

Louisville Municipal School District

2016-2017

“Every Child – Every Chance – Every Day”



Instructional Management System

Accreditation Standard 20

LMSD Instructional Management System

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District Mission

The Louisville Municipal School District provides educational opportunities to meet the needs of students with various backgrounds and abilities.

District Vision

All Louisville Municipal School District students will graduate ready for college and/or career success.

Purpose of the Instructional Management System

The purpose of this document is to describe the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to state and federal accountability models. What is described in this document will outline the district's effort to link curriculum, instruction and assessment. Therefore, some goals of this document is to:

- describe the district's curriculum (competencies, objectives, standards, etc.)
- depict the district's instructional model
- explain how various data sources are used to make data-based decisions
- outline related roles and responsibilities of various stakeholders.

Curriculum

Curriculum describes the **what** of instruction – what is intentionally taught to students in a district, school, or classroom.

Instruction

Instruction describes **how** the curriculum is delivered – it illustrates how to effectively teach what students should know and be able to do; the opportunities to learn that actually occur in the classroom.

Curriculum

For the 2016-2017 school year, the LMSD adopts the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, the LMSD adopts all of the standards, competencies, and objectives found therein. The table below will depict grade levels and/or subject areas to which these three curricula respectively apply.

English Language Arts

- [2014 Mississippi College- and Career-Readiness Standards for English Language Arts](#)

Mathematics

- [2014 Mississippi College- and Career-Readiness Standards for Mathematics](#)
- [2015 Foundations of Algebra](#)

Science

- [2010 Mississippi Science Framework](#)

Social Studies

- [2011 Mississippi Social Studies Framework](#)

Advanced Placement

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

Business and Technology

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

Career & Technical Education

- [Curriculum Download](#) (links to Mississippi State University Research & Curriculum Unit)

Foreign Language

- [2009 Mississippi Foreign Language Framework](#)

Health

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

Library Media

- [2014 Mississippi School Library Guide](#)

Physical Education

- [2013-2014 Mississippi Physical Education Framework](#)

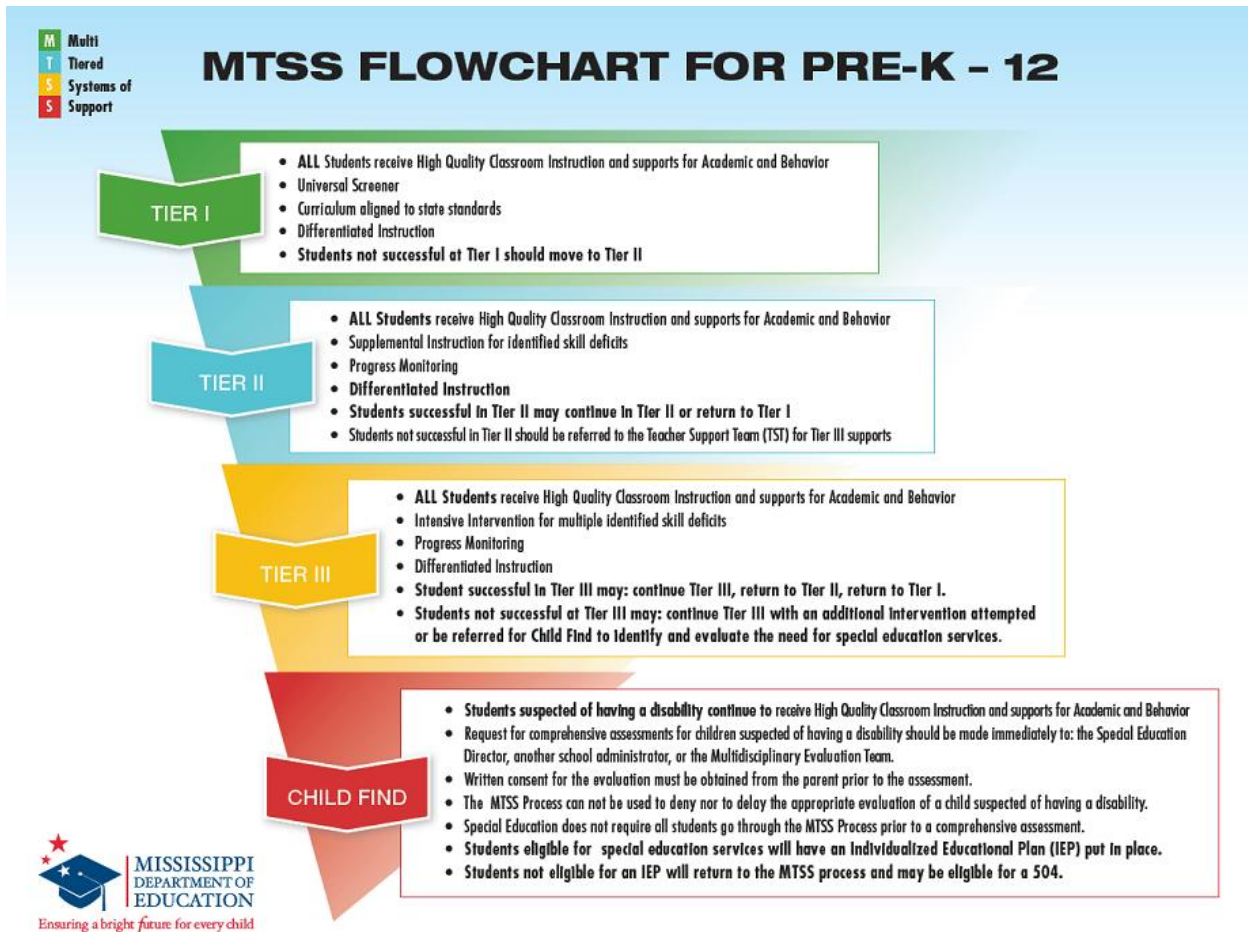
Visual and Performing Arts Framework

- [Mississippi Visual and Performing Arts Framework \(2003\)](#)

Early Childhood

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

Instruction



LMSD's instructional model is based on the Multi-Tiered Systems of Support (MTSS) model and applied as the Three-Tier instructional model adopted by the Mississippi State Board of Education in policy 4300. This policy requires that schools use an instructional model that consists of multiple tiers of instruction, assessment, and intervention services. At each tier there is a set of support structures and instructional methods to help teachers implement practices designed to improve student achievement. Continual assessment or progress monitoring at each tier is essential to determine student performance in regard to certain academic or behavioral skills.

Tier 1

Tier 1 (quality classroom instruction) represents the school-wide best practices and core instruction that all students receive. Approximately 80-90% of the student population should meet instructional goals at this level through high quality, research-based teaching strategies

utilizing core curricula. Students who are successful at Tier 1 are recognized as successful in the general education curriculum.

Teachers are provided differentiated professional development opportunities. They choose from individualized professional development sessions throughout the school year that best fit their needs (whole brain teaching, total participation strategies, technology, writing, MCCRS standards study, differentiation, classroom management, etc.).

All teachers are members of a school-level and district-level Professional Learning Community (PLC). School and district administrators work collaboratively with PLC facilitators to provide data meetings in order to implement data driven decisions in instruction. Teachers plan together, analyze data and reflect on instruction to provide students with effective Tier I instruction.

In addition, the LMSD provides teachers with instructional support from three literacy and math instructional coaches. These coaches go into the classroom and work with the individual instructional needs of the teachers. They provide modeling, mentoring, and become a continuous support system for the teachers.

Tier 2

Tier 2 (focused and targeted supplemental instruction) addresses students demonstrating insufficient progress at Tier 1. These students receive targeted, group-based interventions in addition to general classroom instruction at Tier 2 of the instructional model utilizing research-proven strategies that are fundamentally different than what occurs at Tier 1. LMSD typically identifies approximately 10-20% of students as in need of this level of instruction/intervention.

At Tier 2, the classroom teacher may seek support from grade/subject-level teams or enlist the services of the school's Teacher Support Team (TST) to help develop strategic, research-based interventions designed to target the deficit area(s) of a particular student or group of students. These students are given an intervention trial for a fixed duration and modified accordingly throughout the intervention process. Students who show sufficient progress with the intervention and general education classroom, are considered remediated and no longer in need of Tier 2. These students transition in and out of Tier 2 as needed based on progress monitoring data.

LMSD offers teachers the following resources/programs to help facilitate Tier 2 interventions: 1) Renaissance Learning: Core Progress, 2) Reading Readiness program (multisensory approach), 3) Sonday System (Ortin Gillingham based instruction), 4) Literacy coaches' manual of interventions, 5) Reading and math interventionists during the school day, 6) after school

tutoring program (DREAMS) and 7) LSMD behavioral specialist and behavioral specialist interns from Mississippi State University.

Tier 3

Tier 3 (intensive interventions) is introduced when data suggest that students show an insufficient response to the focused interventions provided in Tier 2. These interventions are more intensive and specifically designed to meet the needs of individual learners.

For Tier 3, the TST is more involved in researching and developing a plan for implementing an intensive intervention. Tier 3 interventions continue for a fixed duration. Depending on student performance (as evidenced by progress monitoring data), a student can progress and return to Tier 2 for less intensive interventions or even Tier 1 for general classroom instruction.

LMSD offers teachers the following resources/programs to help facilitate Tier 3 interventions: 1) Renaissance Learning: Core Progress, 2) Reading Readiness program (multisensory approach), 3) Sonday System (Ortin Gillingham based instruction), 4) Literacy Coaches' manual of interventions, 5) Reading and math interventionists during the school day (certified intervention teachers & DREAMS), and 6) LMSD behavioral specialist and behavioral specialist interns from Mississippi State University.

In addition to failure to make adequate progress following Tiers 1 & 2, students will be referred to the TST for interventions as specified in guidelines developed by MDE 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 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.

Referrals to the Teach Support Team must be made within the first twenty (20) days of a school year if the student meets any of the criteria a-e stated above.

Universal Screening, Progress Monitoring, and Intervention Tools

Teachers in the LMSD use MKAS² as a universal screener for prekindergarten and kindergarten students, STAR Early Literacy, Reading, and Math universal screeners for grades 1-9 and teacher created assessments for subject areas in high school. STAR is also used for progress monitoring. Students in the bottom 25% and/or in Tiers 2 & 3 are assessed more often to monitor their progress closely.

The LMSD, in accordance with Mississippi Code (House Bill 1031), administers a dyslexia screening instrument to each student in grades K and 1. Students are screened in the spring of Kindergarten and the fall of Grade 1. Students are screened using STAR Early Literacy and a Letter Naming Fluency assessment that addresses phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills, and rapid naming. Parents will be notified if a student fails the dyslexia screener. A student may enter the Tier process or be further evaluated by a licensed psychologist, psychometrist, or speech language pathologist.

A universal student behavior screener is used (pictured below) to screen for moderate to high risk behavior issues. Behavior logs are kept and possible functional behavior assessments (FBA) are completed on students who are in Tiers for behavior.

Universal Student Behavior Screener

District: **Louisville Municipal School District**
 School:
 Teacher:
 Date:

Directions: Each classroom teacher will fill in the names of the students in alphabetical order (use additional sheets of this Scale as needed). Rate all of the students on each behavior using the following scale: 0=Never, 1=Occasionally, 2=Sometimes, 3=Frequently. At the bottom of page 2, please summarize the number and percent of students in each risk category.

The total scores range from 0 to 21, forming three risk categories:
 (L) Low Risk (0 to 3) (M) Moderate Risk (4 to 8) (H) High Risk (9 to 21)

Student Name	Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total (0-21)	Risk (circle)
1.									L M H
2.									L M H
3.									L M H
4.									L M H
5.									L M H
6.									L M H
7.									L M H
8.									L M H
9.									L M H
10.									L M H
11.									L M H

SRSS Summary (for the classroom)

	Low Risk	Moderate Risk	High Risk
Number of Students			
Percent of Students			

Intervention Tools

Tools that LMSD educators utilize for academic and behavior interventions include, but are not limited to: What Works Clearinghouse (www.whatworks.ed.gov), the American Institutes for Research Center on Response to Intervention (www.rti4success.org), National Center on Intensive Intervention (www.intensiveintervention.org), and Intervention Central (www.interventioncentral.org).

Literacy-Based Promotion Act: Senate Bill 2347

A Third Grade student who does not meet the academic requirements for promotion to the Fourth Grade may be promoted by the school district only for good cause. Good cause exemptions for promotion are limited to the following students:

Beginning in the 2014-2015 school year, a student MUST have a passing score on the MKAS² 3rd Grade Reading Summative Assessment as determined by MDE AND meet the 3rd Grade requirements for promotion to be promoted to the 4th Grade. A student who does not have a passing score on the MKAS² 3rd Grade Reading Summative Assessment will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion. Beginning in the 2018-2019 school year, students will be required to score ABOVE the lowest two achievement levels in order to be promoted to the 4th grade.

Good cause exemptions for promotion are limited to the following students:

- (a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;
- (b) Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- (c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received EITHER intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading OR has been **previously retained for one (1) year in grades K-3 (revised in 2016 legislative session)**;
- (d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
- (e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading **and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years** and have not met exceptional education criteria.

Assessment

Assessment demonstrates what students *know* and are *able to do*. It takes place prior to instruction, during instruction, and following instruction. Essentially, it drives instruction.

LMSD Recommended Assessment Strategies

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

Stakeholder Roles and Responsibilities

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

School Board – *The Board will:*

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
- Authorize the implementation and review of an instructional management plan for the district that identifies expectations of curriculum;
- Communicate to its constituents the Board's curricular expectations.

Superintendent – *The Superintendent will:*

- Implement board policies related to curriculum
- Report to the board concerning implementation
- Oversee the work of district staff in accomplishing their responsibilities

Superintendent and District Curriculum Staff - *The Superintendent or designee will:*

- Provide district-wide professional development needed to implement the curriculum;
- Provide materials and support instructional programs that deliver district curriculum effectively;

- 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 - *Principals will:*

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum;
- Translate the importance of effective 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:
 - Walk-through/Drop-in observations
 - Formal classroom observations
 - Weekly review of lesson plans and curriculum documents
 - Collaborate with individuals and learning teams;
 - Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement; monitor learning of students
- Ensure that student progress in achievement is reported regularly to parents in an understandable 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

Teachers – *The teachers will:*

- 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 weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development.