

**QUITMAN SCHOOL DISTRICT  
INSTRUCTIONAL MANAGEMENT PLAN  
2022-2023**



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In accordance with the Mississippi Public School Accountability Standards, Quitman School District shall implement and maintain a planned instructional program in compliance with {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).

Quitman School District will implement an instructional program 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 (20.1) The instructional management program includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

Teachers have online access to the following curriculum documents, and instructional personnel at each building provide hard copies of curriculum documents to teachers as revisions are made to ensure the most current documents are utilized for instruction. This document outlines the district's efforts to link curriculum, instruction, and assessment.

### **Our Mission**

The mission of Quitman School District is to empower our students to graduate as productive, competitive citizens in a global society.

### **Instructional Vision**

With the support of the community, QSD strives to meet the needs of all students by providing a positive and engaging learning environment through the use of progressive and efficient instruction that encourages academic and personal growth.

## **CURRICULUM**

Quitman School District will utilize the MS Career and College Standards and MS Curriculum Frameworks as outlined below:

### **Mississippi Department of Education Current Framework /Standards Listing:**

#### **English Language Arts**

- [2016 Mississippi College- and Career-Readiness Standards for English Language Arts](#)
- [Instructional Planning Guides for English Language Arts K-12](#)

#### **Mathematics**

- [2016 Mississippi College- and Career-Readiness Standards for Mathematics](#)
- [Instructional Planning Guides for Mathematics K-12](#)

#### **Science**

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

## **Social Studies**

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

## **Social Emotional Learning**

- [Social Emotional Learning Standards](#)

## **Advanced Placement**

- [Overviews and Course Descriptions](#) (links to College Board)

## **Business and Technology**

- [Mississippi Business and Technology Framework \(2014\)](#)

## **Career & Technical Education**

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

## **Health**

- [Contemporary Health K-8](#)
- [Contemporary Health 9-12](#)
- [Other Health Related Resources](#)

## **College & Career Readiness**

- [College & Career Readiness Curriculum](#)

## **Library Media**

- [Mississippi School Library Guide](#)

## **Physical Education**

- [Mississippi Physical Education Framework](#)

## **Visual and Performing Arts Framework**

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

## **World Languages**

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

## Early Childhood

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

## MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

- MDE Webpage: <https://www.mdek12.org/OSA>

### MAAP Resources

- [Mississippi Academic Assessment Program-Alternate \(MAAP-A\) Resources](#)
- [English Language Proficiency Test \(ELPT\) Resources](#)
- [Kindergarten Readiness](#)
- [ACT Testing Resources](#)
- [Literacy-Based Promotion Act \(LBPA\) Assessments](#)
- [National Assessment of Educational Progress \(NAEP\)](#)
- [Test Security](#)

## INSTRUCTIONAL PROGRAM

Grade level pacing guides and classroom syllabi have been developed to further organize the district's curriculum. Standards and objectives are organized by nine-week grading periods to ensure that all standards have been taught and assessed. Teacher teams along with instructional coaches and administrators revise pacing guides annually.

The district has identified research-based instructional strategies which are aligned with expectations for student learning. These include, but are not limited to, reading strategies, writing across the curriculum, think-share compare strategies in reading and math, cooperative learning, and the use of instructional technology manipulatives as instructional strategies, also.

Quitman School District has developed a comprehensive professional development program to support implementation of these instructional strategies. The program is aligned to the Learning Forward Standards and meets district and school needs identified through the analysis of student achievement data. Job-embedded professional development is provided throughout the year, along with professional learning communities at each school. Teachers and administrators collaborate to analyze classroom data to improve teaching and learning. The Professional Development Program also outlines an individual component for professional development based upon identified teacher needs. Instructional Facilitators provide on-going support through coaching to improve instructional practices. Facilitators also provide additional resources to help teachers implement the district's curriculum.

Implementation and effectiveness of district-supported instructional strategies is monitored through observation and evaluation. The district uses The Mississippi Educator and

Administrator Professional Growth System to improve the professional performance of all educators. The Mississippi Educator and Administrator Professional Growth System is designed to improve student achievement by providing teachers and administrators with clear, specific, actionable, and timely feedback to inform continuous improvement.

## **INSTRUCTIONAL INTERVENTION**

Quitman School District provides instructional interventions to meet the behavioral and academic needs of all students. The Multi-Tiered System of Supports (MTSS) consists of three tiers of instruction. The Three Tier Instructional Model is designed to meet the needs of every student.

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

1. 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 Education (MDE) shall require every school district to 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
  
2. 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:
  - a. designed to address the deficit areas;
  - b. evidence based;
  - c. implemented as designed by the TST;
  - d. supported by data regarding the effectiveness of interventions.
  
3. Teachers should use progress monitoring information to:

- a. determine if students are making adequate progress,
- b. identify students as soon as they begin to fall behind, and
- c. 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.

4. 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 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. Parents will be notified of their child's status at Tier II & Tier III, the teacher and team will provide opportunities to inform parents of all information regarding their child's placement.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public-school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
  - a. performance on a reading screener approved or developed by the MDE,
  - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
  - c. 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. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year. The screening must include the following components:
  - a. Phonological awareness and phonemic awareness;
  - b. Sound symbol recognition;
  - c. Alphabet knowledge;

- d. Decoding skills;
  - e. Encoding skills; and
  - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. 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. **EXCEPTION: Students in grade 3 who are not identified for intervention on mid-year screeners may not be required to be screened again at the end of the school year.** In addition, 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.
8. 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.
9. 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.

Source: Miss. Code Ann. §§ 37-177-1, et seq., (Revised 12/2018)

## **ASSESSMENT**

Quitman School District administers all state-directed assessments. The following assessments are administered under guidelines established by MDE:

- MS Academic Assessment Program (MAAP) – for ELA & Math, Science Grades 5 & 8, Algebra I, English II, Biology, & US History

- KRA, Pre-K, & Kindergarten Readiness Assessment (Pre & Post Test)
- 3<sup>rd</sup> Grade MS Academic Assessment ELA
- ACT State Testing for 11<sup>th</sup> Graders Only
- English Language Proficiency Test (ELPT)
- MS-CPAS3
- MS-National Certifications Testing
- MAAP-A Alternate for ELA, Math, & Science
- NAEP (If selected for participation)

Data from state-directed assessments are analyzed at the district and school level. Identified areas of need are addressed through school action plans and district/school professional development planning.

In addition to state-directed assessments, students in Pre-K and Kindergarten are assessed with STAR Early Literacy monthly. Students in 1<sup>st</sup> and 2<sup>nd</sup> grade use iReady and Mastery Connect to inform classroom instruction and monitor individual student progress.

iReady diagnostic screenings are administered three times a year in grades 1 through 8, (9th grade IEP and Tier 3). Mastery Connect Benchmark Assessments are administered to students in grades 2-8, Algebra I, English II, Biology I, and US History to determine mastery of standards/objectives and monitor individual student performance. My Path (ILP) Edgenuity, will be given to 9th grade students. These assessments are comprehensive based upon course pacing guides.

Professional Learning Communities (PreK-12) consisting of teachers, facilitators, and administrators who meet weekly to review all data sources in order to develop lesson plans, to inform classroom instruction, and to revise common student assessments.

### **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 4<sup>th</sup> 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 documenting intensive reading instruction and interventions for students with identified reading deficiencies. Each component of the IRP is crucial to the efficacy of the plan and student's success. The IRP has seven (7) components:

- (a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- (b) The goals and benchmarks for growth;
- (c) How progress will be monitored and evaluated;
- (d) The type of additional instructional services and interventions the student will receive;
- (e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- (f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and...
- (g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

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

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

**A 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.

## **Clarke County Career and Technology Instructional Plan**

### **Our Mission**

The CCCTC prepares students for career pathways in the global marketplace by offering experiential learning, real-world applications, and industry certifications. The CCCTC will encourage development in technical and high-level academic skills, inspire leadership through student organizations, and empower students to be lifelong learners.

### **Our Vision**

Our goal is to empower all CTE students to confidently and successfully transition into post-secondary and career opportunities and become positive, contributing members of society.

### **CURRICULUM**

Clarke County Career and Technology Center will utilize the Career and Technical Curriculum for the State of Mississippi, available at the following site:

<https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>

### **INSTRUCTIONAL PROGRAM**

Lesson plans are created by teachers from the suggested time on task provided with each curriculum. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework accounts for approximately 75-80% of the time in the course. Competencies and objectives devise each unit and are organized by nine-week grading periods to ensure that all competencies have been mastered. Each teacher will keep on file a Student Competency Profile to show where students have mastered the skills required in each program.

Each of the Clarke County Career and Technology Center program's curriculum has a section that identifies the Integrated Academic Topics, 21<sup>st</sup> Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students. This section identifies related academic topics as required in the Subject Area Testing Program (SATP) in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the units. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and

Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are identified.

A list of suggested references is also provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. These resources are only suggested and may be modified or enhanced based on needs and abilities of students and on available resources by the CTE teachers.

Clarke County Career and Technology Center provides students with work-based learning opportunities through lab experiences, on-site clinical visits, simulated work experiences, and job shadowing.

Clarke County Career and Technology Center provides professional learning for CTE in addition to the professional development provided by the Quitman School District. CTE teachers attend the MS-ACTE Conference yearly and attend MDE/RCU sponsored, program specific, training. Implementation and effectiveness of district-supported instructional strategies is monitored through observation and evaluation. Clarke County Career and Technology Center utilizes The Mississippi Educator and Administrator Professional Growth System to improve the professional performance of all educators.

## **ASSESSMENT**

Clarke County Career and Technology Center students will be administered ACT WorkKeys or National Certifications when applicable.

## **ANNUAL REVIEW**

The Quitman School District Instructional Management Plan will be reviewed annually for necessary revisions by the district curriculum committee. This committee will consist of administrators, facilitators, and teachers from grades PreK-12. The revised plan will be submitted annually to the local school board for approval.

*Update: The district curriculum committee met during Summer Curriculum Planning 2022 to discuss needed modifications. The Instructional Management Plan has been revised based on their recommendations.*