

# **Columbus Municipal School District**

## **2023-2024**

# **Instructional Management Plan**



***Mississippi Accountability Standard #20***

***Presented to the Board of Trustees for Approval: August 14, 2023***

## **Columbus Municipal School District**

P.O. Box 1308  
2630 McArthur Drive  
Columbus, MS 39703

**Dr. Stanley K. Ellis, Superintendent**

### **District Administration**

**Mr. Craig Chapman, Assistant Superintendent**  
**Mrs. Shenise Wilson, Assistant Superintendent**  
**Ms. Terilyn Smith, Curriculum Director**

## **2023-2024 Instructional Management Plan** ***Mississippi Public School Accountability Standard 20***

**MISSION: The Columbus Municipal School District will provide students the skills necessary to be college, workforce, or enlistment ready by building bridges among students, parents, the community, and all district employees.**

**VISION:**  
**STUDENT-CENTERED; EXCELLENCE DRIVEN**

### **Mississippi Accountability Standard**

#### ***Standard 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 Level 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.

## **GOALS**

The goals of the Columbus Municipal School District are:

- 1. To improve student achievement; (All schools shall achieve at least a “C” rating)**  
Increase the percentage of students scoring proficient on all state assessments.  
Increase the percentage of students meeting growth on all state assessments.
- 2. To maintain clearance of all process standards**  
Continue to monitor implementation of all process standards.
- 3. To ensure that every student graduates high school and is college & career ready**  
Monitor and evaluate student pathways to graduation.  
Provide work-based learning opportunities for students.  
Offer dual-enrollment classes and ACT prep courses.
- 4. Encourage parent and community involvement**  
Inform, invite, and include parents in activities and the decision-making process.

## **Purpose**

- The purpose of this document is to outline the curriculum, instructional expectations, and strategies that the Columbus Municipal School District (CMSD) utilizes in order to achieve instructional success as defined by the accountability model. The Columbus Municipal School District (CMSD) intentionally plans and actively works to ensure alignment of its written, taught, and assessed curricula so that students graduate ready for college and/or a career. As a district, we constantly reflect and make the needed adjustments so that students have access to not only quality, but relevant educational experiences that contain the rigor necessary for proficiency. The district works to ensure that maximum learning is taking place in safe and positive environments. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs K-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs.

## **Curriculum**

CMSD utilizes the most recent Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula as its foundation. These content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. These documents are the key components to the Instructional Management Plan.

Electronic copies of these documents are found on the district's website ([www.columbuscityschools.org](http://www.columbuscityschools.org)) by clicking on the *For Parents link*. Hard copies of these documents are located at Brandon Central Services Center. In addition, all instructional staff will have a copy of the documents necessary and relative to their instructional programs and teaching responsibilities. The district office provides teachers of core subjects pacing guides to direct their planning. Standards

are used to assure that expectations are aligned in all content areas. The district provides resources such as textbooks, technology, and professional development to support the implementation of the prescribed curriculum and to ensure that it is being implemented with fidelity in a high quality, rigorous manner.

**Link to Curriculum Documents:**

- <https://www.mdek12.org/OAE/college-and-career-readiness-standards>

## **Foundational District Instructional Management System Alignment**

To meet the demands of an evolving world, the Columbus Municipal School District understands how vital the task is in affording each student every opportunity to thrive and provide tailored lessons that addresses their individual deficits. The Columbus Municipal School District is committed to advancing the essential skill set required for students to excel in the college and/or career. Building Leaders are expected to function as instructional coaches for their schools and make data driven decisions that reflect the importance of this role. Central Office administration will serve as a support role providing necessary resources and professional learning opportunities for school leaders and their staff. The focus of all training will be “Teaching and Learning” with a sense of urgency. The goals of these activities will be:

1. To develop principals as strong instructional leaders.
2. To implement effective research based instructional practices.
3. To provide ongoing parent and community engagement for the students in grades K-12.
4. To ensure an emphasis for professional growth in 2023-2024 is placed on CCRS.
5. To ensure that high quality professional development is aligned with the *Learning Forward Standards for Professional Learning*.

In addition, emphasis has been placed on increasing comprehension while teaching through the implementation of Explicit Direct Instruction (EDI). All instructional staff have been introduced and will be thoroughly trained on Explicit Direct Instruction (EDI) utilizing the TAPPLE Model. Moreover, the Columbus Municipal School District’s teachers are instrumental in the planning and pacing of instructional lessons and vertical alignment throughout grade levels.

## **Instruction**

The Columbus Municipal School District has outlined expectations related to instruction. It is vital that teachers plan lessons that are engaging and meaningful for students daily. Instruction should align with the expected rigor and outcomes of the Mississippi Department of Education's College and Career Readiness Standards and/or Framework. Lessons should be developed to allow students to think critically, apply skills learned, and spiral previously taught standards.

Below is a summary of instructional expectations:

1. **Standards and Objectives** – Every classroom must have content specific standards/objectives displayed which includes the Mississippi College and Career Readiness standard(s) being taught.
2. **Pacing Guides** – Pacing Guides are provided for ELA, mathematics, and science. These guides ensure that all standards and competencies are covered during the year. To gauge and monitor student progress, benchmark assessments will be given at specified intervals for specific grades.
3. **Instructional Routines** – Routines for daily instruction have been established for ELA and mathematics. Teachers are expected to provide a high level of rigorous instruction daily. Teachers should effectively utilize the gradual release model for instruction (I Do, We Do, They Do, You Do) and Explicit Direct Instruction should be evident and embedded throughout each lesson.
4. **Lesson Planning** – Each teacher is required to have written lesson plans that provide explicit details as to how the standards will be taught. When planning lessons, TAPPLE must be evident (Teach First, Ask a Question, Pair-Share, Pick a Non-Volunteer, Listen to the Response, and Effective Feedback).
5. **Centers/Workstations** – Centers/Workstations will be effectively utilized. Centers allow students to engage in activities aligned to standard(s). They can be both teacher-directed and student-facilitated. Centers should be used to differentiate instruction and should be used a minimum of three (3) times per week and allow for technology integration.

## **Academic Screening**

### ***Effective 2014-2015***

Mississippi public schools are under the mandates of the Literacy Based Promotions Act. This Act helps ensure every student reads at or above grade level by the end of grade 3. The law requires teachers to identify struggling readers and to provide immediate, intensive reading instruction to meet each student's specific reading needs. Third-grade students must pass a reading test at the end of the year to qualify for promotion to grade 4.

Students in PreK-1<sup>st</sup> grade will be tested for reading comprehension using STAR Reading, a norm referenced assessment developed by Renaissance Learning. Kindergarten students are tested using STAR Early Literacy Enterprise, which measures students' skills in ten content areas essential to reading readiness. I-Ready will be utilized for 2<sup>nd</sup>- 3<sup>rd</sup> grades to ensure that our students are meeting their learning targets and goals.

## **Assessment**

Assessments provide timely and relevant information regarding student progress and teacher effectiveness. Such progress will be measured using various sources and data points. Data from assessments is used to plan and differentiate instruction. School and district level assessments are given to gauge progress and effectiveness. Students are assessed at strategic increments throughout the school year.

The district utilizes the following assessments:

- Mississippi Academic Assessment Program (MAAP)
- Mississippi Academic Assessment Program – Alternate (MAAP-A)
- MKAS
- I Ready Diagnostic Assessments
- Renaissance STAR Reading and Early Lit Assessments
- ELS Assessments
- KOATS Assessments

## **Data Sources**

Various forms of data are disaggregated when determining student achievement and the merit of the curriculum. Sources utilized included:

- Formative assessments
- Universal screening assessments
- Benchmark assessments
- State standardized assessments

## **Response to Intervention Model (RtI)/Multi-Tiered System of Supports (MTSS)**

The Multi-Tiered System of Supports is the integration of Response to Intervention for both academics and behavior. The CMSD requires all schools to provide student support for academics and behavior using the MTSS Model. Interventions must be provided for students with documented deficits, especially 3<sup>rd</sup> grade students whose data indicate that they are exhibiting a reading deficiency. The CMSD follows the Three Tier Instructional Model outlined in State Board Policy 41.1.

## **Mississippi Department of Education State Board Policy 41.1:**

Part 3 Chapter 41: Intervention

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: August 18, 2016

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 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.
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, or
  - 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. 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.
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., (Act) (Revised 8/2016)

## **Multi-Tiered System of Supports**

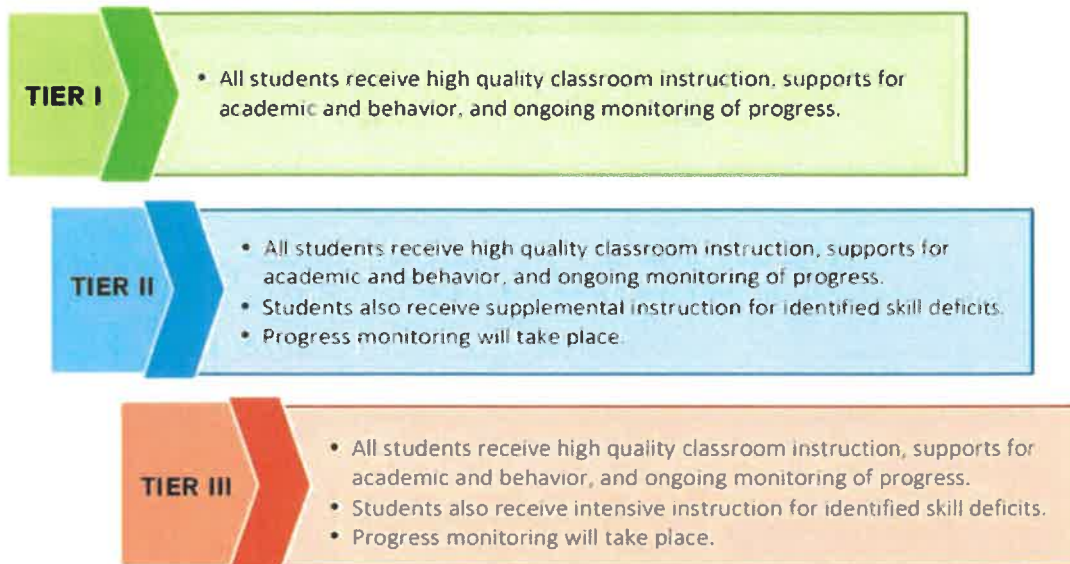
### **A Three-Tier Model**

The Three-Tier Model is designed to meet the needs of every student and consists of three tiers of instruction:

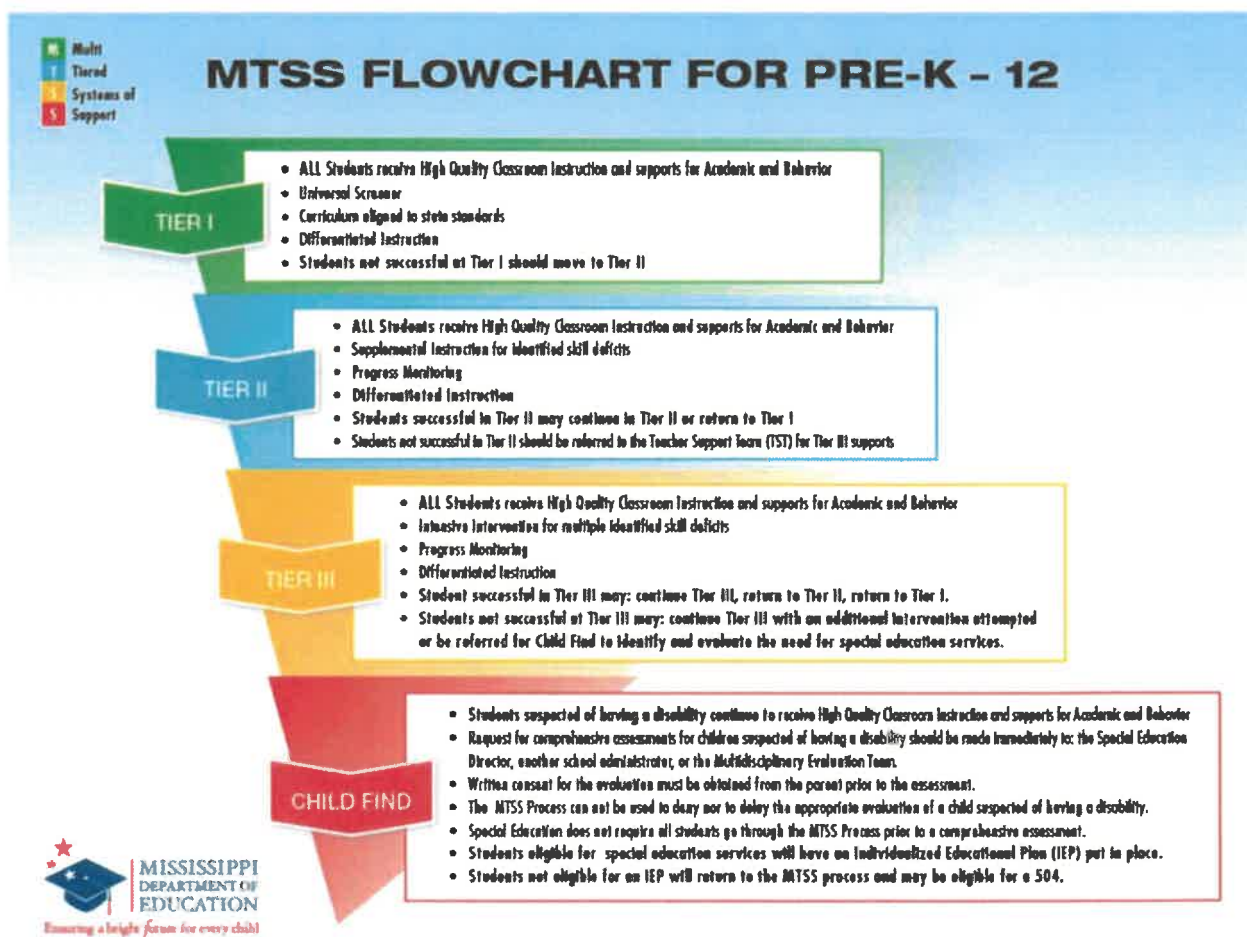
- **Tier 1:** Quality classroom instruction based on Mississippi standards.
- **Tier 2:** Focused supplemental instruction.
- **Tier 3:** Intensive interventions specifically designed to meet the individual needs of students.

If Tier 1 and 2 instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is responsible for interventions developed at Tier 3.

At all stages of the process, teachers and school leaders use RtI to make the student more successful by following the student's progress in academic and behavioral target areas.



Below is a flowchart that describes the Multi-Tiered System of Supports:



## **Behavior Screening and Supports**

The district understands that for learning to take place, an environment free from distractions and conducive to learning is a necessity. Formal screening for behavior is done three times per year by evaluating office discipline referrals (ODRs) and other indicators. Each school implements a Positive Behavioral Intervention Support (PBIS) system which acknowledges positive behavior. Students who do not respond positively to the PBIS program will be provided additional behavioral supports. Tier II and III documentation will provide evidence of each school's TST efforts. These supports can include, but are not limited to, establishing clear behavioral goals with meaningful rewards and consequences for behavior, providing peer or adult mentors, check-in/check-out systems of accountability, etc. Teachers are also expected to complete a Classroom Behavior Profile to determine Internalizing and Externalizing Behaviors. This profile is completed three times per year.

## **Stakeholder Involvement**

### **Professional Learning**

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. The district will implement professional development days throughout the year. All staff members are expected to attend. There will also be school-based professional development on topics relevant to instruction as identified through various needs assessments. The priorities for professional development will be MCCRS, MTSS, building teacher capacity, and Leadership Training for Principals. The district will also utilize stakeholders to influence the decision-making processes.

**Teacher Involvement** – There will be district level PLCs to afford collaboration and planning across grade bands and content areas.

**Parent Involvement** – Each school will establish a parent teacher organization (PTO).

### **District Curriculum Staff -**

- Provide district-wide professional development needed to effectively implement the curriculum.
- Provide materials and instructional support to sustain a viable curriculum.
- Support principals and teachers in their roles of delivering and managing curriculum and professional development.
- Provide support for analysis and interpretation of assessment data.

## **Principals –**

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum.
- Effectively communicate the importance of best evidence-based strategies in curriculum and instructional practices on a daily basis.
- Monitor and ensure effective delivery of the district curriculum and supervise instruction through the following basic strategies:
  1. improvement of achievement
  2. monitor learning of students
- Ensure that student progress in achievement is reported regularly to parents in a clear and concise manner.
- Facilitate and participate in professional development.
- Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Conduct walk-through/drop-in observations and formal classroom observations.
- Administer weekly review of lesson plans and curriculum documents.
- Collaborate with individuals and learning teams.
- Work with teams to disaggregate and disseminate assessment data and set goals.

## **Teachers –**

- Deliver the District curriculum, using strategies most effective for the students.
- Assess student learning with a variety of classroom, district, and state assessments.
- Use assessment data to drive instructional decisions.
- Involve students in the learning and assessing process.
- Involve parents in the learning process.
- Communicate strengths and areas for growth to students, parents, and others as appropriate stakeholders.
- Participate in district, campus, and personal professional development.
- Differentiate lessons and instruction based on individual student needs.
- Prepare and effectively implement engaging data driven lesson plans.

## **School Level Meetings –**

The following meetings are expected to be held at each school at the frequency indicated: **Agendas, sign-in sheets, and minutes of the meetings.** These will serve as important documentation for Federal programs and State Accountability purposes.

- Faculty meetings at least monthly
- Subject area departmental meetings
- Leadership meetings to be held by the principal involving the schools' leadership team. An agenda that includes the purpose and intended outcomes should be utilized.
- PBIS committee meetings
- Title I meetings

## **District Level Meetings –**

District-wide Title I meeting annually

## **Student Achievement-**

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades should be available for viewing using the Power School portal. Changing of student grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State test scores
- Discipline data
- Universal screening
- Progress monitoring data through the MTSS process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates

## **District Success**

The Columbus Municipal School District expects EVERY child to show academic growth throughout the school year based on the above aforementioned statements. As we focus on teaching and learning, we realize that this can only be accomplished by consistently using evidence-based instructional strategies. We are dedicated to providing each student with the best learning experience that sometimes extends beyond the traditional walls of the school.

## DESCRIPTOR TERM:

**403**

### **Grading**

REVISION:

ADOPTION DATE:

**August 20, 2010**

### **STATE BOARD POLICY**

Each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels. The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents. It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers. Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator. Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator.

Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record as required by *the Mississippi Cumulative Folders and Permanent Records Manual of Directions*. If the district is going to mandate or require the awarding of a minimum grade, then the district must adopt a written board policy that includes input and support from administrators, teachers, and stakeholders in the development of said policy. Districts may adopt specific grading policies that address the needs of special populations such as students with disabilities and English Language Learners.

Mississippi Legislature

Regular Session 2012

MISSISSIPPI LEGISLATURE

2012 Regular Session

To: Education

By: Representatives Moore, Beckett, Boyd, Byrd, Carpenter, Chism, Currie, Denny, Formby, Howell,

Martinson, McLeod, Monsour, Rushing, Bounds, Dixon

**House Bill 696**

**(As Sent to Governor)**

AN ACT TO PROHIBIT SCHOOL ADMINISTRATORS AND CERTAIN OTHER FACULTY, STAFF AND EMPLOYEES OF A LOCAL SCHOOL DISTRICT FROM INFLUENCING THE GRADE RECEIVED BY A STUDENT FROM A TEACHER; TO PRESCRIBE THE CIRCUMSTANCES UNDER WHICH A TEACHER MAY CHANGE A STUDENT'S GRADE; TO PROVIDE THAT VIOLATIONS SHALL SUBJECT LOCAL SCHOOL DISTRICTS OR SCHOOLS TO A LOSS OF ACCREDITATION; AND FOR RELATED PURPOSES. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

**SECTION 1.** (1) No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section.

(2) (a) A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as provided in this subsection.

(b) A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.

(3) Any local school district or personnel employed by the school district who violates the provisions of this act shall cause the local school district or school to be subject to losing its accreditation in the manner determined by the policies and procedures of the State Board of Education.

**SECTION 2.** This act shall take effect and be in force from and after July 1, 2012.

# Instructional Management Plan



**Dr. Stanley K. Ellis**

Superintendent

  
Signature

**Mr. Craig Chapman**

Asst. Superintendent of School Operations

  
Signature


**Mrs. Shernise Wilson**

Asst. Superintendent of Special Services

  
Signature

**Ms. Terilyn Smith**

Director of Curriculum

  
Signature

**Mrs. Valerie Bailey**

Director of Special Education

  
Signature

**Mrs. Emma Cornwall**

Director of Federal Programs

  
Signature

**Tiffney Weddle**

Principal

  
Signature

**Mrs. Monte Ewing**

Principal

  
Signature

**Mr. Jeffrey Smith**

Principal

  
Signature



**Mrs. Freda Dismuke**  
Principal

Freda Dismuke  
Signature

**Dr. Tanisha Jennings**  
Principal

Tanisha Jennings  
Signature

**Dr. Melinda Robinson**  
Principal

Melinda Robinson  
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**Ms. Kimberly Lathan**  
Principal

Kimberly D. Lathan  
Signature

**Mrs. Angela Johnson**  
Principal

Angela L. Johnson  
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**Dr. Marlon Andrews**  
Principal

Marlon Andrews  
Signature

Approval Date: 8/14/2023