

# INSTRUCTIONAL MANAGEMENT PLAN



School Year  
**2023-2024**

**Dr. Toya Harrell - Matthews,**  
**Superintendent**

[www.cmsdschools.org](http://www.cmsdschools.org)

## MISSION

We exist to provide a comprehensive educational program that leverages technology to address our scholars' academic, career, and social needs, equipping them for success in a diverse and evolving world.

## VISION

Our vision is a Clarksdale Municipal School District that empowers students by creating key community partnerships and offering a rigorous academic program that addresses the diverse needs of every scholar.

## CORE VALUES

- Integrity-emphasizing honesty and exhibiting strong moral principles
- Respect-accepting others despite their differences, building relationships that increase trust, safety, and wellbeing
- Individuality-celebrating the intrinsic worth of each individual
- Empowerment-growing in strength and confidence to make a positive difference in one's own life and to contribute to a larger good
- Innovation-choosing to do things differently to create value for our students, staff, families, and community
- Wellness-prioritizing decisions that have a positive effect on the physical, mental, and emotional health of our stakeholders

## GOALS

- ❖ Goal 1: Improve student achievement results as reported by state and other standardized test results to garner a performance rating of "C" or better.
  - ❖ Goal 2: Maintain a safe and orderly school environment to promote success and wellness.
  - ❖ Goal 3: Promote efficient and effective fiscal accountability using a needs-based approach while expanding resources that support student achievement.
  - ❖ Goal 4: Increase community collaboration through parental involvement and strategic partnerships.
- ❖ ***THIS INSTRUCTIONAL MANAGEMENT PLAN WORKS TO PROMOTE AND ACCOMPLISH THE VISION AND MISSION OF THE CLARKSDALE MUNICIPAL SCHOOL DISTRICT. GOAL 1 OF THE STRATEGIC PLAN ARE A PROMINENT FOCUS DURING THE DEVELOPMENT OF THIS DOCUMENT.***

# Instructional Management Plan

## 2023-2024

### **Purpose of the Instructional Management System**

The purpose of this document is designed to increase student achievement by providing world class learning opportunities and experiences that will ensure all students will graduate college and career ready. This plan outlines the activities and strategies to center 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 emphasize the expectations of the district efforts to (1) increase data driven decision making, (2) simplify instructional programs K-12, and (3) implement purposeful and consistent professional learning opportunities based on the needs of the district.

### **Philosophy of Curriculum**

The Clarksdale Municipal School District's instructional philosophy is rooted in learning as a lifelong process. We believe students should be educated in an environment that is safe, supports risk-taking, and invites sharing of ideas. Students learn best when they are engaged in meaningful, rigorous, and relevant academic content. Instruction should be student-centered and focused on mastering the content specific for each grade level that is aligned with the Mississippi Career and College Ready Standards. To measure mastery, authentic assessments will be used to guide instructional decision making as well as advance student achievement. In guiding students to be lifelong learners, we believe the acquisition of technology skills is vitally important.

Technology is an ever-present feature in our world that students must be well versed in to compete in a global society.

**Curriculum**

The Clarksdale Municipal School District adopts the standards, competencies, and objectives found in the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula.

**Arts**

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

**Business & Technology (Academic)**

- [Business and Technology Framework by Courses](#) (2014)

**Career and Technical Education**

Over 100 different curricula are offered through Mississippi Career Education and available online in a PDF document. Six vocational areas in both the Secondary and Postsecondary levels are available as well as curricula for the Tech Prep Courses.

- [Advanced Technical Mathematics \(2021\)](#)
- [Secondary Curriculum](#)
- [Postsecondary](#)

## Computer Science

- [College- and Career-Readiness Standards for Computer Science](#) (2018)

## English Language Arts

- [College- and Career-Readiness Standards for English Language Arts](#) (2016)
- [Instructional Planning Guides for English Language Arts K-12](#)
- [ELA Scaffolding Document](#)
- [ELA Training Materials](#)
- [EQulP Lesson and Unit Plan Exemplars](#)

## Early Childhood

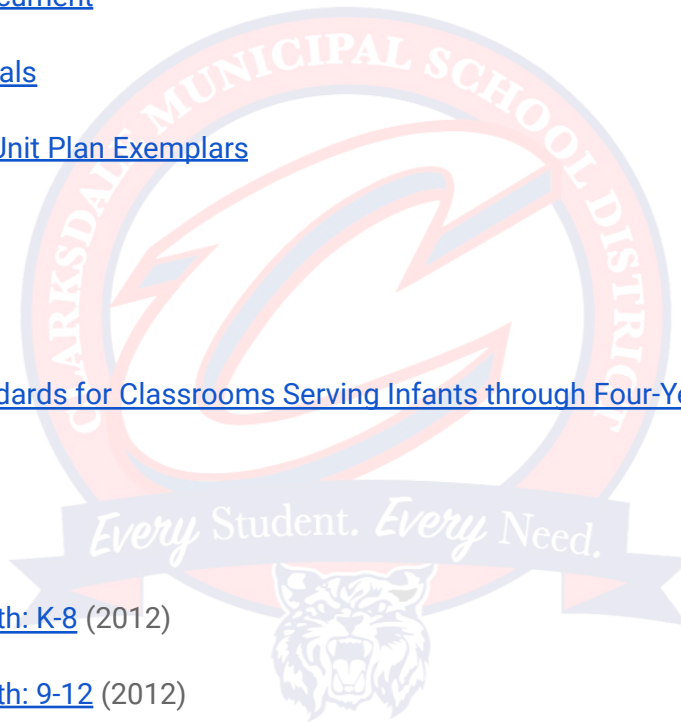
- [Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children](#) (2018)

## Health

- [Contemporary Health: K-8](#) (2012)
- [Contemporary Health: 9-12](#) (2012)

## Mathematics

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



- [Math Training Materials](#)
- [EQuIP Lesson and Unit Plan Exemplars](#)

## Physical Education

- [Physical Education Curriculum: K-12](#) (2013)

## Science

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

## Social Emotional Learning

- [Social Emotional Learning Standards](#)

## Social Studies

- [College- and Career-Readiness Standards for Social Studies](#) (2022)



### Curriculum Portfolios

All teachers in the Clarksdale Municipal School District will be required to maintain a curriculum portfolio. The purpose of this portfolio is to build teacher capacity with the instructional documents and enhance pedagogical practices. At the beginning of each school year, district and building level administrators will provide a copy of the current Mississippi Department of Education Framework and Mississippi College and Career Readiness documents to each content and grade level teacher. In addition to these documents, teachers will also be required to include the following documents in their portfolios:

- ❖ Suggested Teaching Strategies
- ❖ Pacing Guides
- ❖ Assessment Blueprints
- ❖ Scaffolding Documents
- ❖ Instructional Management Non-negotiables
- ❖ Lesson Planning Supporting Documents

To ensure teachers understand how to properly utilize these documents, PLC's will be held monthly for teachers to participate in meaningful dialogue on best practices and assure instruction and assessments are aligned to the standards. District and building level administrators will monitor these PLC's to ensure teachers have the necessary resources as well as to determine if additional support is needed with curriculum development.

### Assessment

Assessments are used to aid educators in evaluating the academic readiness, learning progress, acquisition, or educational needs of students. The Clarksdale Municipal School District will analyze various forms of data to gather information about student progress and teacher effectiveness. We will use data to plan instruction and inform decisions regarding instructional practices to improve



student achievement. Teachers will use a wide range of assessment tools to gauge student readiness. Assessments that will be used are as follows:

- ❖ Universal Screening Assessments
- ❖ Benchmark Assessments
- ❖ Formative Assessments
- ❖ Progress Monitoring Assessments
- ❖ State Standardized Assessments

The disaggregation of data is critical to assessing student mastery of the standards.

At the school and district level, the results from these assessments will be used to examine student performance and identify trends. In order to ensure our students are college and/or career ready, we will use data to provide additional training to teachers as well as provide remediation to students. By creating a culture of data driven decision making, we will be able to better serve not only our students but our teachers as well. Data tracking is essential to the success of our school district and has been deemed a district priority. It allows educators to gain data necessary for the evaluation of instructional strategies and the effectiveness of educational programs, facilitating evidence-based decision-making and continuous improvement in the education system as a whole.

All schools are required to maintain the following evidence of effective use of data- driven instruction:

- ❖ Classroom Data Walls
- ❖ Data Chats
- ❖ Data Focused Professional Learning Communities (PLCs)
- ❖ Data Tracking Documentation



## Multi-Tiered Systems of Supports (MTSS)

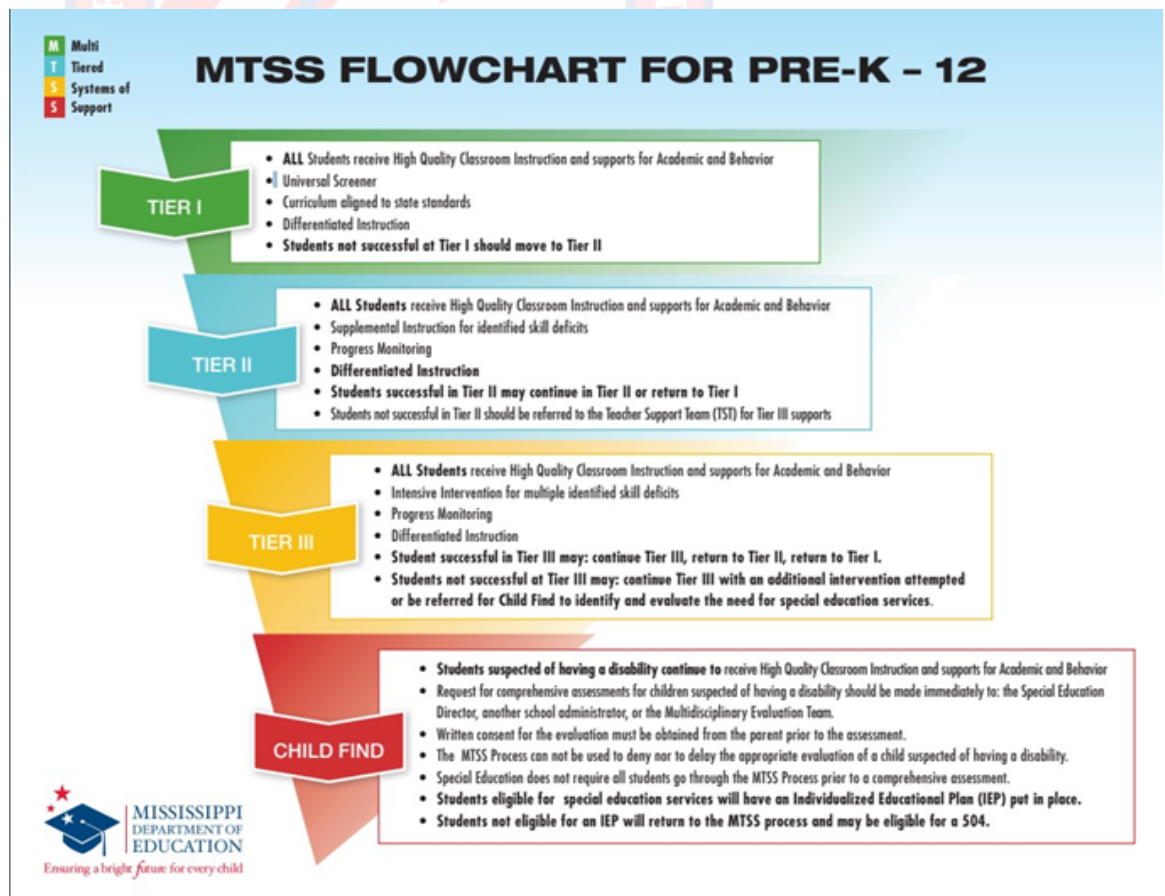
The Clarksdale Municipal School District's tiered instructional model is based upon the Multi-Tiered System of Support (MTSS) provided by the Mississippi Department of Education. This comprehensive process ensures successful education outcomes for students by using data-based problem solving processes to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction support matched to the student's needs.

The foundation of our instructional process begins with the state curriculum as designed by the Mississippi Department of Education. The Response to Intervention (RtI) will serve as our basis for all instructional practices within the district. Mississippi's model for RtI is a comprehensive, problem-solving, and multi-tiered strategy to enable early identification and intervention for all students who may be at academic or behavioral risk. The following flowchart details the process followed by each school.

### Tier I

Tier I includes quality instruction and behavioral support for all students and is designed to ensure students graduate ready for college and/or a career.

Tier I instruction is aligned with the Mississippi College



and Career Readiness Standards. Tier I instruction is provided by highly qualified teachers using research and evidence based instructional strategies. Schools will use a universal screening of all students to identify those who will need additional instructional and/or behavioral support to be successful.

### Tier II

Tier II addresses students demonstrating insufficient progress at Tier I. 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 I. At Tier 2, the classroom teacher will seek support from the school's Teacher Support Team (TST) to help develop researched-based interventions designed to target the deficit area(s) of a particular student or group of students. These students are given an intervention for a specific duration and modified accordingly throughout the intervention process. Students may progress once remediated and may no longer need Tier II. Students may transition in and out of Tier 2 as needed based on progress monitoring data.

### Tier III

Tier III is introduced when data suggests that students show an insufficient response to the focused interventions provided in Tier II. These interventions are more intensive and specifically designed to meet the needs of individual learners. Tier III involves researching and developing a plan for implementing an intensive intervention. Tier III intervention continues for a set duration. Depending on student performance, a student can progress and return to Tier II for less intensive interventions or even Tier I for general classroom instruction.

In addition to failure to make adequate progress following Tiers I and II, students will be referred to the TST for interventions as specified in guidelines developed by MDE if any of the following events occur.

- ❖ Grades K-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;
- ❖ A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
- ❖ A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act.

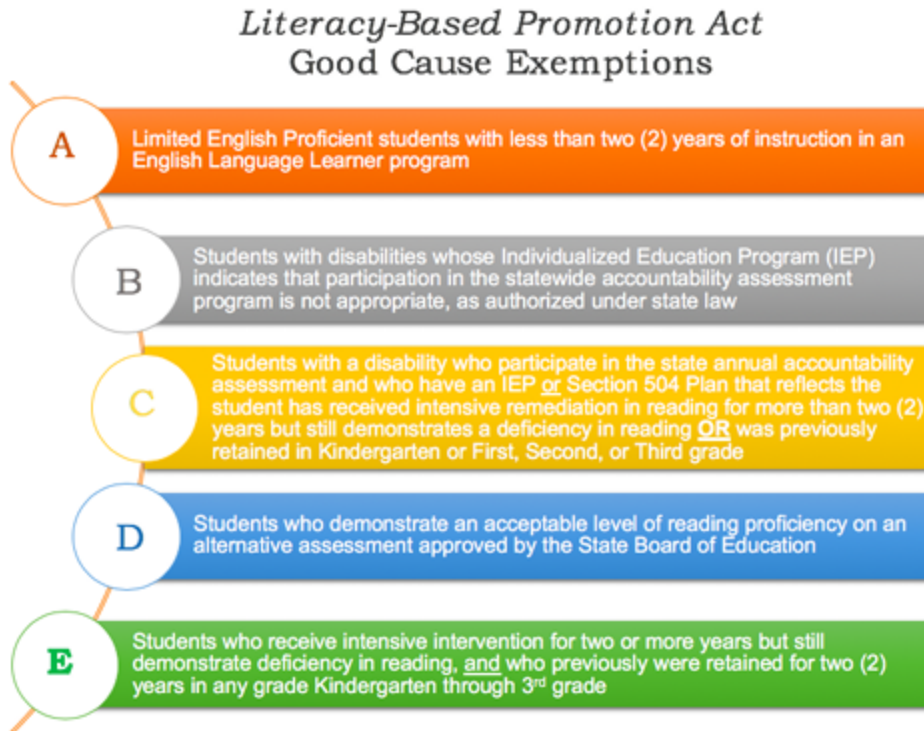
Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria stated above.

### **Literacy Based Promotion Act(LBPA)**

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills, particularly as students' progress through grades K-3. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

A third grade student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district. 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:



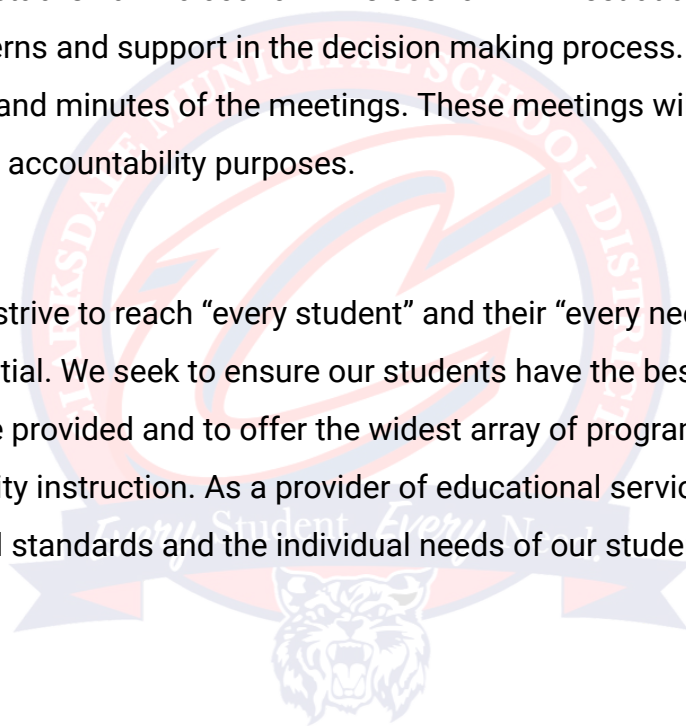
A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary 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.

## Collaborative Efforts to Improve Instruction:

The district seeks input from teachers through surveys, district meetings, and school level meetings. Each school has a leadership team that meets regularly. Any issues or concerns addressed through these meetings will be shared with district administrators.

The school district will establish a P16 council. This council will meet at a minimum of twice a year to share ideas and concerns and support in the decision making process. These meetings will have agendas, sign in sheets, and minutes of the meetings. These meetings will serve as documentation for federal programs and accountability purposes.

As our motto states, we strive to reach “every student” and their “every need” as they endeavor to reach their highest potential. We seek to ensure our students have the best educational opportunities that can be provided and to offer the widest array of programs and services combined with high quality instruction. As a provider of educational services, it is important for us to meet state and federal standards and the individual needs of our students.



## Key Roles and Responsibilities for Superintendent:

These key roles and responsibilities complement and support the responsibilities of educators in other roles. Collaboration with other educators is embedded in many of these responsibilities.

### 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

## Key Roles and Responsibilities for Board of Trustees

### THE BOARD OF TRUSTEES 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;
- Communicates to its constituents the Board's curricular expectations



## Key Roles and Responsibilities for Curriculum Team:

For the purpose of this document, “Curriculum Team” includes the Chief Academic Officer, Chief Strategy Officer, Director of Federal Programs, and District Instructional Coaches.

### THE CURRICULUM TEAM 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

## Key Roles and Responsibilities for Principals

### THE PRINCIPALS WILL:

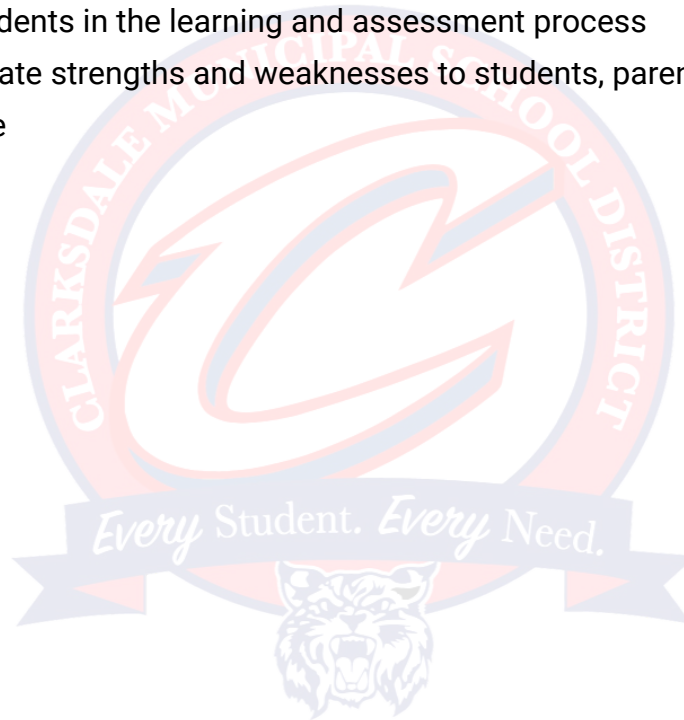
- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor delivery of the curriculum; Conduct informal and formal classroom observations
- Translate the importance of effective curriculum and instructional practices on a daily basis;
- Monitor and ensure effective delivery of the district curriculum and supervise instruction through improvement of achievement and monitoring learning of students
- Facilitate and participate in professional development
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement
- Ensure student progress is reported regularly to parents in an understandable manner
- Collaborate with colleagues
- 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



## Key Roles and Responsibilities for Teachers

### THE TEACHERS WILL:

- Participate in district, school, and personal professional development
- Assess student learning with a variety of classroom, district, and state assessments
- Use assessment data to drive instructional decisions
- Involve parents in the learning process
- Differentiate based on individual student needs
- Deliver the adopted curriculum using effective strategies for the students
- Involve students in the learning and assessment process
- Communicate strengths and weaknesses to students, parents, and others as appropriate



### References

Mississippi Department of Education. (n.d.). Retrieved June 24, 2023, from <https://www.mdek12.org>.



**Mississippi Accountability Standards**

**Standard 20, 20.1, & 20.2**

The school district implements an instructional management system that has been adopted by the school board. The instructional management system includes competencies and objectives required in all the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. 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. {MS Code 37-3-49(2)(a-c) and 37-3-49(5)}and SB Policy 4300

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**Approval of District Instructional Management Plan**

\_\_\_\_\_  
**Superintendent**

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**School Board Representative**

**Approval Date:** \_\_\_\_\_

