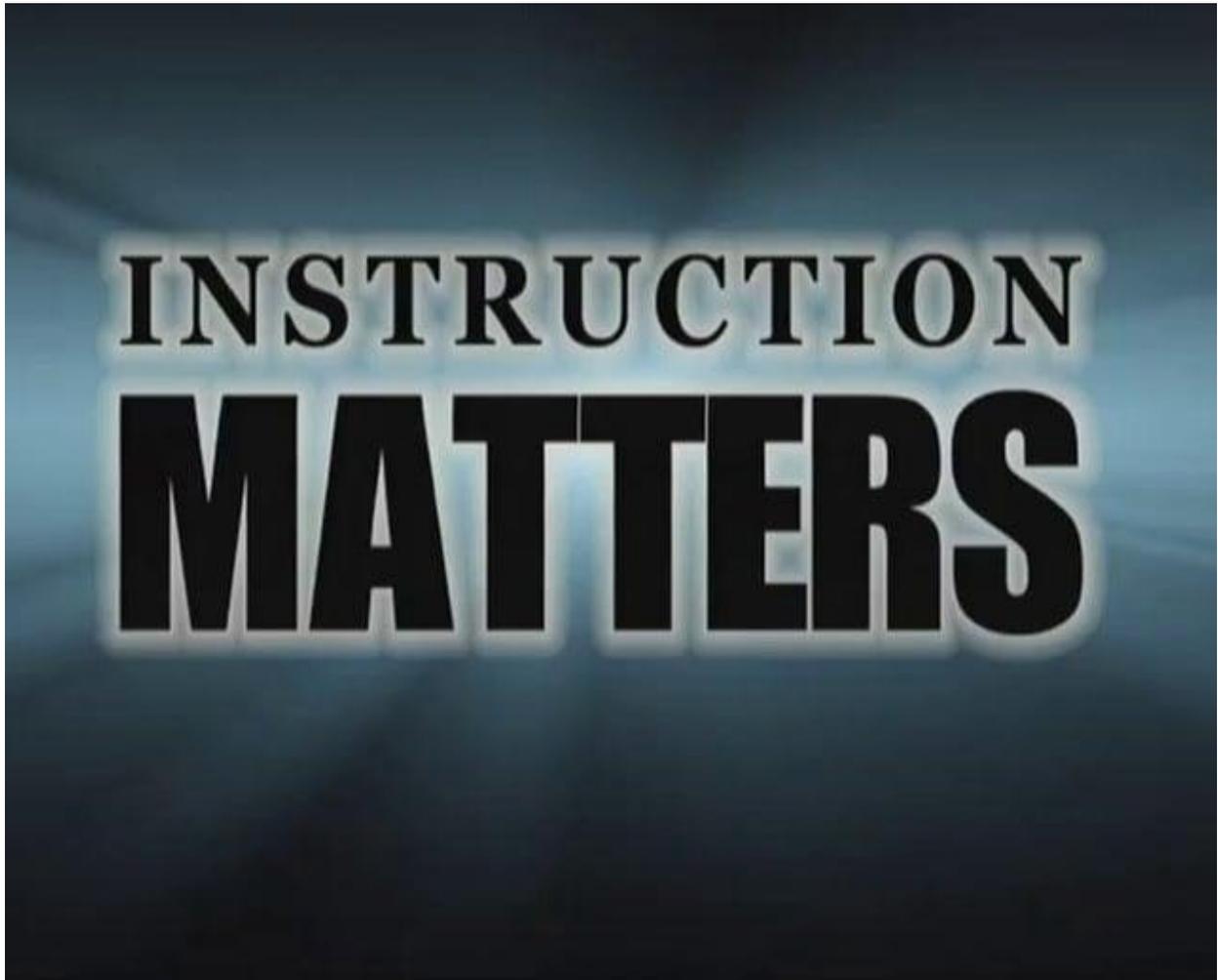


Humphreys County School District



2018-2019

Instructional Management Plan

"Children First, Unlocking the Potential for Greatness"

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## Humphreys County School District's 2018-2019 Profile

Name of District:	Humphreys County School District	
Superintendent:	Elliot Wheeler	
District Admin.:	Kathleen Turner, Curriculum Director Angel Meek, Federal Programs Director Marquita Robertson, Special Education Director	
Type of District:	K-12	
Number of Schools	5	
Names of School and Grades	Ida Greene Elementary (K-2) O.M. McNair Elementary (3-5) H. C. Junior High (6-8) H. C. High School (9-12)  T. C. Randle Career Tech.	Kandice Jernigan, Principal Nicole Dobbins, Principal Lamarlon Wilson, Principal Emma Cornwall, Principal Robert Moore, Asst. Principal Barbara Norwood, Director

### District Mission

All students will enter society with the knowledge, skills, and character necessary to be successful in college and/or careers beyond graduation.

### Core Values

- All children can learn given time and opportunities
- All people have intrinsic value
- All people should behave in a fair and ethical manner
- Family involvement is the most powerful influence on children
- Honesty is essential for building trust
- Students, parents, visitors, and employees are responsible and accountable for their actions

### District Goals

- Increase the percentage of students who demonstrate proficiency on state and national assessments.

- Establish crisis management and safety plans which promote a safe and orderly climate conducive to learning through state compliance.
- Recruit and retain highly qualified teachers and administrators
- Increase the level of performance classification of all certified staff as measured by evaluation instruments.
- Increase the levels of staff, students, parents, and community engagement in the educational process as measured by the federal programs survey.
- Manage the district's fiscal resources in a responsible and effective manner aligned with a balanced budget, financial and instructional audits.

## Purpose of the Instructional Management System

The Instructional Management Plan of the Humphreys County School District has been developed in order to foster the delivery of high quality classroom instruction that will facilitate student mastery of the Mississippi College and Career Ready Standards. This plan outlines the curriculum, activities, strategies, and resources that will be used to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models. The activities described in this document will clearly outline and support district efforts to:

- (1) Enhance high quality instructional programs K-12;
- (2) Monitor student achievement and growth;
- (3) Provide academic, behavioral, and support services to students;
- (4) Increase data-based decision making;

The curriculum, instruction, and assessment in the Humphreys County School District are designed to meet the requirements of Mississippi Accountability Standards.



## 2015 Mississippi Accountability Standards

**Standard 20** The school district implements an instructional management system that has been adopted by the school board. (MS Code 37-3-49 (2)(a-c) and 37-3-49

## 20.1

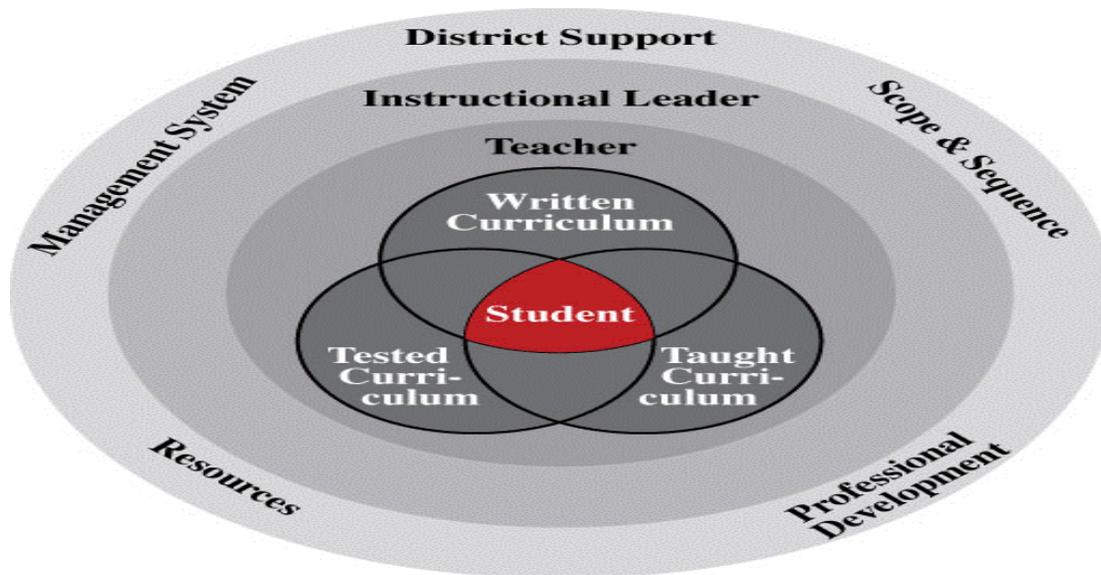
The instructional management system includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)

## 20.2

The instructional management system includes a tiered instructional model in accordance with State Board of Education Policy 4300, including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

## 20.1

The instructional management system includes 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. The HCSD strategically plans and actively works to align its curriculum, instruction, and assessment practices so that students reach their highest level of personal success and graduate ready for college and/or a career. As a district, we constantly reflect upon our goals, needs, and processes. When necessary, we make changes to ensure that students have access to quality, relevant educational experiences that prepare them for future success.



### Curriculum:

Our curriculum is designed by teachers who use the current Mississippi College and Career Readiness Standards for Math, ELA, and Science and the Mississippi content curriculum frameworks as the foundation for decision-making and planning. In addition, our curriculum reflects the intent of these documents and is designed to provide each student with the appropriate level of challenge and support

necessary to reach their full potential. With the guidance and oversight of district personnel, teachers create scope and sequence documents and pacing guides to direct their planning. Teachers and district personnel use the standards and frameworks to assure that expectations are aligned vertically as well as horizontally. The district provides resources such as textbooks, technology, manipulatives, and professional development opportunities to ensure that teachers have the knowledge and materials necessary to plan for quality instruction.

### **Instruction:**

Instruction in the district is based on the research and application of best practices for each content area and grade level. Teachers are encouraged to use a variety of instructional methods and strategies based on the needs of the students. Instructional techniques and tasks based on Bloom's and Webb's higher order thinking skills are incorporated with the standards and frameworks to ensure that students are receiving rigorous instruction. Much of our instruction is designed with the goal of creating real world application and problem solving opportunities for students. To study and meaningfully use the literacy that is particular to each content area is also a focus of instruction across the district. Providing students with opportunities to learn, create, and present using various types of technology is included as an instructional goal for each department and content area, as well. Evidence of the four district cornerstones can be found in instructional practices throughout the district.

The use of professional learning communities is a chief cornerstone for instruction in our district. This system is the primary vehicle for professional growth, data analysis, and instructional planning in each school within the district. Within the professional learning community, teachers create instructional guides, plan instruction, analyze data, study best practices, model lessons, and observe their peers. In addition, professional learning communities use backward design to plan instruction with mastery of the standards as the focus throughout the instructional process – from planning to assessment and beyond. Through constant participation in these professional learning communities, teachers assure that expectations are standardized across each department and that students are receiving quality, focused instruction in each classroom.

In addition, instruction in the district relies on the use and application of effective formative assessment practices. It is our goal to be responsive to the needs of students, to measure their progress often, and to adjust instruction when the need arises. We use summative assessments such as state tests, common assessments, and benchmark testing as formative tools to inform and differentiate our daily instruction. In addition, we use techniques that are teacher and technology directed to assess student learning throughout each lesson and unit. Measuring and observing student progress toward goals assures that instruction provided meets students' current needs. We understand that feedback is most effective and meaningful for students when it is specific and immediate. Our effective use of formative assessment is pivotal in our efforts to provide this and assures that students receive the instruction that they need.

Further, instruction within our district relies on strong instructional leadership at every level. As a district we believe in fostering leadership qualities within all of our teachers and staff. We understand that each teacher brings with them valuable experiences and unique qualities that contribute to the overall

strength of our instructional teams. Empowering teachers to lead clears a path for building teacher capacity and allows us to access their unique gifts, talents, and ideas. Through surveys, professional learning community meetings, and personal conferences, building level and district leaders seek input from all stakeholders in the decision-making and leadership processes. As often as possible, we utilize the strengths, talents, and ideas of our teachers as we identify, plan, and pursue goals and initiatives.

District and building level instructional leaders actively pursue their own professional growth goals and remain informed about the standards, current instructional practices, and all curriculum requirements. Principals are responsible for assuring that district and school goals remain the focus within their building and that the vision is communicated to everyone. In addition, principals work with individuals and small focus groups to improve teacher practice and provide support at the classroom level. Additionally, they provide teachers with regular, personalized feedback about instruction based upon brief and extended classroom observations. Instructional leaders meet frequently with professional learning communities to provide feedback on instruction in each department and to offer guidance when it is necessary.

**Data driven instruction** is the final of the four cornerstones of our district. Data gleaned from analysis of common assessments, benchmark testing, and state testing results is a guide for instructional planning and decision making across the district. District and school leaders work with teacher leaders to identify trends and patterns that indicate specific areas of strength and weakness so that instruction can be modified at the building, department, and grade levels. Teachers have access to and regularly examine this data so that they can adjust instruction within their own classrooms. The use of data, not merely its accumulation, is the focus.

### **Assessment:**

Assessment provides information about student progress and teacher effectiveness. Assessment itself is not the goal in our district. We use data from assessments of every type to plan instruction and understand that using multiple measures increases the amount of information that we can use to better serve our students. Regularly, we use quizzes, writings, common assessments, performance tasks, and projects at the classroom level to determine student progress. This information is then applied as we plan future instruction. At the department, school and district levels, we use the results of screenings, state testing, and software reports to examine student performance and identify trends. In order to assure that our students enter college or the workforce prepared to compete on national and global levels, we examine data gathered from norm referenced instruments, as well. Doing so assures that we make systemic, building level, and departmental decisions based on what the data says that our students need.

### **Curriculum/Instruction/Assessment Alignment Summary**

To ensure both horizontal and vertical alignment:

- The HCSD curriculum is based on the current and the Mississippi College and Career Readiness Standards and the Mississippi Department of Education frameworks for each content area.
- Professional Learning Communities are designated and meet regularly to study the curriculum, review instructional planning documents, and revise current assessments. The documents are based on the requirements of the frameworks and the standards indicated for each grade level and subject area.
- Professional Learning Communities design units of study, lessons, pacing guides, and common assessments based on their study of frameworks, standards, and state testing blueprints for their respective areas. Teachers continuously evaluate the effectiveness of their work based on the needs and performance of their students. The strategic use of summative assessments and constant use of formative assessment practices provides teachers with the information they need.
- Building level administrators encourage and provide time for collaboration across grade levels and within departments. At the district level, cohort groups for mathematics and language arts meet regularly to evaluate the alignment of curriculum, instruction, and assessment practices in common key areas.
- District leaders, building level leaders and teachers analyze the results of diagnostic, benchmark testing, and state testing to evaluate effectiveness at every level. Adjustments are made to instructional planning and assessments as necessary to ensure that students are making or exceeding the growth expected at every grade level.
- Building level principals monitor the alignment of curriculum, instruction, and assessment. They frequently review teacher lesson plans, conduct thorough classroom observations, monitor the content of common assessments, and attend meetings of professional learning communities within their building.

**To ensure that all teachers use the current curriculum frameworks and standards:**

- At the beginning of each school year, district level leaders provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents for each content and grade level to all principals and assistant principals.
- At the beginning of each year, principals and assistant principals provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents to each teacher.
- At the beginning of each school year, principals and assistant principals instruct teachers to align their curriculum, instructional planning, and assessments with the requirements of the current curriculum. Teachers are also provided with digital links to the current frameworks/standards.
- Throughout the school year, building level administrators ensure that teacher lesson plans and assessments align with current standards and framework requirements. This process takes place on an

ongoing basis during classroom observations and in regularly scheduled professional learning communities.

- During frequent formal and informal observations, administrators ensure that actual classroom instruction is aligned to curriculum requirements. Administrators ensure that there is integrity in classroom instruction, lessons are meaningful, and tasks are aligned appropriately.

**To ensure that adequate professional development is provided for support and evaluation of curriculum, instruction, and assessment practices:**

- School leaders provide frequent and uninterrupted time for Professional Learning Communities to meet.
- School leaders ensure that teachers participate in meaningful, targeted peer observations through the use of instructional rounds. In addition, time may be provided for additional peer observation as needed or requested.
- Administrators provide specific, personalized feedback in a timely manner following formal and informal observations in classrooms. In addition, administrators are available to provide support for professional growth as needed.
- School leaders make use of an organized mentor teacher program to support new teachers and teachers who are new to the district. Mentors provide additional feedback in the areas of curriculum, instruction, and assessment.
- School leaders provide resources and opportunity for teachers to attend both in district and out of district professional development that aligns with areas of identified need.
- School leaders use data collected from the annual needs assessment to assist in identifying specific professional development needs.

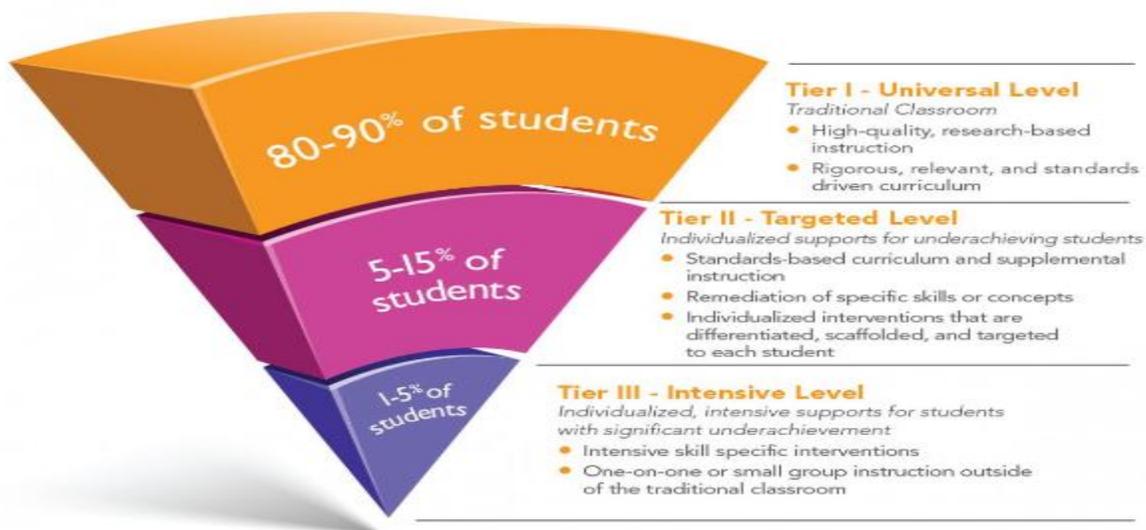
**To ensure that students are meeting all state curriculum requirements and are making adequate progress, the district uses the following instruments:**

School	USA Test Prep	STAR	Benchmark Assessments (2X)	I Ready	Teacher Created Formative/Summative Assessments	District Assessments (3X)
Ida Greene Elementary		X	X	X	X	X
O.M. McNair Elementary	X Science	X	X	X	X	X

School						
HCJH		X	X	X	X	X
HCHS	X	X	X	x	X	X

20.2 The instructional management system 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.

The HCSD’s tiered instructional model is based upon the Multi-Tiered System of Support (MTSS) provided by the Mississippi State Department of Education. It is a comprehensive, cohesive process that matches instructional, behavioral, and intervention strategies to identified student need. It includes a Response to Intervention (RtI) three-tier model of instruction and a Literacy-Based Promotion Plan. Our schools use a variety of screening instruments for identifying students who have needs related to school readiness, dyslexia, internal/external behavioral issues, and insufficient academic progress. Student movement throughout the Tier process is determined by ongoing, recurring review of data and information of academic or behavioral progress.



Tier I includes quality instruction and behavioral support for all students and is designed to ensure that students graduate ready for college and/or a career. Tier I instruction is aligned with the current Mississippi Frameworks and Mississippi College and Career Readiness Standards. Tier I instruction is provided by highly qualified teachers using research and evidence based instructional strategies. Tier I instruction is provided to all students. Schools use a universal screening of all students to identify those who may need additional instructional and/or behavioral support to be successful.

Students who are not successful receiving only Tier I instruction and who show some risk of not meeting grade level academic and/or behavioral standards may receive additional Tier II supplemental instruction and/or behavioral support. Tier II supplemental instruction is monitored regularly to determine if the additional intervention is successful. Tier II interventions are provided for small groups of students or individuals in addition to the core instruction received by all students. Goals are established for each student receiving Tier II intervention, and each student's progress is routinely progress-monitored as set by intervention protocol. If progress is not made, the student is considered for Tier III support and intervention. Students who are identified as needing Tier III support receive more intense intervention for multiple skill deficits and are progress monitored on a weekly basis or as indicated by intervention protocol.

Each school has a Teacher Support Team (TST) whose task is to review the academic and behavioral data of students who are not being successful. The team also reviews and considers the results of all routine screenings. The Teacher Support Team meets regularly to review students progress monitoring data. Parents, teachers, administrators, other pertinent school personnel, and students may attend these meetings. Universal screenings, identification of needs, supplemental interventions and routine progress monitoring are all components of our Response to Intervention process use by the Teacher Support Team. At each school, there is an Intervention Specialist or Lead Teacher who designs instructional and behavioral interventions based on individual student need. The Intervention Specialist also facilitates the Response to Intervention process and plays an integral part in each school's Teacher Support Team.

### **Response to Intervention (RtI) State Board Policy 4300 Intervention Adopted: January 2005 Revised: September 2015**

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 of 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. research 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. through locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or c. 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. 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 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 1-2: A student has failed on (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; OR d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment. 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-d stated above in Paragraph 6.

Source: Miss. Code 37-177-1, et. Seq. (Act)

# Elementary Curriculum

## Schools are expected to:

- Differentiate instruction for the learners based on readiness, interest, etc. to prevent learning gaps
- Teach to the appropriate depths of knowledge to prepare students for higher order thinking;
- Study a concept of backwards planning, based on the principles of Understanding by Design.

Elementary schools are encouraged to implement a balanced literacy approach to teaching reading in content areas. When appropriate, science, studies, and math are integrated into the reading curriculum for building background knowledge and making connections across the disciplines. Developmental Reading Assessments are used to differentiate the levels of the learners for appropriate instruction in small guided reading groups. Hands-on mathematics and problem-solving are a daily part of the elementary classrooms in order to develop confident critical thinkers.

## Beliefs Regarding Differentiated Instruction (D.I.)

1. Purpose should be for student growth for LIFE
2. Must begin where students are – based on data
3. Requires careful planning
4. Looks different in every classroom/for every teacher
5. Can be in content, process, and product
6. Must begin with small steps
7. Must always be student-centered
8. Assessment should be a constant drive for instruction

## Differentiated Instruction in HCSD K-5 Schools looks like...

Teacher Observations/Assessments Lead to Adjustment in Instruction (Teachers are consistently checking for understanding and adjusting the teaching to lead to higher levels of learning)

1. Flexible Groups – Guided Reading/Literature Circles NON-NEGOTIABLE... Small Math Groups Encouraged
2. Classroom Arrangement Lends Itself to Grouping/Movement
3. Student-Centered

4. Variety of Instructional Materials – going beyond textbooks
5. Smooth Transitions
6. Centers/Stations – Active learning based on student needs/levels (not same activity for all students managed through rotation)
7. Workshop Approach (Mini-Lesson + Student Activity with Teacher Guidance /Conferencing)

## **Grading**

### **Kindergarten, Grades 1 and 2**

In these primary grades students will receive report cards at the end of each nine-week grading period, during Parent/Teacher Conferences (First through Third Nine Weeks). Fourth Nine Weeks grades are mailed out to parents. In these grades HCSD utilizes a standards based report card for grade K, numerical grades are issued for grades 1 and 2.

### **Grades 3, 4, and 5**

Report cards for students in grades 3, 4, 5 are picked up by parents during Parent/Teacher Conference, following each nine week's grading period (First through Third Nine Weeks). Fourth Nine Weeks grades are mailed out to parents. The following grading scale is used each grading period:

- A 90-100
- B 80-89
- C 70-79
- D 65-69
- F 64 and below
- I Incomplete

### **3-Tier Intervention Process**

Humphreys County School District has implemented an instructional model designed to meet the needs of every student. The model consists of three tiers of instruction.

- Tier 1 Quality classroom instruction based on MS Curriculum Frameworks
- Tier 2 Focused supplemental instruction
- Tier 3 Intensive interventions (both academic and/or behavioral) specifically designed to meet the individual needs of students.

Universal screeners and progress monitoring will be utilized 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 and every 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.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to their school's Teacher Support Team (TST). The TST is a problem-solving unit responsible for interventions developed at Tier 3. Interventions will be:

- Designed to address the deficit areas;
- Research based; and
- Implemented as designed by the TST; supported by data regarding the effectiveness of interventions.

After a referral is made, the TST will develop and begin implementation of an intervention(s) within two weeks. No later than four weeks after implementation of the intervention(s) the TST will conduct a documented review of the intervention(s) to determine success of the intervention(s). A second review will be conducted no later than 8 weeks after the implementation of the intervention(s) to determine whether the intervention is successful. No later than 12 weeks after the implementation of the intervention(s) a third review will be conducted. If the intervention(s) is determined to be unsuccessful, then the student will be referred to the school's Local Survey Committee to determine the need for a comprehensive assessment for special education services.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions if any of the following events occur:

- Grades 1-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades;
- 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; or
- A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test; and
- 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 previously listed.

## **Promotion / Retention**

Kindergarten – In accordance with Section 37-13-91, students who attain the age of five (5) years on or before September 1 of the calendar year may attend kindergarten Humphreys County School District. When academic skills have been successfully met, the student will advance to grade one. If the student has not successfully met the criteria to advance to grade one, the student will be placed in kindergarten for an additional year. Students must be at a level of proficiency on kindergarten skills in language arts and mathematics as shown on the school district's grade report form.

Transfer 5-year-old students or 6-year-old students who have not attended an accredited public/private school will be assessed and appropriate educational placement will be assigned on an individual basis. "Section 37-15-33, which governs the testing and assignment of transfer students, states each child is to be assigned to the grade and class that is in the best interest of the child.

The Humphreys County School District will consider the educational needs and welfare of each individual child. Considerations will include but will not be limited to:

- Academic level
- Welfare of the child involved
- Welfare and best interest of all pupils attending the school(s) involved
- Health factors

Process for retention of a kindergarten student will be:

1. Review of student's yearly progress and growth
2. Documentation of parent notification
3. Kindergarten assessment
4. Recommendation of retention to school principal
5. Review and concur/deny of retention by teacher and school principal

**Grades 1 & 2** – Students should be reading on or above grade level in Language Arts and Mathematics skills and maintain an average of 65 to be promoted to the next grade.

**Grades 3, 4, and 5** – Students should be reading on or above grade level. All students (grades 3, 4, 5) **MUST** master essential skills in Reading, Language Arts, and Mathematics and maintain an average of 65 to be promoted to the next grade.

In order to exit Third Grade, each student must take and pass a state test at a proficiency level as set by MDE before exiting third grade. In the event a student successfully passes the Third Grade Gate assessment but fails a class, that student will be required to attend an extended learning time not less than four weeks for remediation in order to be considered for promotion.

*SB2157 or the Literacy-Based Promotion Act Section 37-177-11*, states that 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 Exemption** is applied when a student who has an IEP or Section 504 plan has received **EITHER** intensive remediation for more than two years **OR** was previously retained for one year. Previously, students would have to meet both of these requirements, *Section 37-177-9*. A public school student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion.

# Middle School Curriculum

## **Beliefs Regarding Differentiated Instruction:**

1. Various levels of complexity
2. Challenges students at appropriate developmental level
3. Data driven decisions
4. Flexible groupings based on student need and ability
5. Content, process and product can be differentiated
6. Qualitatively different – not quantitatively (student do different activities – NOT less work)

## **Differentiated Instruction in Humphreys County Middle Schools looks like...**

1. Variety of activities to address learning styles and levels of the curriculum
2. Instruction and materials are appropriate to current levels of understanding.

## Student Engagement

- Active participation
- Student inquiry
- Teacher probing for understanding
- Varying questions based on the level of the learners

## Small group instruction that targets specific needs

- Teachers use data to drive instruction
- Small groups based on data (readiness), interest or learning styles

## Planning and preparation

- Lesson plans that reflect DI focus
- Grade level and PLC meetings focused on data and DI

#### Evidence of use of data

- Reteaching
- Small group instruction
- One on one assistance

#### Relevant Homework

- Monitor what is being sent home
- Monitor lesson plan for relevant homework that reinforces what is being taught in class
- Varied homework assignments
- Check for understanding

Middle schools have adopted reading programs that also incorporate assessments to determine the levels of the learner and provide appropriate instruction. All subjects are focused on building better thinkers and problem-solvers who can apply knowledge in new situations.

#### **Grading**

- A 90-100
- B 80-89
- C 70-79
- D 65-69
- F 64 and below
- I Incomplete

#### **3-Tier Intervention Process**

The Humphreys County School District has implemented an instructional model designed to meet the needs of every student. The model consists of three tiers of instruction.

Tier 1 Quality classroom instruction based on MS Curriculum Frameworks

Tier 2 Focused supplemental instruction

Tier 3 Intensive interventions (both academic and/or behavioral) specifically designed to meet the individual needs of students

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to the their school's Teacher Support Team (TST). The TST is a problem-solving unit responsible for interventions developed at Tier 3. Interventions will be:

- Research-based;
- Designed to address the specific deficit areas;
- Implemented as designed by the TST;
- Supported by data regarding the effectiveness of interventions.

After a referral is made, the TST will develop and begin implementation of an intervention(s) within two weeks. No later than four weeks after implementation of the intervention(s) the TST will conduct a documented review of the intervention(s) to determine success of the intervention(s). A second review will be conducted no later than 8 weeks after the implementation of the intervention(s) to determine whether the intervention is successful. No later than 12 weeks after the implementation of the intervention(s) a third review will be conducted. If the intervention(s) is determined to be unsuccessful, then the student will be referred to the school's Local Survey Committee to determine the need for a comprehensive assessment for special education services.

**In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions if any of the following events occur:**

- A. Grades 1-3: 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: or
- D. A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test

This process called **Response to Intervention (RtI)** is a multi-step process that is put in place to support the academic and behavioral needs of ALL students as early as possible to ensure success. The goal of RtI is to prevent failure and make all students successful learners. RtI might also be referred to as **Multi-Tiered System of Supports (MTSS)**. RtI contains the following essential components:

- Universal Screener in math, reading, and other areas to help schools identify students who may need more support or other types of instruction;
- Research-based interventions, teaching strategies, or other methods that have been proven to be effective in addressing a student's academic or behavioral problems that will help children learn;
- Progress monitoring a student's progress in the general curriculum to see how well the student is doing on a specific skill;
- Following recommended state guidelines for making decisions about which students are making progress or responding to intervention.

Teachers should monitor student progress through multiple assessment strategies, identify students in need of assistance as soon as they begin to fall behind, and modify instruction to assure that every student has an opportunity to master essential skills. However, the district is aware that some students require more time beyond the regular school year to master essential skills. Therefore the HCSD may offer students who do not master the English, reading, or mathematics requirements during the regular

school term the opportunity to attend a summer school program. The Humphreys County School District will offer in-school tutorial, extended day, and extended school year opportunities if feasible.

**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-D above.**

### **Promotion / Retention (Grades 6-8)**

The school principal along with the Leadership committee is charged with monitoring each student's progress through the curriculum. The committee will regularly review each student's performance, attendance, remediation efforts, and other pertinent data and will make recommendations to the superintendent a list of the students who are eligible to attend extended school for the purpose of promotion. Final authority on all matters of student progress, promotion, and attendance shall be delegated to the principal. Students who attend the Extended Year program must abide by the guidelines set forth for promotion in Extended Year to be promoted which includes but is limited to attendance and completion of assigned work at the set proficiency levels.

Promotion and retention decisions in the Humphreys County School District are based upon student achievement of objectives as outlined in the instructional management plans of the Humphreys County School District. To be promoted to the next level in grades 6, 7, and 8, the student must have a grade of 65 or above in reading, mathematics, language arts and have a grade of 60 or above in science and social studies.

Students in the 6th, 7th, and 8th grades are required to take reading, mathematics, science, English, and social studies. State law now requires a student to take additional physical based electives such as band, choral music and P.E.

To be eligible for promotion to the next grade level, a student must master essential skills as identified in the curriculum structure of the State of Mississippi and the Humphreys County School District, and must show proficiency in the designated essential skills for all subjects taken.

**If a student receives a final grade of F in any course, this constitutes failure of that course and could result in the student being retained.**

**To be eligible for summer school, student must meet the requirements as outlined in the handbook.**

Only students residing in the Humphreys County Schools will be allowed to attend summer school in the district.

#### **Universal Screeners:**

Universal Screeners are used to identify students, who may have fallen significantly behind and are in need of intervention, serve as indicators of academic growth for students. They will be administered three times each year – Fall, Winter, and Spring. Reports may be sent home at the discretion of the

building level principal. The intent of the assessments is to identify current levels of the learners in the classrooms and to guide the teacher in the instruction of each individual student.

# High School Curriculum

## **Beliefs Regarding Differentiated Instruction (D.I.)**

1. Principals are the Instructional Leaders
2. Teachers are the key
3. Classrooms should be diverse learning centers
4. Curriculum: Aligned with Rigor & Relevance
5. Must meet the needs of ALL students
6. Will increase student achievement
7. Data drives decisions

## **Differentiated Instruction in Humphreys County High Schools Looks like...**

8. Students will be engaged
  - Attentive
  - Actively involved with assigned task
  - Appropriate teacher questioning techniques and student response
9. Various DOK Levels
  - Posted in EZ Lesson Planner
  - Evident in assessments
  - Evident in classroom discussions
10. Flexible and Varied Grouping
  - Based on various data(not limited to standardized tests)
  - Groups based on readiness/interest/abilities
11. Tiered Assignments
  - Varying levels of complexity
  - Alternative ways of reaching same goals taking into account individual student needs
12. Peer tutoring
  - Based on performance on previously assigned tasks
  - Higher level students tutor other students in need
13. Independent Study Projects
  - Performance-based assignment utilizing rubrics

High Schools have studied ways to differentiate instruction by interests and learning styles. Variation of instructional delivery is required and students are challenged to become analytical thinkers. Many accelerated courses are offered, along with dual enrollment.

### Grading Scales

- A 90-100
- B 80-89
- C 70-79
- D 65-69
- F 64 and below
- I Incomplete

### 3-Tier Intervention Process

The Humphreys County School District adheres to the Mississippi Department of Education's Three-Tier Policy on Intervention for students experiencing academic and/or behavioral problems. This process called **Response to Intervention (Rti)** is a multi-step process that is put in place to support the academic and behavioral needs of ALL students as early as possible to ensure success. The goal of **Rti** is to prevent failure and make all students successful learners. **Rti** might also be referred to as **Multi-Tiered System of Supports (MTSS)**.

Tier 1 Quality classroom instruction based on MS Curriculum Frameworks

Tier 2 Focused supplemental instruction

Tier 3 Intensive interventions (both academic and/or behavioral) specifically designed to meet the individual needs of students

Universal screeners and progress monitoring will be utilized 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 and every 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.

If strategies at Tiers 1 & 2 are unsuccessful, students must be referred to their school's Teacher Support Team (TST). The TST is a problem-solving unit responsible for interventions developed at Tier 3. Interventions will be:

- Designed to address the deficit areas:
- Research based;
- Implemented as designed by the TST; supported by data regarding the effectiveness of interventions.

After a referral is made, the TST will develop and begin implementation of an intervention(s) within two weeks. No later than four weeks after implementation of the intervention(s) the TST will conduct a documented review of the intervention(s) to determine success of the intervention(s). A second review will be conducted no later than 8 weeks after the implementation of the intervention(s) to determine whether the intervention is successful. No later than 12 weeks after the implementation of the intervention(s) a third review will be conducted. If the intervention(s) is determined to be unsuccessful, then the student will be referred to the school's Local Survey Committee to determine the need for a comprehensive assessment for special education services.

**In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions if any of the following events occur:**

- Grades 1-3: A student has failed one (1) grade;
- Grades 4-12: A student has failed two (2) grades;
- 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: or
- A student scores at the Minimal level on any part of the Grade 3 or Grade 7 Mississippi Curriculum Test

**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 listed above.**

## **Graduation Requirements**

### **English (4 Carnegie Units)**

- English I
- English II
- English III or AP English
- English IV or AP English

### **Math (4 Carnegie Units) \*\***

- Foundations to Algebra
- Algebra I
- Geometry
- Algebra II

### **Science (4 Carnegie Units — 2 Lab Based)**

- Biology I
- A physical based science (Physical Science, Chemistry)
- Any two full credit science courses
- Allied Health
- Concepts of Agriscience
- Agriculture Plants
- Agriculture Animals

### **History (4 Carnegie Units)**

- MS Studies
- World Geography
- World History
- US History
- US Government
- Economics

### **Computer (1 Carnegie Unit)**

### **Health (.5 Carnegie Unit)**

- Comprehensive or Family Individual Health

- STEM (1 Carnegie unit)
- ICT II the 8<sup>th</sup> grade

- Allied Health

### **Electives (5 Carnegie Units)**

#### **Fine Arts (1 Carnegie Unit)**

- Band
- Art
- Introduction to Fine Arts
- Theatre
- Choral Music
- General Music

- Any course of your choice

### **Total Credits Required for Graduation: 24**

#### **The ACT**

Humphreys County High School offers all 11th grade students the ACT Assessment at no charge.

#### **Dual Enrollment**

Dual enrollment is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma at a Mississippi public college that will count as credit toward a high school diploma. Students have the option of participating with more than one college/university for dual enrollment classes as well as participate with other districts (with the Superintendent's approval) to take advantage of additional course offerings. Students whose schedules permit may be eligible to have early release from school in instances where the need is established to participate in such classes is necessary. **See handbook for additional information.**

### **Correspondence Courses – HCSD Policy IHEA, IHF, IHFC**

A student may earn a maximum of one (1) Carnegie unit during their high school years through completion of an approved correspondence course. Permission to enroll in a correspondence course must be granted by the building principal.

A student must receive permission and order the correspondence course no later than two weeks after the beginning of each semester. All correspondence lessons and tests will be completed before May 1. No correspondence test will be administered after May 1. If the correspondence credit is necessary to meet graduation requirements, the final grade will be received by the principal's designee one week (seven calendar days) prior to graduation.

### **Credit Recovery Program – HCSD Policy IHEA, IHF**

Credit Recovery is defined as course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn

promotion. The Credit Recovery Program has been adopted by the school board and includes rules, regulations, and processes. The rules, regulations, and processes may be reviewed with the high school principal. **Only students in grades 10-12 may enroll in the Credit Recovery Program. A student is eligible to take only two Credit Recovery classes. If a student fails one of the courses which require an end of course test, it can only be taken after successfully passing the Subject Area Test(s) and with a failing grade of 60 or above.** A fee will be assessed and set for students to cover the cost of providing a certified instructor for these classes. Check the Policy Manual or with the school counselor for additional guidelines for participation in the Credit Recovery Program.

## **Promotion and Retention (Grades 9-12) – HCSD Policy IH, IHE**

The promotion or retention of high school s will be based on the number of Carnegie units accumulated.

Freshman (9<sup>th</sup> Grade) – Need 6 units to be promoted to 10<sup>th</sup> grade

Sophomores (10<sup>th</sup> Grade) – Need 12 units to be promoted to 11<sup>th</sup> grade

Juniors (11<sup>th</sup> Grade) – Need 17 units to be promoted to 12<sup>th</sup> grade

Seniors (12<sup>th</sup> Grade) – Need 24 units to graduate (traditional), 21 units (career pathway)

**Students must receive passing scores on all subject area tests or fulfillment of the MDE approved assessment options as outlined by State Policies 3803 and 3804. (Algebra I, Biology I, English II, and U. S. History).** If a student passes these tests, but fails the course, he/she must repeat the course. If a student fails the test but passes the course, he/she will be assigned the earned credit, but he/she must retake the test o the dates prescribed by the Mississippi Department of Education until the test is passed. Both the Carnegie unit credit and a passing score on the subject area test are required for graduation.

**See handbook for additional information.**