



Instructional Management Plan

2018-2019

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This document provides direction to all TPSD staff involved in the instructional delivery of the curriculum. The document is designed to be in compliance with TPSD Board of Trustees' policies and policy directives.

Mission and Goals

The Tupelo Public School District organizes the district's instructional efforts around the mission and goals of the district.

The mission of the district is as follows:

The Tupelo Public School District serves the community by engaging each student in an excellent education that develops skills and citizenship needed for success in a global society.

The Board of Trustees set the following goals:

- Increase student achievement across the district.
- Provide a safe, secure and orderly environment in all schools.
- Attract and retain all stakeholders
- Maintain sound financial stability.

It is the intention of TPSD to meet all accountability standards required by state law and regulations. All curriculum and instructional documents units of study, and/or pacing guides. The guides are based on the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks.

Mississippi Public School Accountability Standards 2016 state:

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.

Instructional Plan Components

The components of the instructional management plan include the following:

- Reasonable number of precise, clear student expectations for each discipline and grade level or course - derived first from those learnings tested in state and other high stakes tests, correlated to the Mississippi Academic Assessment Program, the Mississippi Science Test, the Mississippi K-3 Assessment System, the Subject Area Testing Program 2, the Mississippi College and Career Readiness Standards, Mississippi Curriculum Frameworks and TPSD Graduation Requirement expectations.

- A scope and sequence of the student expectations by instructional level and course that are based upon when the learnings are to be acquired (short-term memory) and mastered (long-term memory). A syllabus is designed for communication of the student expectations to parents/guardians and students.
- A proposed teaching sequence of the student expectations within an instructional level or course derived in part by the available resources teachers typically use in the delivery of the curriculum.
- An instructional management system designed around the curriculum and students' expectations that teachers can use for teaching and reporting purposes.
- Aligned district diagnostic and formative assessments which can be used by teachers to determine student prerequisite skills as well as on-going acquisition and mastery of the student expectations.
- Pre-assessments and post assessments to be used both diagnostically (formatively) and in a summative way to determine student progress and academic gains over a period of time.
- Progress reports of student accomplishments of student expectations will be used during the grading periods to communicate each student's progress to parents/guardians and students.
- Projections of the time range necessary to teach a reasonable number of student expectation(s), prerequisite skills, aligned resources, and sample assessments with multiple contexts.
- A Multi-Tiered Supports System for reaching all students so that they perform to their potential
- A Professional Learning Plan for administrators, teachers, and all instructional staff
- Monitoring of instructional delivery

Curriculum

The Tupelo Public School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The purpose of the curriculum is to establish a system that ensures that students learn the Mississippi State College and Career Readiness Standards and the Mississippi Curriculum Frameworks at a particular instructional level regardless of the teachers teaching the students or the schools attended.

Specifics to high stakes assessments are embedded early in the instructional levels to increase the likelihood of student access and mastery prior to their being assessed. TPSD Graduation requirements and prerequisites are spiraled through the curriculum from Pre-Kindergarten through Twelfth Grade.

According to Board Policy IC: Curriculum Development, the design and implementation of the curriculum will be consistent with the Board's adopted mission and applicable goals, state laws, and State Board of Education rules. The curriculum will be designed and implemented on the following premises:

- All students are capable of achieving excellence in learning the essentials of formal schooling.
- Success influences self-concept; self-concept influences learning and behavior.
- The instructional process can be adapted to improve learning. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short and long-term assessment of student achievement, and modifications based on assessment results.
- Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.
- High levels of student achievement are the benchmarks for effective curriculum, (design) and instruction (delivery).

The focus of the curriculum shall have the following priority order:

- Mississippi College and Career Readiness Standards
- Emphasis on reading at grade level
- Mastery of basic skills of writing and mathematics
- Objectives derived from state and national assessments
- Bloom's Taxonomy and Webb's Depth of Knowledge

The instructional approach shall:

1. Establish a school climate that continually affirms the worth and diversity of each student.
2. Expect that each student will perform at high levels of learning.
3. Ensure that each student experiences opportunities for personal success.
4. Vary the time for learning according to the needs of each student and the complexity of the task.
5. Have both staff members and students take responsibility for successful learning.
6. Assess current student skills or learning for instructional assignment.
7. Analyze the content of each objective, so that instructional strategies match content, context, cognitive level, and assessment.
8. When appropriate, sequence tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
9. Orient students to the objectives to be learned.

10. Teach to the objectives providing varied approaches, adequate time, and multiple opportunities for learning and success.
11. Assess student mastery of the objectives to determine the need for movement to a new instructional objective, extensive enrichment, or correction.
12. For those students who attain mastery, progress to the next objective or offer extension or enrichment.
13. For those students who do not attain mastery, provide correctives and /or use different strategies until mastery is attained. Utilize the Response to Intervention (RTI) process in monitoring the remediation process.

The purpose of education is primarily imparting basic knowledge, concepts, processes, and attitudes necessary for the student to successfully function in society.

1. Each student is capable of achieving excellence in learning the essentials of formal schooling using a continuous progress approach.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. School staff shall maximize the learning conditions for each student through clearly stated expectations of what a student will learn, high expectations for each student, short- and long-term diagnostic assessments of student achievement, and instructional modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure the maximum levels of achievement for each student.
6. High levels of student achievement are the evidence of effective curriculum (design) and instruction (delivery).

TPSD curriculum guides and pacing guides are developed by teacher representatives from each school. The guides provide:

- Course title/instructional level
- Pacing Guides and testing matrix
- Learning targets and objectives based on the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks
- Student expectations – clearly written with content, context, cognitive type, and standard of performance
- Prerequisite objective and prior learnings linked to new learnings
- Correlation to MAAP/SATP2 and other assessments as applicable, as well as National Standards
- Timeline for acquisition, review and mastery
- Assessment samples (local, state, national) using multiple choices, constructed and authentic real world, multi-disciplinary examples

- Identification of district level bank of aligned assessment items
- Activity ideas (real world, multi-disciplinary), if commercial materials are lacking in alignment requirements
- Aligned extension/remediation (acceleration), modifications, and re-teach strategies (for Gifted, ELL, RTI, and SPED)
- Accommodations for English Language Learners and other special population students
- Terminology and expected vocabulary
- Required and optional reading lists, where appropriate
- Interdisciplinary correlations
- Technology integration, whenever relevant
- Writing integration, whenever relevant
- Aligned current resources to student expectations (e.g. laptops, textbooks, video, software, interactive boards, and internet links)
- Depth and breadth of the content and processes.

Assessment

The primary purpose of assessment is diagnosis of student learning. Assessment is an integral part of instruction and is necessary to provide on-going formal and informal assessments of students and their learnings on a daily basis. Informal assessments come in many forms such as questioning strategies, checking for understanding strategies, guided and independent practice activities, warm-up and sponge activities, previewing prior learnings, quizzes, etc. Teachers align these strategies and activities to the curricular standards and learning targets.

The District's instructional approach, which is to be used by teachers in their planning and teaching of the District curriculum, calls for formal assessments. These formal assessments are not summative assessments such as the state tests, college entrance tests, and advanced placement tests; rather, they are formal assessments to be used in a formative manner. The district provides the formal criterion-referenced assessments which are to be used in a diagnostic way. Teachers determine each student's pre-requisite skills to a new learning and whether the student has already mastered the learning prior to teaching, so the teacher can differentiate the learning objectives for every student. These assessments are designed, so that they also provide diagnostic information on initial acquisition of the learning objectives being taught as well as long-term mastery of the objective.

Secure benchmark tests are designed to be administered three times a year. These benchmark test items will be a

sampling of the student expectations taught during that period of time and will be those with the highest priority (tested most frequently and missed most often).

TPSD assessments will be designed around the TPSD curriculum to provide diagnostic tools for teachers to use in determining students' prerequisite knowledge, current knowledge of the curriculum, initial acquisition of the objectives, and mastery of the curriculum.

Assessments include:

- Diagnostic instructional level assessments (Formative Common Assessments, Pre-assessments and Post assessments) around groups of student expectations (two to nine weeks of work).
- Benchmark tests to be administered three times a year. The assessments can be used as a summative measure of learning as well as diagnostic data for teachers receiving students during the next term. The student expectations built into the assessment tool will be those for which mastery (long-term memory) should be expected.
- Beginning of the year/term assessments will be administered to determine if students already have mastery on some and /or all of the tested student expectations.
- MAAP and SATP2 released tests which provide practice and diagnostic assessment
- State and National Assessments

The following is a list of all the district-wide assessments administered in a given year. The matrix includes purpose of the test, when it is administered, to whom it is administered and who uses the results.

Regular Education Assessments Used in District					
Type of Test: D = Diagnostic, S = State, P = Program, O = Optimal					
Type	Test Name	Subject Covered (grade level)	Given When	Purpose of the test	Used By
O	ACT	College Entrance Exam	Set by College Board though-out the year	Entrance to College	Junior and Seniors
P	AP	Advanced Placement Tests	May of each Year	To earn college credit	High schools- requires a score of 3 or higher to gain credit from the College Board
O	ASVAB	Armed Service Vocational Aptitude Battery	Junior year	Aptitude Test	Counselors to guide student career choices

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D	Benchmark	All tested core subject areas	Three times a year	Measures student progress toward mastery of the state curriculum	Parents, staff, and students to maintain levels of mastery and to monitor effectiveness of district curriculum
D S	Iready	English Language Arts Math	6-8	Universal Screener	Parents, teachers, and students to maintain levels of mastery and to monitor effectiveness of district curriculum TST Counselors
D S	STAR Reading/Math	English Language Arts/Math	K-5	Universal Screener	Counselors TST
D S	Dyslexia Screener	<ul style="list-style-type: none"> • Phonological awareness and phonemic awareness • Sound symbol recognition • Alphabet knowledge • Decoding skills • Encoding skills • Rapid naming 	Kindergarten students will be screened in the Spring semester and 1 st grade students will be screened during the Fall semester.	Screening for dyslexia	Classroom Teachers TST Counselors
S	MS-CPAS2	Ms Career Planning and Assessment	10-12 Vocational Students	Measures occupation-specific aptitude	Counselors to guide student career choices
D	MKAS	Readiness Assessment	Fall and Spring	Measures the developmental levels and readiness of PK-K students	Teachers in PK, K, and 1 st
S	MAAP	Language Arts/ Reading/Writing/Math	Given in may to all 3-8 graders	Proficiency measure State Accountability	Counselors Classroom Teachers
	MAP-A	Alternative Assessment	State Assessment	State Accountability	SPED Teachers

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		SPED	Calendar		
	NAEP	National Assessment of Educational Progress	January in selected grades	Provides results on subject-matter achievement, instructional experiences, and school environment for populations of and groups within those populations	Counselors
O	Otis-Lennon School Ability Test	Assess Intelligence	Given in January	Gifted and Talented Program 1 st grade screener for gifted	Gifted teachers
O	RAVEN	Raven Standard Progressive Matrices	Measures General Intelligence. Given in first and third grade	Screener for Gifted Ed. Program nonverbal	Challenge Teacher, Classroom Teachers
S	SATP2	Algebra I English II US History Biology I	High School students 9-12. Given in April for first time takers.	State exit requirement,	Counselors
S	Science MCT2	Science	5 th and 8 th graders March		Counselors
O	WRAT	Wide Range Achievement Test	K-5	Grade placement	Counselors
S	Las Links	Language Proficiency	ELL students grades K-12	Language Acquisition	Counselors

There are two major foci for the use of district assessments--individual student assessment data for instructional purposes and program evaluation.

Program Evaluation will serve two purposes: (1) to determine if student achievement or curriculum student expectations meet or exceed district expectations and (2) to determine if specific programmatic efforts (e.g. Title I, Gifted, Special Education, a particular commercial program) are meeting student achievement expectations on the district's curriculum.

External tests are typically summative in nature. They are used for accountability or placement purposes (e.g. MAAP, SATP2, NAEP, AP and ACT). In the TPSD, such assessments will be used to assist in setting school improvement planning goals annually (MKAS, MAAP, SATP2 and Envision Math K-6). Such data is expected to be disaggregated by gender, race/ethnicity, and socioeconomic status as well as by individual students, classrooms, buildings, and grade levels where these analyses may be used for program and instructional planning. In some cases, the data is disaggregated by course taken.

Instructional Delivery

Instructional Expectations

Instructional delivery of the curriculum by TPSD teachers is built around a set of researched instructional strategies. The learning of students and their continuous progress toward the completion of the TPSD curriculum student expectations is the central focus of instruction. This does not mean dictating the exact strategies or teaching techniques a teacher is to use to teach a student expectation. Rather, it is to direct the structure for the overall planning of instruction and its delivery. The teacher's instructional plan should be based on the concept of teaching to mastery and the need to differentiate instruction for each student based on data. The guidelines are not about writing a lesson plan rather about the thought processes one goes through in planning lessons.

TPSD instructional expectations include:

- Designing lessons/units of study around the TPSD student expectations
- Diagnosing students' mastery of student expectations prior to teaching;
- Establishing teaching at the right level of difficulty for students;
- Designing differentiated activities aligned to student expectations and anchored to appropriate student instructional level;
- Delivering aligned lessons using researched based teaching practices;
- Using assessments to determine if students have mastered TPSD student expectations or need further re-teaching; and
- Keeping track of where students are in their learning.

Lesson Planning Outline for Teachers

The following procedures guide teachers in designing and delivering each lesson. TPSD teachers are expected to use the procedures in the design and delivery of their lessons. The following seven elements should be included in the lesson plans: 1) content/language objectives in student friendly terms, 2) anticipatory set 3) input (content taught through modeling, quality examples, and differentiated instructional strategies), 4) checking for understanding (monitoring and adjusting) 5) guided practice, 6) independent practice, and 7) closure. The expectations are that students will read, write, speak and work collaboratively during the duration of the lesson.

Design Planning

What do I want my students to know?	
Planning Area:	REMEMBER to...
1. Content Student Expectations/Estimated Class Time: periods	<ul style="list-style-type: none"> • Build lessons around selected skills, knowledge, concepts and/or processes aligned to the TPSD Curriculum. • Gauge adequate time to teach the student expectation/s (i.e. partial to multiple class periods). • Determine actual student expectations to be taught to which students based on Initial Assessment (see B Below)
2. Critical Attributes of the Student Expectation/s	<ul style="list-style-type: none"> • Decide what the student needs to know and be able to do. • Specify attributes in precise and measurable language. • Sequence the critical attributes in the most effective teaching order.
3. Questions	<ul style="list-style-type: none"> • Design at least two questions to focus students for each critical attribute. • Plan for a variety of question types (e.g. open ended, higher levels of inquiry, etc.)
4. Essential Vocabulary	<ul style="list-style-type: none"> • Identify and define essential terms included in the content of the student expectations using language students understand (consider second language acquisition expectations). • Determine where in the lesson you will teach these terms most effectively.
How will I know if they have learned the content student expectations?	
Planning Area:	REMEMBER to.....
1. Initial Assessment (Diagnosis)	<ul style="list-style-type: none"> • Determine if each student has the prerequisite skills, which of the new learning he or she already knows. • Plan both formal and informal strategies to identify student readiness to learn. • Select strategies to teach quickly essential prerequisites to those needing them. • Identify the performance target at the outset (i.e. what

	will provide evidence of adequate student performance).
2. Acquisition Assessments (Short-term learning)	<ul style="list-style-type: none"> Plan to provide periodic acquisition assessments (e.g. quizzes, labs, worksheets, discussions, etc.). Plan for a variety of assessments contexts (e.g. test format, real-world, etc.) as illustrated in the TPSD Curriculum, Assessment, and Instructional Guides.
3. Mastery Assessments (Long-term Learning)	<ul style="list-style-type: none"> Specify how you will return to this student expectation/s in future lessons to review and reinforce mastery. Plan for a variety of question types including item-format of high stakes tests. Allow multiple ways to demonstrate mastery (including end-of-course exams, portfolios, etc.). Plan to provide multiple opportunities to demonstrate mastery.
What resources and strategies will I use to teach the student expectations?	
Planning Area:	REMEMBER to.....
1. Resources	<ul style="list-style-type: none"> Select instructional resources critically, aligning to both content and context of student expectation/s. Create or seek additional materials as needed to support attainment of learning student expectations.
2. Strategies	<ul style="list-style-type: none"> Consider a variety of ways to present the learning (e.g. inductively, deductively, inquiry, direct instruction, concept formation, structured discovery, divergent, and project based etc.) Select the most appropriate strategies based on what is being taught: Skills, Knowledge, Concepts, and /or Processes. Select research-based instructional strategies, such as those in Marzano’s Classroom Instruction that Works, as appropriate. Use Hattie’s research on effect sizes. Consider strategies for differentiation and special student populations (SPED. ELL,) Teach objectives using multiple modalities (e.g. visual, auditory, written, tactile, and kinesthetic.
3. Higher Order Thinking	<ul style="list-style-type: none"> Bloom’s Taxonomy Webb’s Depth of Knowledge

Delivery Planning

How will I construct the learning experience for each lesson?		
	PART OF INSTRUCTION	REMEMBER to ...

<p>Monitoring And Feedback</p> <ul style="list-style-type: none"> • Provide students with signals and reminders designed to sustain the learning activity and hold students accountable throughout the lesson /s. • Monitor the quality of student participation and products throughout the lesson/s. • Provide continuous targeted academic feedback that is specific to the content throughout the lesson/s. 	<p>Set/Advanced Organizer</p>	<ul style="list-style-type: none"> • Furnish students with a clear vision of the learnings to come with a meaningful reason for mastering the student expectation s/s –include how it fits into the big-picture of their education and the world around them. (e.g. a problem that needs solving, a current scenario, a recurring human theme, a unit of study, a link to something students want to know, etc.). • Reveal the specific content student expectation/s and the type of learning (e.g. skill, knowledge, concept and/or process) to be mastered. • Activate what students have already learned in life and school that relates to the new learning (i.e. scaffolds prior knowledge)
	<p>Relevant Input</p>	<ul style="list-style-type: none"> • Teach the critical attributes and key terms of the student expectation/s using a variety of research-based instructional strategies. • Use high-interest, real-world examples and non-examples. • Provide explicit samples of how students will demonstrate mastery-the format/s and standard of performance. • Ensure universal engagement throughout the lesson, (e.g. by writing the answers, pair-sharing, using whiteboards, cue checks, etc). • Use the essential questions to focus on critical attributes of the student expectations. • Provide for language-development activities as appropriate to meet student needs. • Group student in a variety of ways, e.g. individuals, pair, small and large groups; cooperative learning, reciprocal teaching, Socratic seminars, etc.). • Check students’ initial understanding of the learnings and determine which students are ready to move to guided practice.

	Guided and Independent Practice	<ul style="list-style-type: none"> • Help students develop increased proficiency under close, guided supervision with corrective feedback. • Provide independent practice experience under continued teacher supervision (i.e. observe cues as students work alone, etc) • Provide a variety of ways and multiple opportunities, lined to the <i>District Curriculum and Instructional Guide</i> contexts, to move toward mastery. • Use homework carefully (i.e., to reinforce the learnings you are confident students can be successful in without support, to gather new information for readiness for next learnings, to complete extended readings, etc.)
	Closure	<ul style="list-style-type: none"> • Provide final practice on the key concepts to clarify the student expectation/s learned. • Use the information from the closure activities to diagnose next teaching steps (e.g. re-teach, move on, individual review, etc.).
	Mastery and Follow-up	<ul style="list-style-type: none"> • Allow multiple ways and opportunities to demonstrate acquisition of the learnings (e.g. end-of-unit exams, projects, presentations, etc.). • Return to this content student expectations/s over time to review and reinforce mastery, either embedded in future lessons or as stand-alone activities.

Multi-Tiered Systems of Supports

The purpose of the MTSS (Multi-Tiered Systems of Supports) is to accelerate and maximize student academic and behavioral outcomes through the application of collaborative data-based problem solving utilized by effective leadership at all levels.

MTSS coordinates the implementation of policies and procedures related to State Board Policy Part 3 Chapter 41: Interventions (Previously State Board Policy 4300).

Goals of MTSS

- Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidence based interventions for all students and tailoring interventions based on student’s needs

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- Using progress monitoring data to know when to make changes in instruction

MTSS Essential Components:

Shared Leadership:

- Core district and school teams
- RTI District Focus Group
- School Teams:
 - Counselor, AP, Interventionist, Gifted/SPED representative, Teacher, Parent

Data Based Problem Solving:

- Ongoing data collection and thoughtful analysis to assess the quality of instruction, student performance, intervention practices, and efficient use of resources
- PROBLEM IDENTIFICATION → PROBLEM ANALYSIS → PLAN IMPLEMENTATION → PLAN EVALUATION

Layered Continuum of Supports:

- Culturally and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of EVERY student
- UNIVERSAL – Tier 1 – instruction supports every student
 - Promotes positive skill development
 - Preventative and proactive
 - Allows for student growth
 - Reduces the need for support at subsequent tiers
- TARGETED – Tier 2 – instruction and supports for targeted students
 - Supplement the universal tier
 - High efficiency, short term
- INTENSIVE – Tier 3 – supports for FEW students
 - Enhance existing supports to improve individual academic and/or behavior outcomes
 - Highly intensive
 - Specifically designed intensive intervention for individual students

Evidence-Based Instruction, Intervention, and Assessment Practices:

- Teacher's classroom practice is one of the most important pieces
- Results of instructional practices must be measurable and show direct relationship to improve student outcomes in identified area of need

Universal Screening and Progress Monitoring:

- Screening done 3 times per year
- Office discipline referrals are used for behavior screening
- Provides repeatable data collection of academic and behavioral skills of all students

- Detects whether or not students are making adequate progress with the curriculum
- Provides data that can be used to evaluate the quality, equity, and efficiency of a school's universal instruction and supports in order to create a responsive system
- Progress monitoring provides a system approach to gathering academic and behavioral data use a wide variety of data collection methods
- Provides a basis for evaluating instructional programming, guides the process of matching and adjusting goals, materials, and grouping to student needs, and used to aid communication with students, families, and other professionals

Requirements of State Board Policy 3: Chapter 41: Intervention (previously State Board Policy 4300)

1. Instruction model with 3 tiers of instruction
2. Dyslexia screener – K – spring, 1st grade – fall
3. Screener given to all K-3rd grade students within first 30 days of school, repeated at mid-year, and at end of year to identify deficiencies in reading
4. Students will auto-pop if: (1) grades 1-3 – failed 1 grade; (2) grades 4-12 – failed 2 grades; (3) failed either of the preceding 2 grades and has been suspended or expelled for more than 20 days; (4) scored minimal on state assessment in grade 3 or grade 7; (5) promoted from grade 3 to grade 4 with a good cause exemption *meetings will be conducted within the first 20 days of school
5. After Tier 3 referral – interventions must begin within 2 weeks
 - a. 1st review no later than 8 weeks
 - b. 2nd review no later than 16 weeks
 - c. if the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
6. Literacy Based Promotion Act requirements must be met.

MTSS Flow Chart for K5 – 12

Tier 1

- ALL students receive high quality classroom instruction and supports for academic & behavior
- Universal Screener
- Curriculum aligned to state standards
- Differentiated instruction
- Students not successful at Tier 1 should be moved to Tier 2



Tier 2

- ALL students receive high quality classroom instruction and supports for academic and behavior
- Supplemental instruction for identified skill deficits
- Progress monitoring
- Differentiated instruction
- Students successful in Tier 2 may continue in Tier 2 or return to Tier 1
- Students not successful in Tier 2 should be referred to the Teacher Support Team (TST) for Tier 3 supports



Tier 3

- ALL students receive high quality classroom instruction and supports for academic and behavior
- Intensive intervention for multiple identified skill deficits
- Progress monitoring
- Differentiated instruction
- Students successful in Tier 3 may: continue Tier 3 or return to Tier 2
- Students not successful at Tier 3 may: continue Tier 3 with an additional intervention attempted or be referred to Child Find to identify and evaluate the need for special education services



Child Find

- Students suspected of having a disability continue to receive high quality classroom instruction and supports for academic and behavior
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education Director, another school administrator, or the Multidisciplinary Evaluation Team
- Written consent for the evaluation must be obtained from the parent prior to the assessment

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- The MTSS process cannot be used to deny or to delay the appropriate evaluation of a child suspected of having a disability
- Students eligible for special education services will have an Individualized Educational Plan (IEP)
- Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504

Tier 1

2018-2019-Instructional Management Plan- (Tier I instruction)

The Tupelo Public School District will utilize the Mississippi College and Career Readiness Standards (MCCRS) as the curriculum for all of our students, K-12. The Tupelo Public School District curriculum department will use these standards to develop pacing guides, unit overviews, and curriculum maps.

Universal Screeners:

ALL students (except those with a SCD ruling) will take the Universal Screener in the areas of Reading and Math

Grades K-5th grade – The universal screener will be STAR (Reading and Math Benchmark).

Grades 6-8 – The universal screener will be Iready.

Grades 9-12– Common assessments in SATP3 courses will be used for Universal Screening.

Universal Screeners will be given in August, January, and April of the school year.

Data from the universal screener, in addition to state and common assessment scores, classroom grades, behavior, and attendance will be used to determine a student's placement in Academic Tier 2 and/or Tier 3.

A Dyslexia screener will be given to all regular education students. Kindergarten students will be screened in the Spring semester and 1st grade students will be screened during the Fall semester. The screener will include the following components:

- Phonological awareness and phonemic awareness
- Sound symbol recognition
- Alphabet knowledge

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- Decoding skills
- Encoding skills
- Rapid naming

Parents will be notified if their child(ren) fail the screener. Documentation of parent notification along with the screener information will be filed in the student's cumulative folder.

Any student failing the dyslexia screener will be placed into an intensive Orton-gillingham intervention.

Hearing and Vision screenings

Students must pass the H/V screening before interventions can be documented.

The school nurse will provide documentation of H/V screener results to the Academic RTI chair in each building. This documentation form will be added to the student RTI file.

Behavior

- Behavior screening will be done in September, January, and March.
- Office discipline referrals will be analyzed to look for patterns of misbehavior.

Tier 2

Moving to Tier 2:

- Discrepancy on universal screener when compared to peers
- Lack of mastery of grade level content
- Scores below grade level on a given benchmark
- Scores on specific skills are below basic or proficient
- Failing grades

Required forms and/or documentation:

- A Student Profile should be completed
- Tier 2 Supplemental Instruction Documentation
- Social/Emotional Worksheet – any problems noted on the Social/Emotional worksheet may require a behavior intervention as well as an academic intervention – this worksheet should be completed before interventions begin
- All RTI documentation will be housed in the SEAS Achieve software.

Requirements for Tier 2:

- Intervention(s) are provided utilizing small group instruction

- Based on current year curriculum
- Progress Monitored biweekly
- Depending on the building, Tier 2 interventions can be given by the classroom teacher or by an interventionist/tutor. If there is not interventionist in place, Tier 2 interventions become the classroom teacher's responsibility
- All interventions must be documented
- Intervention/tutorial time should be 45 minutes per week – this may be broken down into intervals (ex., 15 minutes 3x per week)
- A midpoint check must be conducted no later than 5 weeks after starting the intervention
- A cumulative documented review must be conducted no later than 10 weeks after starting the intervention – at that time, a decision should be made to:
 - Move student back to Tier 1
 - Continue intervention until student reaches established goal
 - Continue Tier 2 but change the intervention
 - Refer student to Tier 3

All progress monitoring and reviews will be documented on the Tier 2 Supplemental Instruction Documentation page – graphs may be attached when and if necessary.

- Parents must be notified in writing of Tier 2 interventions
- *There is specific documentation required for students in grades K – 3 that are receiving interventions/tutorial in reading – part of the Literacy Based Promotion Act requirements.*
- Integrity checks must be conducted by the principal or by the principal's designee.

Tier 2 Behavior

- 3-5 Office Discipline Referrals or internalizing behaviors observed
- Tier 2 RTI paperwork
- Intervention Target in SEAS with progress monitoring
- Individualized reward system Tier 3

Moving to Tier 3:

A small percentage of students who have received Tier 2 supplemental instruction continue to have marked difficulty in acquiring necessary skills. These students require an intervention that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low content area skills or continued academic concerns that have not been remedied with Tier 2 interventions within an appropriate time frame.

*Students may bypass tier 2 and be directly placed into tier 3 when there is a severe discrepancy between the student's academic or behavioral performance in comparison with grade level peers.

Required forms and/or documentation:

- Teacher Support Team Referral and Meeting Summary
- A Student Profile
- Tier 3 Intensive Intervention Documentation
- Social/Emotional Worksheet – any problems noted on the Social/Emotional worksheet may require a behavior intervention as well as an academic intervention.

Requirements for Tier 3:

- Intervention(s) must be SKILL specific – for example, if a student is struggling with fluency, then he/she should have a focused intervention on improving his/her fluency – students with fluency issues can be grouped and receive the interventions as a group.
- Research-based programs will be used to guide interventions.

**STAR Instructional Planning Reports can be used to help identify problem areas and to help plan interventions. Schools are also provided with If/then charts to guide intervention selections for students.*

- Due to the intensity of the tier 3 intervention, students should be pulled out for intervention time.
- All interventions must be documented in SEAS.
- Intervention/tutorial time should be at least 30 minutes 3 times a week.
- Targeted small group instruction (push-in) interventions should also be available during core curriculum periods.
- English I and II, Foundations of Algebra, Algebra I, Biology, and USH subjects will be provided tier 3 tutorial during the teacher advisory period.
- Progress monitoring will occur weekly
- Once a week utilizing a skill specific CBM with the interventionist. These results will be entered into a graphical display in SEAS.
- A midpoint check must be conducted no later than 8 weeks after starting the intervention
- A cumulative documented review must be conducted no later than 16 weeks after starting the intervention – at that time, a decision should be made to:
 - Move student back to Tier 2
 - Continue current intervention until student reaches established goal
 - Continue Tier 3 but change the intervention
 - Refer student to MET (Multidisciplinary Evaluation Team)
- Parents must be notified of Tier 3 interventions and invited to participate in MTSS team meetings. (Sample letter is in Tier 3 team packet in SEAS).
- Integrity checks must be conducted by principals or by the principal's designee.

All documentation will be in student online file in SEAS software.

MSIS Auto Pops

The TST Referral and Meeting documentation should be completed on all students that are populated through MSIS regardless of the reason.

The documentation must be completed and the meeting must be conducted within the first 20 days of school. RTI Chairmen at building must enter meeting dates into MSIS.

These students will be auto-populated to Tier 3.

Literacy Based Promotion Act

- Students will be screened using STAR reading assessment (grades 1-3) to identify students with literacy deficiencies.
- Students identified must be provided with an intensive reading intervention plan.
- Parents of identified students must be invited to a conference after each screening. Meeting must be documented in reading intervention plan.
- A read at home plan must be shared with parents to provide strategies parents can use to aid their child in his/her reading progress.
- The reading intervention must be based on one of the five components of reading. A research based intervention must be implemented.
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Students will receive tier 3 reading interventions based on identified need.
- This will include the general population, SPED and ELL students.

All documentation for the Literacy Based Promotion Act will be on file in the SEAS software.

Tier 3 Behavior

- 6 Office Discipline Referrals or severe internalizing behaviors.
- Functional Behavior Assessment (*Parent permission must be obtained.*)
- Behavior intervention plan implemented
- Parent must be invited to MTSS meeting to discuss the behavior plan.
- Daily progress monitoring
- Individualized reward system

Professional Learning

The purpose of the Tupelo Public School District's professional learning system is to improve student learning. Professional learning is designed to facilitate individual, school-wide, and district-wide improvements for the purpose of increasing student achievement.

The professional learning system is designed to enhance and extend professional knowledge and practice through the application of content and strategies in the following areas:

- Support of student achievement
- The science of evidence-based teaching
- The science of learning
- The art of teaching for learner success

Professional learning is the means by which educators acquire or enhance the knowledge, skills, and expectations necessary to increase student learning and must meet the following criteria. Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. All approved professional learning is aligned to the following standards developed by Learning Forward:

- **Learning Communities:**
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. Professional Learning Communities focus attention on educator learning that relates to successful student learning. According to Learning Forward, when educators engage in professional learning communities to increase their effectiveness, student learning will increase.

TPSD school leaders provide frequent and uninterrupted time for Professional Learning Communities to meet. Each school has multiple PLCs. PLCs are formed by special need, grade level or subject area. Leadership PLCs are present in each school. District wide PLCs include the CORE team and the administrative team. The big ideas of PLCs are: ensuring that students learn (learning for all), a culture of collaboration (teamwork, and focus on results (data driven decisions). PLCs meet at the building level twice a week. District teams meet on a weekly basis. The questions PLCs ask are:

- What is it we expect our students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will respond when they already know it?

TPSD PLCs are committed to working together to achieve the collective purpose of improving student learning. TPSD cultivates a collaborative culture through development of high-performing teams. PLCs use a systematic process in which they work together,

interdependently, to analyze and impact professional practice in order to improve individual and collective results.

- Leadership:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

TPSD administrators work as a PLC. Together, they attend professional conferences and share best practices. Each administrator attends at least one national or state conference annually. Meetings include a shared professional development activity. The team regularly completes book studies and has a shared professional library. Twice each year, the administrative team attend a retreat. During each week-long retreat, they study best practices, are trained by nationally recognized speakers/trainers (Ruby Payne, Larry Bell, Chris Jackisic), and develop plans for continuous improvement. They work together to develop observation tools to monitor classroom instruction and assessment.

- Resources:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

TPSD provides numerous resources for the instructional staff to use in their professional learning. Each teacher, administrator, and interventionist has an Apple laptop. Training is provided for all instructional resources so that they may be used effectively and efficiently. Currently, instructional staff have access to numerous websites that showplace professional learning tools, videos, courses, and articles.

- Data:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

TPSD is a data driven district. All assessment data can be used in PLCs to improve learning for students and adults. District curriculum team members provide data to instructional staff regularly as common assessments and benchmark assessments are scored and the data disaggregated.

Administrators meet with the superintendent and assistant superintendents to review nine weeks data. Then, the administrators meet with their leadership teams and school level PLCs to review data. They identify areas of strength and weaknesses that guide professional learning activities and learning goals.

- Learning Designs:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

- TPSD provides comprehensive professional development for faculty and staff. Teachers engage in multiple learning situations from training to developing curriculum documents.
 - Teachers complete peer observations and engage in learning walks within their building, within the district, and within other districts.
 - Each school participates in the Whole Schools Institute.
 - Numerous instructional staff received grants to implement action studies.
 - Nationally recognized speakers present at the beginning of each year
 - Professional Learning Teams create on the job opportunities for instructional staff to continually learn and grow.
 - A Teacher Leadership Academy provides training and support for teachers who wish to have more involvement in leadership responsibilities.
 - An Assistant Principal Academy provides learning opportunities each month.
- Implementation:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

On-going support is given to TPSD staff through coaching and constructive feedback. Administrators are trained to give classroom observation feedback regularly. Teachers receive comments from administrators via email. Pre and post conferences are held each semester to provide one on one coaching.

Curriculum team members also serve as instructional coaches. They provide support for MTSS, ELA, ELL, SPED, Math, and Science. Four coaches are housed in buildings. Mentors are provided to all new teachers within the district. District administrators regularly visit classrooms. They spend two hours each day observing in classrooms and coaching principals and assistant principals.

- Outcomes:
- Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

All teachers and administrators have performance standards that specify what they need to know and do. The Mississippi Professional Growth System specifies the standards that

instructional staff must meet. Growth plans are developed and implemented based on how individual educators score on the rubrics.

Professional Growth System

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. A well-designed and well implemented educator effectiveness system provides critical information to the Mississippi Department of Education (MDE), local districts, and schools to inform professional learning and improve student outcomes. The system is comprehensive and specific in identifying strategies and practices that align with improved student learning. The system includes a development scale from 1 to 4. These four levels are designed to enable teachers (usually with the aid of an administrator) to pinpoint their current level of performance for a specific strategy and set goals for operating at higher levels within a given period of time. The system rewards growth and enhances continuous improvement in teaching, professional learning and student learning.

The following are domains and standards for teachers:

Domain I: Lesson Design

1. Lessons are aligned to standards and represent a coherent sequence of learning
2. Lessons have high levels of learning for all students

Domain II: Student Understanding

3. Assists students in taking responsibility for learning and monitors student learning
4. Provides multiple ways for students to make meaning of content

Domain III: Culture and Learning Environment

5. Manages a learning-focused classroom community
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning
7. Creates and maintains a classroom of respect for all students

Domain IV: Professional Responsibilities

8. Engages in professional learning
9. Establishes and maintains effective communication with families/guardians

The following are domains and standards for administrators:

Domain I: Shared Vision, School Culture, and Family Engagement

1. Implements a shared vision
2. Maintains a supportive, secure, and respectful learning environment

3. Engages in courageous conversations about diversity
4. Welcomes families and community members into the school

Domain II: Teaching and Learning

5. Supports the development and implementation of Mississippi standards-based lesson and unit plans
6. Implements effective instructional strategies to meet student learning needs
7. Tracks student-level data to drive continuous improvement
8. Uses disaggregated data to inform academic intervention

Domain III: Staff Development

9. Provides actionable feedback
10. Coaches and implements learning structures
11. Provides leadership opportunities
12. Develops a highly-effective leadership team

Domain IV: Strategic Planning and Systems

13. Develops and implements strategic plans
14. Monitors progress toward goals
15. Effectively manages professional time
16. Aligns and manages the school's resources

Domain V: Personal Leadership & Growth

17. Demonstrates self-awareness, reflection, and ongoing learning
18. Demonstrates resiliency in the face of challenge
19. Communicates with stakeholders

Summary

A systematic, ongoing program of instructional alignment, development, revision, monitoring, and evaluation is crucial to ensuring the success of every learner. The instructional plan is comprised of the knowledge, skills, dispositions, and processes to be taught and learned at the appropriate levels and courses in TPSD schools. Additionally, it includes instructional planning and delivery, assessments, professional learning, and monitoring of the educators' growth towards professional standards. The District ensures optimum focus and connectivity by articulating and coordinating the instructional management plan for pre-kindergarten (PreK) through grade 12.