

**Natchez-Adams School District  
Instructional Management Plan**



**“Where Our Children Come First”**

August 2018

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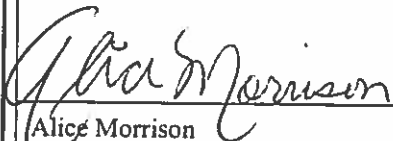
NASD Principals

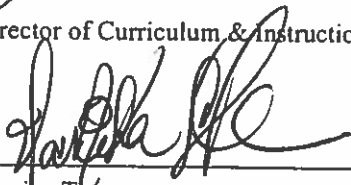
Pre K - 12th Teachers

Natchez-Adams School District  
Instructional Management Plan


Approved:

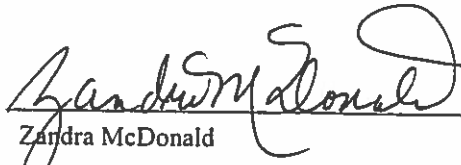
  
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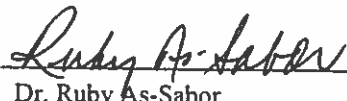
  
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**Natchez-Adams School District**  
**Great Students, Great Schools, Great Community**

*Vision Statement*

Natchez-Adams School District is an innovative, inspiring, and unified, student-focused learning community, which motivates and empowers all students to succeed.

*Mission Statement*

The mission of the Natchez-Adams School District is to nurture, engage, educate, inspire, and prepare students to learn and lead in a global society as confident, competent and productive citizens.

**MS Accountability Standard 20**

As a requirement of the Mississippi Public School Accountability Standards, 2016 (MPSAS), each school district must implement an instructional management system (IMS) unless the district meets the highest levels of performance. This guidance is intended to aid districts in the development and maintenance of an IMS, described below.

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.

## EXECUTIVE SUMMARY /INTRODUCTION

The Instructional Management Plan communicates the intent and direction for Natchez Adams School District in the areas of curriculum instruction and assessment. The plan also conveys the procedural intent of the district leadership with respect to curriculum development, adoption, implementation, evaluation, and revision. It also provides clear direction for students, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

This plan is a catalyst for change leading to a focused design of the curriculum and intentional quality control. To fulfill the district's mission of maximizing individual student achievement, clear internal linkages between the written, taught, and tested curriculum across grade levels, classrooms, and schools are essential to produce consistent student learning outcomes throughout the district.

The Instructional Management Plan is the foundation for the design, delivery and review of the district curriculum. As such, the purpose of the plan is to establish a process through which curriculum is developed, implemented, reviewed, evaluated and revised on a regular cycle. This process ensures that:

1. The curriculum helps the district realize its vision for educating its students;
2. There is a method to achieve K-12 alignment of curriculum, instruction and assessment to the Mississippi Department of Education frameworks and Mississippi College Career Ready Standards (MSCCRS)
3. All students have meaningful and reasonable opportunities to learn, achieve and demonstrate the body of knowledge and skills represented in the Mississippi Department of Education Frameworks in addition to Mississippi College Career Ready Standards (MSCCRS)

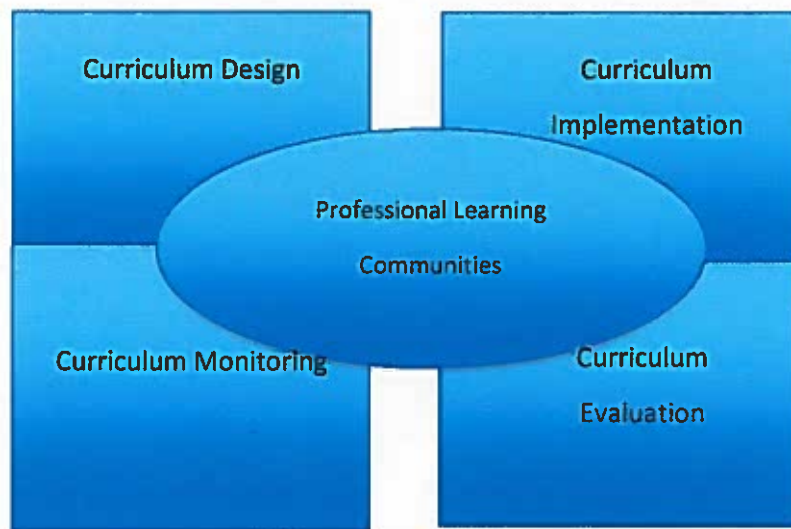
The design and implementation of the curriculum shall be consistent with the Natchez-Adams School Board's adopted mission and applicable goals, state law, and State Board of Education rules. The Natchez Board deems it essential that the school system continually develop and modify its curriculum to provide a common direction of action for all instruction and programmatic efforts in the District and to meet changing needs. This curriculum component

shall be an integral part of the District long-range planning process. An environment to support curriculum delivery must be created and maintained by all functions of the organization.

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction shall be derived from a set of curriculum standards common to all students. There shall be equitable access to the curriculum for all students.

### INSTRUCTIONAL MANAGEMENT PLAN OVERVIEW

Components of the Natchez- Adams Curriculum Management Plan include:



#### Definitions

***Curriculum Design*** – The philosophical and practical framework for the development of curriculum – to include the timing, scope, and procedures for curriculum creation and review.

***Curriculum Implementation*** – Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the written, taught, and tested curriculum.

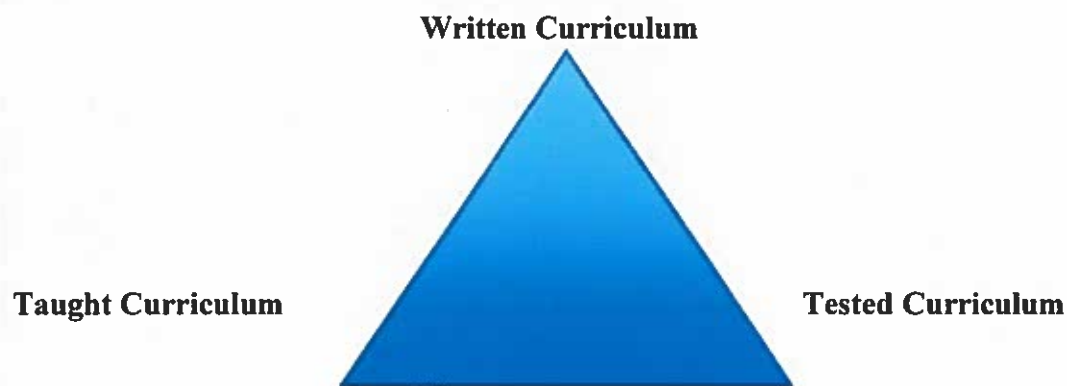
***Curriculum Monitoring*** – Procedures for ensuring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms.

***Curriculum Evaluation*** – Procedures to determine curriculum effectiveness and approaches by which assessment data will be used to strengthen curriculum and instruction.

**Professional Learning Communities (PLC)** – Teams of educators systematically working together to improve teaching practice and student learning. PLC's are the means by which the previous four components of the IMP are developed and carried out.

### **CURRICULUM ALIGNMENT/MODEL**

Curriculum alignment is a coordination of what is written, taught, and tested. It is also the articulation of the curriculum from PreK-12, as well as the alignment of instruction within the department/grade level and from school to school.



### **WRITTEN CURRICULUM**

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives and standards, which are aligned to district assessments, suggested time frames, examples of instructional strategies, aligned resources, correlation to the Mississippi Department of Education Frameworks, MS College and Career Readiness Standards, and a scope and sequence.

Principles:

1. Curriculum development is an on-going process that reflects the best understanding of the growth and development of learners in our changing society, the needs of the community, state law, and State Board of Education rules.
2. The curriculum is based on a core set of non-negotiable student objectives and standards, which guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within a grade level / course).
3. Curriculum is developed to ensure that students from teacher to teacher have the



opportunity to learn the same core objectives and standards at each instructional level.

4. The curriculum is accessible and manageable.
5. The curriculum is reviewed, assessed and updated regularly.

The curriculum is designed to provide teachers and students with the Board's expectations of what students are to learn. Teachers are expected to teach the curriculum of the District.

Subject area written curriculum and instructional guides shall be developed for all grade levels and subjects in the District. The expectations are that:

1. All curriculum shall be documented in writing
2. Curriculum guides should be accessible for teachers to use to write daily lesson plans
3. Administrators shall work with teachers to maintain consistency between the written curriculum and the curriculum objectives and standards that are actually taught.

Instructional resources such as textbooks, software, and other materials shall be selected based upon their alignment with the curriculum objectives, standards and curriculum priorities of the District. Likewise, staff development shall be designed and implemented to prepare staff members to teach the designed curriculum and shall use effective change processes for long-term institutionalization.

### **TAUGHT CURRICULUM**

Taught curriculum refers to instruction, the process by which the teachers plan, organize, and deliver instructional strategies for teaching the District's written curriculum.

Principles:

1. All classroom instruction, including those for special population students, shall be aligned to the District curriculum.
2. Teachers are encouraged to use flexibility and creativity in the "how" of teaching (instruction), not the "what" of teaching (curriculum objectives and standards).
3. Staff training is designed and implemented to prepare staff members to help meet the needs of all students.

Additionally, there must be assurances that teachers and their colleagues are working toward a common set of student objectives through professional learning community collaboration. All faculty members have a responsibility not only to contribute to the refinements of the written curriculum, but also to teach to the curriculum objectives and standards. Teachers are required to use the District curriculum and instruction guide as their primary source of instructional

direction. The principal shall ensure that optimum use is made of available written curriculum materials and instructional time.

The implementation of the curriculum shall be aligned with the planned and written curriculum, as presented to students by teachers, and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special population students, shall be aligned to the District curriculum. Further, they shall be integrated in their delivery approach.

Curriculum and instruction guides shall be provided for all subject areas and courses to assist teachers in their teaching. The format for these guides shall be a collaborative District-level decision. The guides shall serve as the framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the student's particular needs at a particular time. The guides shall be used to map a logical sequence of instruction.

### **TESTED CURRICULUM**

Tested curriculum is student assessment, both formal and informal, that is used to evaluate student progress toward mastery of the written curriculum. Student assessment must do the following:

1. Guide teachers' instruction at appropriate levels of depth and complexity.
2. Guide students' learning.
3. Guide district/campus improvement of curriculum alignment and programmatic decisions.
4. Communicate progress to parents to support learning at home.

The Superintendent or designee shall establish assessment approaches for determining the effectiveness of instructional programming at District, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and standards which instructors are displaying effective conveyance of curriculum in the classrooms.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Teachers shall conduct frequent assessments of students on the curriculum objectives and standards. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and supervisors shall use test results to

assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

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

Equally important, assessments take place prior to instruction, during instruction, and following instruction. Essentially, assessments drive instruction. Assessment represents an essential element of all three levels of NASD's three-tier instructional model.

NASD will administer the following assessments for 2018-2019 school year:

**District Assessments:**

- iReady Reading and Math diagnostic
- Subject Area Comprehensive (Biology I, English II, Algebra I, & U S History)
- Mid Nine Weeks and Nine Weeks Common Assessments
- Renaissance STAR Assessments
- Teacher-made Assessments
- Fifth grade cursive writing assessment
- Typing assessment

**State Assessments:**

- MAAP for Language Arts, Math, Algebra I, & English II
- MST2 (Grade 5 & Science)
- MKAS (Grades K - 3)
- MAP-A (Alternate Assessment)

- ELPT (English Language Proficient Test)
- ACT
- SATP2 (Biology I & US History)

#### **NASD Recommended Assessment Strategies**

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

#### **CURRICULUM DEVELOPMENT**

The curriculum development will include the following components:

1. Planning, articulation, and development
2. The study of the latest research and trends surrounding the subject area
3. An analysis of student assessment data
4. The alignment of objectives and standards (horizontal and vertical)
5. The selection of resources for high-level alignment
6. The district templates that will be used (lesson, pacing guides, etc.)
7. Providing training for teachers
8. Evaluating and revising the curriculum and assessments as needed
9. Implementing the curriculum
10. Monitoring of the implementation

The curriculum describes the “what” of instruction – what is intentionally taught to students in a district, school, or classroom. For the school term 2018-2019, the Natchez-Adams School District will implement the Mississippi College- and Career- Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Teachers will be able to access the MSCRRS, MCF, and CTE standards on the District website and copies will be available as well at each school site.

Arts:

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

Business & Technology:

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

Career and Technical Education

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

English Language Arts

- [College- and Career-Readiness Standards for English Language Arts](#) (2016)

Early Childhood

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

Health

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

Mathematics

- [College- and Career-Readiness Standards for Mathematics](#) (2016)

Physical Education

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

Science

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

Social Studies

- [Social Studies Framework](#) (2011)
- [College- and Career-Readiness Standards for Social Studies](#) (2018)

World Languages

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

Advanced Placement Courses as approved by Mississippi Department of Education.

### Curriculum Resources

NASD uses a variety of resources.

- iReady ELA, Math & Writing & NWEA Science
- Kirkland Unit Plans & pacing guides
- MCCRS Scaffolding document
- District pacing guides
- Textbooks
- Educational Leadership Solutions test bank and subject area benchmark
- Mastery Connect Test bank
- MS Department of Education Standards and Resources
- Cursive Writing - MDE Guidance (Implementation process will be decided by the leadership team at each elementary building site.
- Renaissance STAR, Accelerated Reading & Math
- State Test Blueprints
- MDE Guidance for MTSS
- MDE Guidance for Keyboarding - Typing.com. Students must master the speed and accuracy listed below according to grade levels.

TARGET KEYBOARDING SPEEDS & ACCURACY			
GRADE	SPEED (words per minute)	ACCURACY	TASK DETAILS
3	15	95%	one minute timed writing
4	20	95%	one minute timed writing
5	25	95%	one minute timed writing

### **Accountability Standard 20.2**

The Instructional Management System includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions and behavioral interventions.

The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department of Education (MDE) requires that every school district follow the instructional model, which consists of three (3) tiers of instruction:

- a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- b. Tier 2: Focused supplemental instruction
- c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

NASD's instruction is based on the MTSS model and applied as the Three-Tier Instructional Model. The goal of NASD is to deliver quality classroom instruction (Tier 1) based on the MS Curriculum Frameworks and MSCCRS.

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education.

Interventions will be:

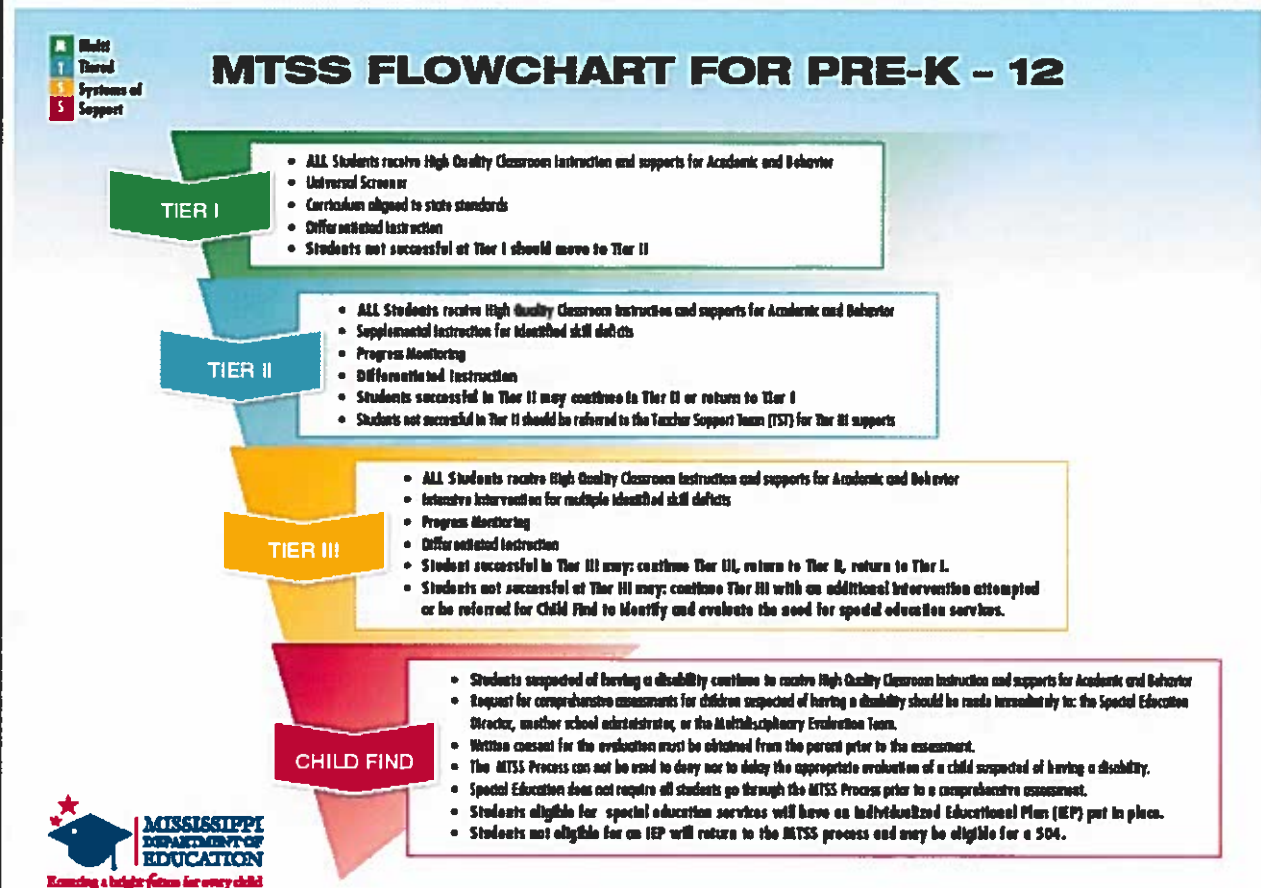
- d. designed to address the deficit areas;
- e. evidence based;
- f. implemented as designed by the TST;
- g. supported by data regarding the effectiveness of interventions.

Teachers should use progress monitoring information to:

- h. determine if students are making adequate progress,

- i. identify students as soon as they begin to fall behind, and
- j. modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment





### **Early Warning System (EWS)**

In the same like manner, the MS Department of Education developed the Early Warning System as a guide to assist school districts in their effort to help students succeed academically and to emerge from MS high schools well prepared for college and careers. The EWS program provides information on how to effectively use early warning data to identify, support, and monitor at-risk students in grades K-12.

### **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 in addition

Accountability 20

to the effectiveness of Tier 1 instruction, which focused on all students and involves implementation of evidence-based curriculum and instructional practices that align with state standards and include differentiated instruction, must be considered when identifying students who need Tier II and Tier III supports.

#### **Dyslexia Screener**

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of Kindergarten and the fall of Grade 1 using a State Board of Education approved screener. The screener must contain the following components: Phonological Awareness, Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding skills, Encoding skills, and Rapid Naming. If the student fails the screener, the parent or legal guardian will be notified of the results of the screener. NASD will administer use the following screener:

- Mississippi Dyslexia Therapy Association Dyslexia Screener for Kindergarten and First Grade, 2017 Edition/ William Carey

#### **Universal Screener**

All students in Kindergarten and grades 1 through 3 shall be administered a state- approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades K-3: A student has failed one (1) grade;
  - b. Grades 4-12: A student has failed two (2) grades;
  - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
  - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
  - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
2. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
  3. School districts must complete, at a minimum, documentation as required for all

students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

### **Universal Screening, Progress Monitoring, and Intervention Tools**

- NASD conducts universal screening and progress monitoring throughout the school year for grades K- 8th using Renaissance STAR and/or iReady Diagnostic.
- Education Leadership Solutions and Mastery Connect comprehensive benchmark assessments will be used for progress monitoring in grades 9th - 12th.
- Interventions will be administered using iReady and Renaissance Learning intervention tools.
- RtIsuccess.org and Intensiveintervention.org will be used as resources for behavioral progress monitoring.

### **Stakeholder Roles and Responsibilities**

A stakeholder is a person, group, organization, member of system who affects or can be affected by an organization's actions.

#### **The Board shall:**

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning.
- Adopt policies to direct and support ongoing curriculum development and evaluation
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum.
- Approve the curriculum scopes and sequences and adopt multiple instructional resources for teacher use within the constraints of state law and State Board of Education rules.
- Communicate to its constituents the Board's curricular expectations.

#### **The Superintendent shall:**

- Implement the board policies related to the curriculum.
- Recommend a budget to support curriculum design and delivery.
- Annually report to the Board concerning implementation.
- Ensure that a functional decision-making structure is in place to carry out this policy.

#### **The Deputy Superintendent shall:**

- Implement the policy.
- Ensure that building level leaders are trained and have the resources to carry out this policy.
- Ensure that a master long-range plan for curriculum development, revisions, program assessment, and student assessment is articulated to building level and district leaders.

#### **The Director of Curriculum and Instruction shall:**

- Ensure that a master long-range plan is in place for curriculum development, revisions, program assessment, and student assessment.
- Implement the master long-range plan, providing technical and expert assistance as required.
- Provide district-wide staff development needed to implement the curriculum.
- Supports principals and teachers in their roles of delivering and managing curriculum and staff development.
- Assist principals in monitoring implementation of the curriculum.

**Principals shall:**

- Serve as the instructional leader and is responsible for monitoring the implementation and delivery of the curriculum.
- Develop working knowledge of the curriculum content for all subjects/courses.
- Translate the importance of effective curriculum and instructional practices on a regular basis.
- Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus (including the integration of technology into content).
- Monitors the implementation of the written, taught and tested curriculum through various methods using, as a minimum, the following basic strategies:
  - Extended and Walk-through observations (to be quantified by district leaders)
  - Weekly review of lesson plans

Provide opportunities for teachers to collaborate in Professional Learning Communities (PLCs) to review and interpret assessment data, set goals, and plan for continuous improvement of achievement and share ideas and instructional strategies.

**Teachers shall:**

- Teach the district curriculum.
- Frequently assess and document student mastery of curriculum objectives and standards modifying instruction to ensure student success.
- Participate in curriculum development/revision activities.
- Scaffold instruction to ensure academic success of all students
- Participate in district/campus staff development designed to improve classroom instruction and develop teacher leadership.
- Communicate learning strengths and needs to parents and encourage them to support student learning.

**Students shall:**

- Be an active partner in the learning and assessing process
- Understand their own learning strengths and weaknesses
- Meet or exceed learning requirements based on the District curriculum and standards
- Exhibit behavior that is conducive to learning for self and others

**Parents shall:**

- Be valued partners in the learning process
- Accept a shared responsibility working with the teacher in the learning process

- Support the development of academic, communication, life, and technology skills

**The Director of Special Services shall:**

- Implement the policy.
- Ensure that Special Services teachers are trained and adept at delivering the adopted curriculum.
- Ensure that collaborative teaching (using appropriate interventions) is used and monitored in the delivery of the curriculum.

**The Director of Federal Programs shall:**

- Implement the policy.
- Ensure that adopted federal programs and expenditures are aligned to and support the adopted district curriculum.

**The Director of Business & Finance shall:**

- The administration shall ensure that the District's budget becomes a document that reflects funding decisions based on the organization's educational goals and priorities – a performance-driven budget. The budget development process shall ensure that goals and priorities are considered in the preparation of budget proposals and that any decisions related to reduction or increase in funding levels are addressed in those terms.