- Building-level administrators consistently monitor the effectiveness of lesson plans, classroom instruction, and teacher-created assessments and promote teacher growth by supplying strategies for improvement in these areas.
- District leaders, building-level administrators, and teachers analyze assessment data to evaluate the effectiveness of instruction, assessment, and professional learning.
- The Superintendent models effective leadership through supporting other district and building-level administrators and by supplying resources to further student capacity to ensure achievement growth.
- The Superintendent builds capacity through professional learning opportunities and support for faculty members to become teacher-leaders.
- The School Board monitors the effectiveness of district and building-level administrators.
- The School Board supports risk taking to improve professional learning that enriches the curriculum.

Approved by the Water Valley School Board on October 23, 2017.