

APPROVED



WALTHALL
COUNTY SCHOOL DISTRICT
Teachers teaching. Students learning. Schools improving.

2026 - 2027

Instructional Management System

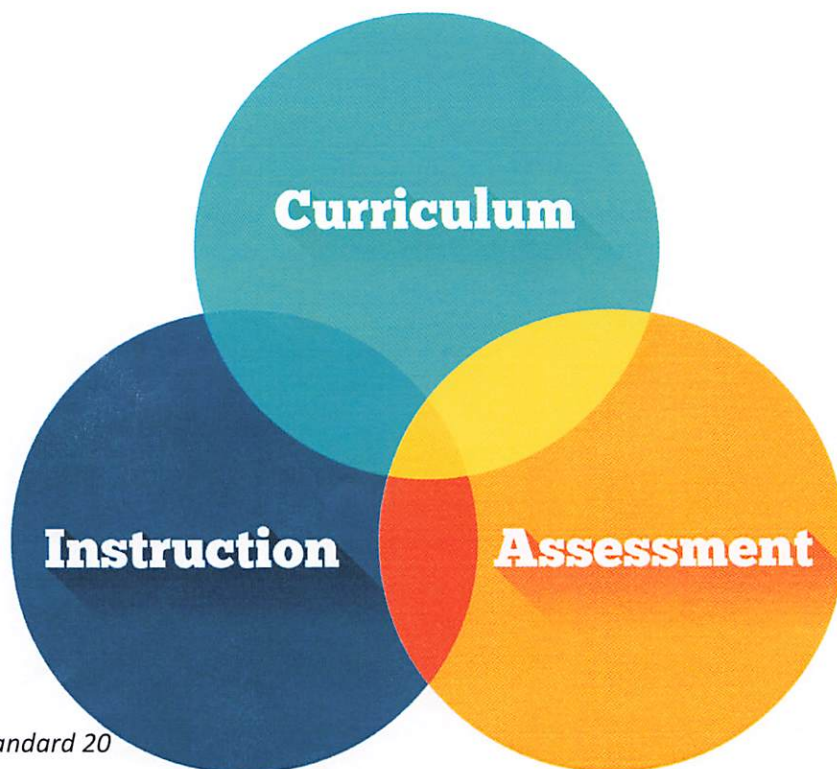


Table of Contents

District Mission and Vision	4
Purpose of the Instructional Management System	4
Educational Beliefs	4
Academic Programming	5
Instructional Delivery	5
<i>Learning Management System</i>	5
Curriculum	6
Pacing/Sequencing	7
Curriculum Resources	7
<i>Instructional Materials</i>	7
Typing.com	9
Cursive Writing	10
Instruction	11
Tier 1	12
<i>Differentiated Instruction</i>	13
<i>Planning</i>	18
<i>Classroom Management</i>	21
<i>Social Emotional Learning (SEL)</i>	23
<i>Teacher Growth Rubric</i>	25
Tier 2	26
Tier 3	27
<i>Individual Reading Plan</i>	30
Selection of Research-based Instructional Strategies/Programs	31
Core Curricula/Textbooks	31
Universal Screening, Progress Monitoring, and Intervention Tools	33
<i>Universal Screening</i>	34
<i>Progress Monitoring</i>	36
Consideration(s) of Cost and Sustainability	37
Assessment	38
Promotion/Retention	40
Professional Learning	41
Stakeholder Roles and Responsibilities	43

District Mission

Teachers teaching. Students learning. Schools improving.

District Vision

Create a productive school culture for change that increases teacher effectiveness, improves student proficiency, and builds public confidence.

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 efforts to strategically link curriculum, instruction, and assessment. Therefore, some integrated goals of this document is to a) describe the district's curriculum (competencies, objectives, standards, etc.), b) depict the district's instructional model, c) explain how various data sources are used to make data-based decisions, d) illustrate a differentiated professional learning model for teachers, and e) outline related roles and responsibilities of various stakeholders.

Educational Beliefs

- Education is our first priority and provides a foundation for life-long learning, critical and analytical thinking, problem solving, decision-making and respect for the individual.
- Literacy is essential to personal empowerment and civic responsibility.
- All students are capable of learning and benefit from a challenging curriculum with high standards and expectations.
- Children learn in different ways, and Waltham County School District has a responsibility to help all students maximize their potential.
- Effective teaching requires thorough content knowledge and pedagogical skills, careful planning, creativity, and implementation, with reflection.
- Classroom discipline and management are integral parts of instructional practice.
- Intellectual, social, physical and emotional development is essential to a student's education.
- Co-curricular and extra-curricular activities are important components of effective education.
- Cross curriculum integration is an important component of effective education.
- Parents are crucial partners in children's learning.
- Culture and community conditions influence children's learning.

Academic Programming

Instructional Delivery

The Walthall County School District is committed to the education of ALL students. To meet this commitment, the WCSD will operate on a **traditional** schedule for the 2026-2027 school year. This schedule consists of a five day week for students in grades PK-12, with all students K-12 receiving at least 330 minutes of instruction per day. The school year consists of 180 student days and 187 teacher days, as outlined by the board approved district calendar.

Learning Management System

- WCSD will implement a digital learning management system (LMS) to conduct classroom instruction and manage assignments/assessments as needed for providing the best academic support to students. Google Classroom will be the LMS implemented in WCSD.
- Google Meet will be the official virtual platform for video interactions.



Google Classroom

Curriculum

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

For the school term 2026-2027, the WCSD adopts the Mississippi College- and Career-Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, the WCSD 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

- [2025 Mississippi College- and Career-Readiness Standards for English Language Arts](#)

English Language Proficiency Standards

- [2021 English Language Proficiency Standards](#)

Mathematics

- [2025 Mississippi College- and Career-Readiness Standards for Mathematics](#)

Science

- [2026 Mississippi College- and Career-Readiness Standards for Science](#)

Social Studies

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

Advanced Placement

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

Business and Technology

- [Mississippi Business and Technology Framework \(2023\)](#)

Career & Technical Education

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

Health

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

Library Media

- [2017 Mississippi School Library Guide](#)

Physical Education

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

Social Emotional Learning

- [Mississippi Social Emotional Learning Standards](#)

Visual and Performing Arts Framework

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

World Languages

- [2016 Mississippi World Languages Framework](#)

Early Childhood

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

Alternate Academic Standards

- [2019 Mississippi Alternate Academic Achievement Standards – English Language Arts](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Mathematics](#)
- [2018 Mississippi Alternate Academic Achievement Standards for Science K-8 and Biology](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Science II](#)
- [2020 Mississippi Alternate Academic Achievement Standards – K-8 Social Studies](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Alternate History](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Alternate Social Studies](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Alternate Health](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II](#)
- [2020 Mississippi Alternate Academic Achievement Standards – Life Skills Development III & IV](#)
- [2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II](#)
- [2020 Mississippi Alternate Academic Achievement Standards – Career Readiness III & IV](#)

Pacing/Sequencing

WCSD has district pacing documents, aligned to current related curricula (e.g., MCF, CCSS), available via the WCSD Curriculum and Instruction Webpage located at:

<https://www.wcsd.k12.ms.us/general-4>

Curriculum Resources

The WCSD Kindergarten Program is operated with guidance from the [Mississippi Kindergarten Guidelines \(2018\)](#).

Instructional Materials

Pre-K

Core: Opening the World of Learning (OWL): Pearson
Building Blocks: McGraw Hill

Reading/ELA

Core: SAVVAS: MyView Literacy (K-5) MyPerspectives (6-12)

Supplemental: Ready Toolbox
Heggerty's Phonemic Awareness
Brainspring's Phonics First
AIM Pathways to Literacy Instruction

Six minute Fluency
Florida Center for Reading Research resources
Handwriting Without Tears (2nd-4th)

Math

Core: McGraw Hill Reveal Math (K-8)
SAVVAS EnVision: Algebra I, Algebra II, Geometry

Supplemental: Ready Toolbox
All Things Algebra / Maneuver in the Middle

Science

Core: STEMScopes by Accelerate Learning (4-8)
McGraw Hill: Biology
McGraw Hill: Physical Science

Health

Core: Glencoe/MGH: Health

Social Emotional Learning

Core: CHAMPS

Social Studies/History

SAVVAS/Pearson
Prentice Hall History
Glencoe Social Studies
Houghton Mifflin Harcourt / Holt, Rinehart & Winston

District-provided Technology/Online Tools

For students:

Google Classroom (LMS K-12)
EasyBridge (ELA K-12)
STAR Math (K-8)
STAR Literacy (1-8)
STAR Early Literacy (PK-K)
Whole Child Kindergarten Readiness
Assessment - Reflection Sciences (PK)
MyON (K-8))
Accelerated Reader (K-8)
MobyMax (Tier and SPED)

Typing.com
N2Y/Unique Learning Systems (SC SPED)

For staff:

Parent Square
EZ Lesson Planner
EZ Assessment
EZ Test Tracker
Student Support Network

Wayground
SpedTrack
Google Classroom
Zoom

Cursive Writing

In an effort to require public schools to implement instruction pertaining to cursive writing, the Mississippi Legislature passed Senate Bill 2273, which became effective on July 1, 2017. The legislation authorized and directed the State Board of Education to require all public school districts to meet the following elementary education curriculum standard:

The standard course of study shall include the requirement that the public schools provide instruction in cursive reading and writing, implemented across the curriculum, so that students create readable documents through legible cursive handwriting by the end of the fifth grade, and that students pass with proficiency a teacher-constructed test demonstrating the students competency in both reading and writing cursive. This requirement shall be applicable beginning with the 2018-2019 school year. The provisions of this section shall not be applicable to the Mississippi School for the Blind and the Mississippi School for the Deaf.

WCSD, with reference to MDE's *Cursive Writing Recommendations 2017*, implements following with regard to cursive writing instruction:

- Cursive handwriting occurs explicitly in grades 2-4, with assessment in grade 4.
- WCSD utilizes an evidence-based program called *Handwriting Without Tears* to provide standards-based instruction.
- Cursive handwriting requirements are communicated to parents via parent meetings, newsletters, etc.
- An established assessment is administered at the end of fourth grade.

WCSD's Cursive Writing Assessment consist of four parts:

Part 1 requires the student to write his/her first and last name in cursive.

Part 2 requires the student to write (in cursive) all letters of the alphabet in upper and lower-case form.

Part 3 requires the student to copy, from print into cursive, a pangram, or sentence that has all letters of the alphabet represented in it.

Part 4 requires the student to read a grade-level passage, written in cursive, to the teacher.



Instruction

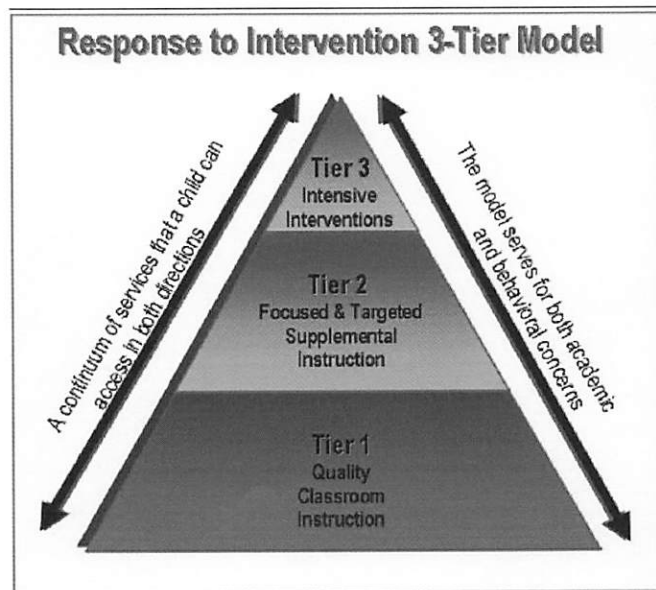
Instruction describes *how* the curriculum is delivered— it illustrates how to effectively teach what students should know and be able to do; the opportunities to learn that actually occur in the classroom.

The most evident feature of WCSD's instructional model is its tiers. WCSD's instructional model is based on the Multi-tier System of Supports Model and applied as the Three-Tier Instructional model adopted by the Mississippi State Board of Education Rule 41.1. This policy/rule requires that schools use an instructional model that includes a progressive system of supports for 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 regarding certain academic or behavioral skills.

The purpose of the three-tier framework is to ensure that the behavioral, social-emotional, 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.

WCSD's instructional model consists of the following three (3) tiers of instruction:

- a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks (MS College and Career Readiness Standards)
- b. Tier 2: Focused supplemental instruction
- c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students



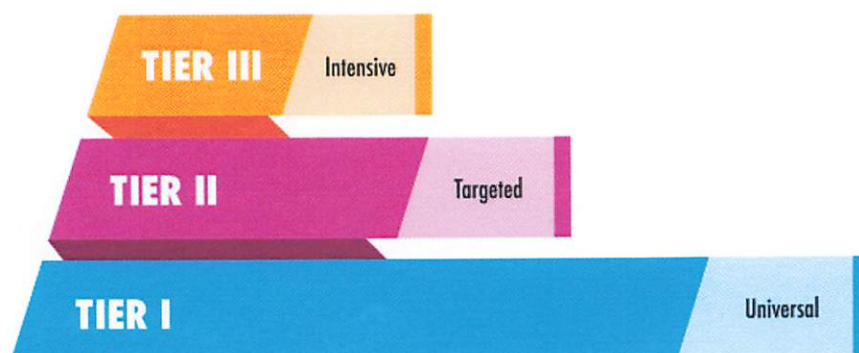
Tier 1

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.

WCSD teachers are expected to utilize effective teaching strategies. “Quality” classroom instruction, defined as incorporating research-proven strategies, can be further defined to include the following (based on Marzano, 2001):

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advanced Organizers

Additionally, like Marzano, John Hattie’s compilation of strategies provided in his 2011 book, *Visible Learning for Teachers* provides the effect size for strategies shown to increase student achievement. Effect size is essentially a measure of the magnitude, or effect, that some treatment/strategy has on an outcome (e.g., student achievement). Statistical significance (e.g., $p < .05$) tells us whether there is a difference between two or more groups based on some treatment/variable (e.g., teaching/learning strategies). One can interpret effect sizes according to the table below. For example, an effect size of .50 represents an increase of one-half of a standard deviation. Generally an effect size of .40 is considered above average for educational research. Teachers should pay particular attention to strategies with effect sizes at or above .40.



Effect Size			
Small	Medium	Large	VERY LARGE
.20	.50	.80	1.30

Influence	Effect Size
Feedback	1.13
Student's prior cognitive ability	1.04
Instructional quality	1.00
Direct instruction	.82
Acceleration	.72
Remediation/feedback	.65
Student's disposition to learn	.61
Class environment	.56
Challenge of Goals	.52
Peer tutoring	.50
Mastery learning	.50
Homework	.43
Teacher Style	.42
Questioning	.41
Peer effects	.38
Advance organizers	.37
Simulation & games	.34
Computer-assisted instruction	.31
Testing	.30
Instructional media	.30
Affective attributes of students	.24
Physical attributes of students	.21
Programmed instruction	.18
Audio-visual aids	.16
Individualization	.14
Finances/money	.12
Behavioral objectives	.12
Team teaching	.06
Physical attributes (e.g., class size)	-.05



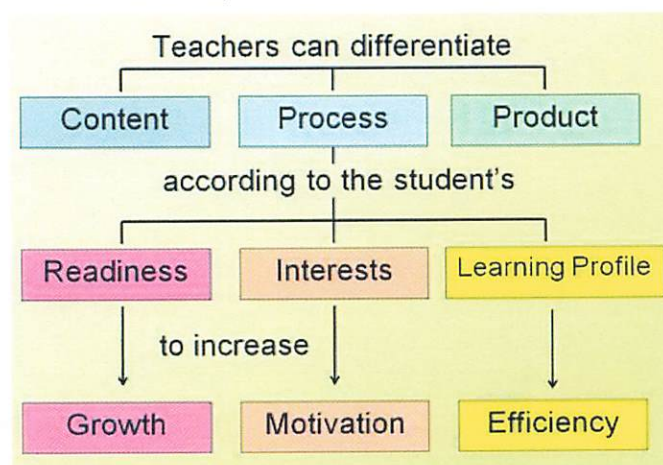
Differentiated Instruction

In an effort to meet the needs of most all learners at the primary level of instruction, all WCSD teachers are also expected to implement differentiated instruction as a part of their Tier 1 instruction. According to Carol Ann Tomlinson (2000), differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

WCSD schools are expected to differentiate at least four classroom elements for learners based on readiness, interest, etc. to prevent learning gaps.

- Content – what the student needs to learn or how the student will get access to the information;
- Process – activities in which the student engages in order to make sense of or master the content;
- Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- Learning environment – the way the classroom works and feels.



The table below describes some principles of differentiated instruction that WCSD adopts, along with a depiction of how these principles “look” practically when implemented.

Grade span	Principle	Looks like...
K-5	● Purpose should be for student growth for LIFE, not just for state tests ● Must begin where students are – based on data ● Requires careful planning ● Looks different in every classroom/for every teacher ● Can be in content, process, and product ● Must begin with small steps ● Must always be student-centered ● Assessment should be a constant drive for instruction	● Teacher observations/assessments lead to adjustment in instruction (teachers consistently checking for understanding and adjust teaching to produce higher levels of learning) ● Flexible groups – guided reading/literature circles are non-negotiable... small math groups encouraged ● Classroom arrangement lends itself to grouping/movement ● Student-centered ● Variety of instructional materials – more than just textbooks ● Smooth transitions ● Centers/stations – active learning based on student needs/levels (not same activity for all students managed through rotation) ● Workshop approach (mini-lesson + student activity with teacher guidance/conferencing)

Grade span	Principle	Looks like...
MIDDLE GRADES	• Various levels of complexity • Challenges students at appropriate developmental level • Data driven decisions • Flexible groupings based on student need and ability • Content, process & product can be differentiated • Qualitatively different – not quantitatively (student do different activities – NOT less work)	• Variety of activities to address learning styles and levels of the curriculum • Instruction and materials are appropriate to current levels of understanding. <u>Student Engagement</u> • Active participation • Student inquiry • Teacher probing for understanding • Varying questions based on the level of the learners <u>Small group instruction that targets specific needs</u> • Teachers use data to drive instruction • Small groups based on data (readiness), interest or learning styles <u>Planning and preparation</u> • Lesson plans that reflect DI focus • Grade level meetings focused on data and DI <u>Evidence of use of data</u> • Reteaching • Small group instruction • One on one assistance <u>Relevant Homework</u> • Monitor what is being sent home • Monitor lesson plan for relevant homework that reinforces what is being taught in class • Varying homework assignments • Check for understanding

Grade span	Principle	Looks like...
H I G H S C H O O L	• Principals are the Instructional Leaders... • Teachers are the key... • Classrooms should be diverse learning centers. • Curriculum: Aligned with Rigor & Relevance • Must meet the needs of ALL students. • Will increase student achievement. • Data drives decisions.	<u>Students will be engaged</u> - o Attentive - o Actively involved with assigned task - o Appropriate teacher questioning techniques and student response <u>Various DOK Levels</u> - o Posted in EZ Lesson Planner - o Evident in assessments - o Evident in classroom discussions <u>Flexible and Varied Grouping</u> - o Based on various data(not limited to standardized tests) - o Groups based on readiness/interest/abilities <u>Tiered Assignments</u> - o Varying levels of complexity - o Alternative ways of reaching same goals taking into account individual student needs <u>Peer tutoring</u> - o Based on performance on previously assigned tasks - o Higher level students tutor other students in need <u>Independent Study Projects</u> - o Performance-based assignment utilizing rubrics

Adapted from the Curriculum page at Madison County School's website (<http://www.madison-schools.com/Page/47>).

Planning

Additionally, to help ensure and document that ALL students receive generally effective instruction at Tier 1, WCSD requires that teachers plan lessons in advance in the district's online lesson plan repository EZ Lesson Planner. Benefits of effective planning include, but are not limited to the following:

1. incorporate good teaching practices in every lesson
2. efficiently prepare for the next time you offer the course
3. to be critically reflective on teaching. For example, if a class goes particularly well (or badly) make notes on your plan so you can adjust the next time as needed
4. share teaching ideas with your colleagues

WCSD instructional leaders, with input from teaching staff, reviewed the effectiveness for teacher use, either whole or in part, of several lesson planning styles/templates. These included, but were not limited to, Madeline Hunter's Seven Step Lesson Plan, Gagne's Events of Instruction, and/or the 5 E's of Constructivism. The district adopted a unified lesson plan template for teachers to utilize. The WCSD Lesson Plan Template (located within the EZ Lesson Planner tool), and the components thereof, represents the district's expectation when it comes to instructional planning. Teachers may add to the template, in the form of attachments, etc., but may not take away from its essential components.

WCSD considers it appropriate to mix and match lesson planning styles as needed. Teachers should choose the style that best supports the type of learning that is planned to occur in any particular class. The following are considered as some **important elements** for any lesson planning style.

1. write clear and specific lesson objectives that align with course objectives
2. inform students of lesson objectives
3. promote recall of prior learning
4. use activities and assessments to promote learning and to meet lesson objectives
5. give students feedback on their progress
6. gauge your timing for each activity
7. keep a record of the materials needed to complete the lesson
8. incorporate student activity and interaction into the lesson
9. record your own reflections on the success of the class

An example of the WCSD Lesson Plan Template is found below:

WCSD Lesson Plan Template						
Lesson Plan for the week of:	Teacher:		Subject:		Grade:	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Content Standard(s)						
Learning Target(s) / Objective(s) (What students understand, know or demonstrate at the end of the lesson)						
Bellwork / "Do Now" (What students do upon entering the classroom)						
Assessment (formative) (How will you know students met the learning target?)						
Evaluation (summative) (How you use summative tools for reaching the learning target)						
Instructional Strategies (What you do so students achieve the learning target)						
Guided Practice (What students do with your assistance to boost the learning target)						
Independent Practice (What students do independently to reinforce the learning target)						
Closure (Review/wrap-up; check for understanding)						

Adapted from Harry and Rosemary Wong. (<http://www.teachers.net/wong/MAY12>)

The WCSD also promotes the utilization of prepared lesson plans from state and district-adopted HQIM as long as appropriate annotations are provided to ensure that the teacher has internalized and prepared appropriately for effective instructional delivery.



Lesson plans should reflect what occurs during an observed instructional cycle. The following is a guideline as to what is expected to be observed during classroom observations. It is not expected that all indicators are necessary or appropriate for every lesson observed.

Before the Lesson	<u>Classroom management</u>	_____
	Evidence of Procedures	_____
	Bell Ringer Activities	_____
During the Lesson	<u>Anticipatory Set / Hook</u>	_____
	<u>Objectives</u>	_____
	Communicated to the students	_____
	From the MCF/CCSS/CTE	_____
	From Assessment Blueprints	_____
	From Pacing Guide	_____
	Appropriate for Instruction Based on Grade Level/Time of Year	_____
	<u>Instructional Input</u>	_____
	Explicit / Clear Instructions	_____
	As outlined in lesson plan	_____
	Appropriate for objective(s) stated	_____
	Modeling	_____
	Teacher / Student / Example	_____
	<u>Monitoring</u>	_____
	Of Students' Understanding	_____
	Of Students' Behaviors	_____
	Assessments Utilized Formal / Informal / Authentic	_____
	<u>Practice Opportunities</u>	_____
	Guided Practice	_____
	Independent Practice	_____
	<u>Grouping Practice Utilized</u>	_____
	Whole group / Small group / Combination	_____
	Student Engagement in Lesson	_____
	<u>Materials Utilized</u>	_____
	Text / Worksheets / Teacher made Materials	_____
	Manipulatives / Calculators / Lab	_____
	<u>Supplemental Materials</u>	_____
<u>Time on Task</u>	_____	
<u>Appropriate Pacing of Lesson</u>	_____	
Ending of Lesson	<u>Closure</u>	_____
	<u>Homework</u>	_____
	<u>Evidence of Procedures</u>	_____

Classroom Management

WCSD adopts the work of Randy Sprick's STOIC Framework (CHAMPS.) When it comes to our beliefs concerning classroom management, all of the things that a teacher does to organize students, space, time, and materials so that learning can take place is managed within this framework. This management includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment through site-wide PBIS systems as outlined in the STOIC Framework.

Sprick describes a well-managed classroom with the following statements:

- a) Students are deeply involved with their work, especially with academic, teacher-led instruction.
- b) Students know what is expected of them and are generally successful.
- c) There is relatively little wasted time, confusion, or disruption.
- d) The climate of the classroom is work-oriented but relaxed and pleasant.

Establishing a well-managed classroom early in the school year is important. According to Sprick, contrary to what many people believe, the number-one problem in the classroom is not discipline—it is the lack of procedures and routines. CHAMPS puts forward that classroom management has less to do with discipline than relationship building and effective planning, teaching, and implementation of procedures and routines. WCSD supports Sprick's observation and belief that behavior will rarely become a problem when effective teaching is already taking place. On the first day of school, teachers can begin teaching the procedures and routines that they will use throughout the year. Sprick warns teachers to never assume that they will have time to tackle bad behavior later. Becoming an effective teacher depends on classroom management—especially on the first day of school.

Some tips for the first day of school include:

- a) Make sure your classroom is ready. Teachers who prepare their classrooms in advance maximize student learning and minimize student misbehavior. Readiness is the primary determinant of teacher effectiveness.
- b) Do everything possible to welcome the students and to make sure that they know where to go and how to get there on time.
- c) Keep in mind that what you do on the first day may determine how much respect and success you will have for the rest of the school year.
- d) Arrange student seating to maximize the accomplishment of the tasks and to minimize behavior problems. Assign students to their seats on the first day of school.

Continuing in the school year with effective procedures and routines facilitate classroom management. Sprick emphasizes that a procedure is not a discipline plan, nor is it a threat or an order. Rather, a procedure is a method or process for accomplishing things in the classroom—for example, what to do when entering the classroom, how to function in a lab

group, or what to do when you have a question. A series of procedures and routines creates a structure for the classroom, according to Wong. When students know how the classroom operates, the class suffers fewer interruptions. A class with few interruptions is a class that advances learning.

Sprick's tips for year-long classroom management:

- a) Organize a well-managed classroom in which students can learn in a task-oriented environment.
- b) Start the class by giving an assignment, not by taking roll. There is no need to involve the class in the roll-taking process.
- c) Post your assignments in the same place every day if you want your students to do them.
- d) Make sure that your grade record book shows the results and progress of each student at all times.
- e) Remember that a smooth-running class depends on your ability to teach procedures.
- f) Present your rules clearly and provide reasonable explanations of the need for them. Write the rules down, and permanently post them in the classroom. Give them to students on paper or have the students copy them into their notebook.
- g) Keep in mind that rules are most effective when there are consequences to face if students break them and rewards if students follow them. When you see a violation of one of the rules, immediately and quietly give out the penalty as you continue with the lesson or classwork.

WCSD promotes the development of classroom procedures by every teacher. According to Sprick, every time the teacher wants something done, there must be a procedure or a set of procedures. Some procedures that nearly every teacher must teach, according to Sprick, include the following:

- a) procedure for dismissal at the end of the period or day
- b) procedure for when students are absent
- c) procedure for quieting a class
- d) procedure for the beginning of the period or day
- e) procedure for students seeking help
- f) procedure for the movement of students and papers

Sprick emphasizes that most behavior problems in the classroom arise because teachers fail to teach students how to follow procedures. In response to this, WCSD asks each teacher to develop a classroom management that describes her/his classroom procedures and effectively conveys those procedures to students. Students, in turn, must learn to follow the procedures. The following is a summary of Sprick's effective method of teaching classroom procedures.

Sprick's STOIC Framework focuses around the following five areas:

- 1) Structure your classroom for success.
- 2) Teach students your expectations, routines and procedures.
- 3) Observe and monitor student behavior
- 4) Interact Positively with students
- 5) Correct fluently

Social Emotional Learning (SEL)

WCSD recognizes supporting research that SEL not only improves achievement, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills that follow below.

Self-Awareness. Understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-management. This requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

Social awareness. This involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

Relationship skills. This helps students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

Responsible decision making. This involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

In our schools and classrooms, teachers and leaders promote social and emotional development for all students by teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

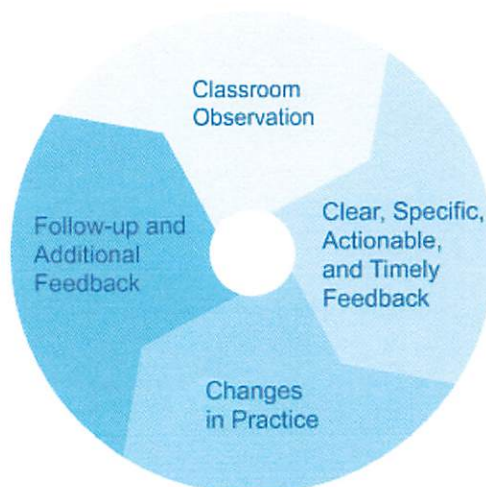


Teacher Growth Rubric

WCSD adopts the Teacher Growth Rubric, a part of the state's Professional Growth System for educators. According to the MDE's Observation and Feedback Guidebook, research shows that within schools, teachers play the most important role in student learning. In their critical role, teachers need feedback and high-quality learning experiences to continuously improve their practice and student learning. Observers should provide feedback and support that is based on a shared understanding and ongoing support of best practice. The Professional Growth System is designed with a focus on quality feedback. It is also intended to provide districts and the MDE with data to strengthen decision-making to ensure that teachers are better prepared, supported, and retained to improve teaching and learning for all students.

The following are the goals of the Professional Growth System:

- a) Provide a shared vision for high-quality teaching and learning and guide educators in improving their practice
- b) Encourage regular, evidence-based observation and feedback for all teachers
- c) Support teachers and school leaders in identifying priorities for strengthening practice
- d) Serve as a guide for teachers as they reflect upon their own practices



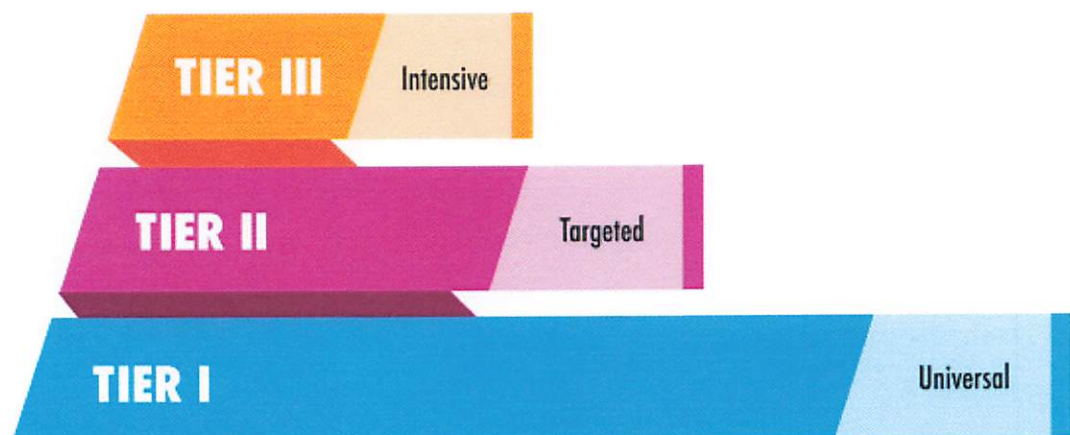
Tier 2

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 from what occurs at Tier 1. According to Bolden et al. (2005), approximately 5% to 10% of students will require supplemental instruction based on needs determined through on-going assessment methods utilized by the classroom teacher.

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 treatment period. These interventions may be or may not be program or technology driven. They also may or may not be teacher developed. Students who show sufficient progress with the intervention, and likewise within the general education classroom, are deemed remediated and no longer in need of Tier 2. These students transition fluidly in and out of Tier 2 as needed based on progress-monitoring data.

WCSD offers teachers the following technology resources/programs to help facilitate identification of students in need of Tier 2 interventions:

1. STAR Diagnostic
2. STAR Online Instruction
3. ELS EZ-Assessment



Tier III is the most **INTENSIVE** layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

Tier II is the **TARGETED** layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to high-quality core instruction.

Tier I is the **UNIVERSAL** layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I Instruction occurs in whole-group, small-group, and in individual settings. **Tier I should be considered the key component in successful tiered instruction.**

Tier 3

Tier 3 (intensive interventions) are 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. According to Bolden et al. (2005), 1% to 5% of students will not respond to core classroom instruction (Tier 1) or focused supplemental instruction (Tier 2). These targeted students will require intensive, individualized interventions designed to meet specific learning goals.

If strategies at Tier 1 and Tier 2 are unsuccessful, students are referred to the Teacher Support Team (TST). For Tier 3, an increased emphasis is placed on the problem-solving team within the school and the TST becomes directly involved in researching and developing a plan for implementing an intensive intervention. 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.

Tier 3 interventions are:

- 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.

Like Tier 2 interventions, Tier 3 interventions usually proceed for a fixed duration. However, these interventions are more student-centered and focus more on the student's individual needs. 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.

Throughout the intervention 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.

Depending on student performance, as evidenced by progress monitoring data, the problem-solving team will ultimately make a decision regarding the student's future. If the student shows sufficient progress at Tier 3, he or she may fluidly move back to Tier 2 (for less intensive interventions) or even Tier 1 (general classroom instruction). However, anytime data suggests that the student is in need of more intensive instruction, he or she may regain the increasingly individualized services that successively higher tiers provide. Analogous to the principle of least restrictive environment (LRE), one of the goals of the problem-solving team is to make the student successful in the general education classroom with as few modifications as possible.

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.

Any student who is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy Based Promotion Act must receive 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.

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. These referrals to the TST must be made within the first twenty (20) school days of the school year.

- 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.

WCSD will complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation will accompany the student's cumulative folder upon promotion or transfer to a new school. See [MTSS Documentation Packet](#) (Revised Summer 2018)

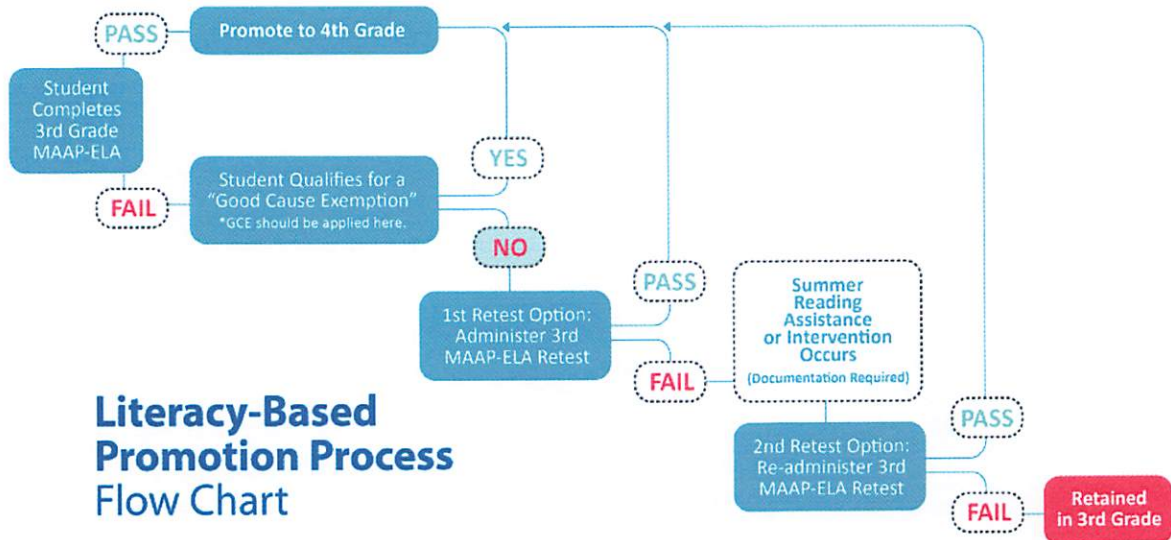
WCSD offers teachers the following technology resources/programs to help facilitate identification of students in need of Tier 3 interventions:

1. STAR Diagnostic
2. STAR Online Instruction
3. ELS EZ-Assessment
4. ELS Student Support Network
5. Acadience

Individual Reading Plan

The [Individual Reading Plan](#) (IRP) is a requirement of the amended Literacy-Based Promotion Act (LBPA) for the 2016-17 school year. Teachers/schools should utilize this form to document intensive reading instruction and interventions for ANY student Kindergarten through 3rd grade for whom a reading deficiency has been identified. WCSD teachers should consider students who, according to data, fall into the lowest two performance levels (e.g., "Intervention" or "Urgent Intervention" students according to STAR Reading data).

Literacy-Based Promotion Process Flow Chart (MDE)



Selection of Research-based Instructional Strategies/Programs

At WCSD, we recognize that an individual teacher can have a significant impact on student achievement. We also believe that in order to ensure that ALL students succeed academically, WCSD educators must make effective, high-quality instruction the norm and not the exception within the district. This requires educators to provide an effective instructional program and utilize strategies that are shown to impact student achievement. Instructional leaders must make decisions regarding instructional programs carefully, with reference to the extent to which evidence suggests that programs are proven effective. Educators must develop a common language for instruction and effectively use a set of instructional strategies that have a high likelihood of increasing student achievement. Robert Marzano offers such a set of strategies in his book, *Classroom Instruction That Works*. John Hattie also offers a set of strategies in his book, *Visible Learning for Teachers*. WCSD does not espouse that these strategies are the ONLY strategies that educators should use, or that they are ALWAYS going to be effective in ALL situations. Good strategies, like good tools, when used incorrectly, are less likely to yield the desired results. Someone once wrote, "The best saw swung as a hammer may do little good." However, these strategies DO represent best practices for increasing student success if teachers become familiar with how to apply them effectively, intentionally plan to use them, and do so systematically during instruction.

WCSD requires that all instructional strategies and/or programs be supported by research. WCSD operationalizes the 'instructional program' to include the core curriculum, universal screening tools, progress monitoring tools (academic/behavioral), and academic intervention tools. The remainder of this document describes the process that WCSD educators employ when choosing components of the instructional program.

Core Curricula/Textbooks

Walthall County School District follows the Mississippi Department of Education *Textbook Administration Handbook* approved by the State Board of Education concerning all rules and regulations for the adoption, distribution, care and use of textbooks in our district. The following bullets summarize textbook adoption processes and inventory management.

Adoption Process

- Educators attend the Textbook Caravan at a designated site
- Educators review textbook samples at schools/designated location
 - Teachers review texts for standards alignment & content, straightforwardness of use, available companion resources, etc.
- Teachers, as a group, at each school make a professional nomination to the district to consider a particular text for adoption

- The textbook coordinator accepts and organizes the responses and makes the adoption/selection decision by identifying the text that received the most school votes. This information is submitted by the textbook coordinator to the MDE.
- When a purchase is going to be made the textbook coordinator organizes quantities needed for each school
- The textbook coordinator send totals to purchasing agent to place order
- Orders shipped to schools, checked by principal, and distributed to students
- Students, parents, and teachers sign Textbook agreement

WCSD educators are especially meticulous when it comes to choosing core curricula in the area of reading. The National Reading Panel (NRP) reports that while there are no simple answers or solutions for improving reading achievement, an extensive body of knowledge now exists demonstrating the skills children must learn to read well. These skills supply the foundation for sound curriculum decisions and instructional strategies. The five components of effective early reading (e.g., grades K–3) instruction, as reported by the NRP, and considered vitally important to WCSD educators when choosing a program are as follows:

1. *Phonemic awareness*, the understanding that the sounds of spoken language work together to make words
2. *Phonics*, the relationship between the letters of written language and individual sounds of spoken language
3. *Fluency*, the ability to read text accurately and quickly
4. *Vocabulary*, the words one must know to communicate effectively
5. *Text Comprehension*, understanding what one is reading

With considerable literature describing selection of core curricula in reading, there is much less focusing on core curricula in writing, mathematics, science, and social studies. However, some of the findings about reading programs appear to translate across disciplines. At its best, effective core curricula should a) have clear support by scientific research, b) involve explicit instructional strategies, and c) provide consistent organizational and instructional routines. Without explicit guidance in these subjects, it becomes imperative that WCSD educators take the lead in determining an effective core curriculum in these subjects. Teachers can accomplish this by asking whether the content of a curriculum's teacher guide is research based and clearly organized. They should consider the instructional strategies utilized/recommended in the text and evaluate whether the text in the pupil edition provides sufficient opportunities for practice in order for students to master content covered in the lessons.

Inventory Management

- Use TIMS to update active, surplus, and disposal of textbooks. The schools will enter their final report each year by the deadline.
- Complete State Textbook Committee Nomination Form

- Textbook Coordinator update (if changes)
- Return large-print or Braille textbooks
- Returns- any unused textbook should be returned to the depository, publisher, or vendor.

Universal Screening, Progress Monitoring, and Intervention Tools

WCSD implements certain procedures when selecting components of the instructional program that are used as tools to practice universal screening, progress monitoring, or for the provision of intervention services for students. WCSD educators evaluate each tool being considered as a component of the instructional program and makes decisions based on whether research supports that the tool is valid, reliable, effective, efficient, accurate, and generalizable. When applicable, WCSD educators may also consider additional factors.

- Valid – measures what it is supposed to measure (i.e., content, construct, criterion)
- Reliable – consistently provides similar results for that being measured (i.e., Cronbach's Alpha)
- Effective – successful in producing a desired result (i.e., Effect Size)
- Efficient – lowest amount of input to yield greatest amount of output (i.e., test administration/scoring time)
- Accurate - the degree to which the result of a measurement conforms to what is actually correct (i.e., classification accuracy)
- Generalizable – the extent to which results observed among a test population students are likely to be observed in our population of students.

Tools that WCSD educators utilize to gather information to make decisions related to components of the instructional program include, but are not limited to:

- MDE-Approved Intervention Tools List
- What Works Clearinghouse (www.whatworks.ed.gov)
- EdReports (www.edreports.org)
- Louisiana Believes: [Instructional Materials Reviews](#)
- The American Institutes for Research Center on Response to Intervention (www.rti4success.org) and National Center on Intensive Intervention (www.intensiveintervention.org)
 - Universal Screening Tool Chart
 - Progress Monitoring Tool Chart
 - Academic Intervention Tool Chart
 - Behavioral Progress Monitoring



Universal Screening

In accordance with rule State Board Rule 41.1, all students in Kindergarten and grades 1 through 8 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.

Students in grades K-8 are administered the STAR universal screener for Reading and Math three times per school year: BOY, MOY, and EOY.

WCSD's academic universal screening tools are:

- PK-K KRA, 4th-8th Reading Adolescent Literacy Initiative (ALI), K-5 Math Moving Math in Mississippi (M3), 1st - 3rd Star Reading, 6th - 8th Star Math
- ELS Diagnostics for ELA, Math & Science (Gr. 5 & 8 SCI, and HS EOC subjects; also available for K-12 courses)

WCSD's behavioral universal screening tools are:

- Student Risk Screening Scale (SRSS) (K-5)
- Student Internalizing Behavior Scale (SIBS) (K-5)
- BASE (6+)

Additionally, 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.

WCSD utilizes the [Lexercise Mississippi Dyslexia Screener](#) for dyslexia screening.

STUDENT NAME	STUDENT ID#	GRADE	DOB	SCHOOL

Student Risk Screening Scale (SRSS) (adapted from, Drummond, 1994)

Directions: Please rate the student on each behavior using the following scale:

0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Date	Stealing	Lying, Cheating, Sneaking	Behavior Problems	Low academic achievement	Peer Rejection	Negative Attitude	Aggressive Behaviors	Total score	Degree of Risk (Cirde One-See Scale Below)
#1									L M H
#2									L M H
#3									L M H

Student Internalizing Behavior Screening Scale (adapted from SIBSS)

Directions: Please rate the student on each behavior using the following scale:

0=Never, 1=Rarely, 2=Occasionally, 3=Frequently

Date	Nervous or fearful	Bullied by Peers	Spends time alone	Clings to Adults	Withdrawn	Sad or unhappy	Complains about being sick or hurt	Total score	Degree of Risk (Cirde One-See Scale Below)
#1									L M H
#2									L M H
#3									L M H

Total scores on the SRSS/SIBSS range from 0-21.

The following score ranges indicate the degree of risk for Externalizing/Internalizing Behaviors.

9-21 Indicates High Risk**

4-8 Indicates Moderate Risk

0-3 Indicates Low Risk

****Students who score in the High Risk range MUST be referred to the school-based RtI Team for consideration of additional supports!***

DATE #1: _____

FORM COMPLETED BY: _____

DATE #2: _____

FORM COMPLETED BY: _____

DATE #3: _____

FORM COMPLETED BY: _____

Progress Monitoring

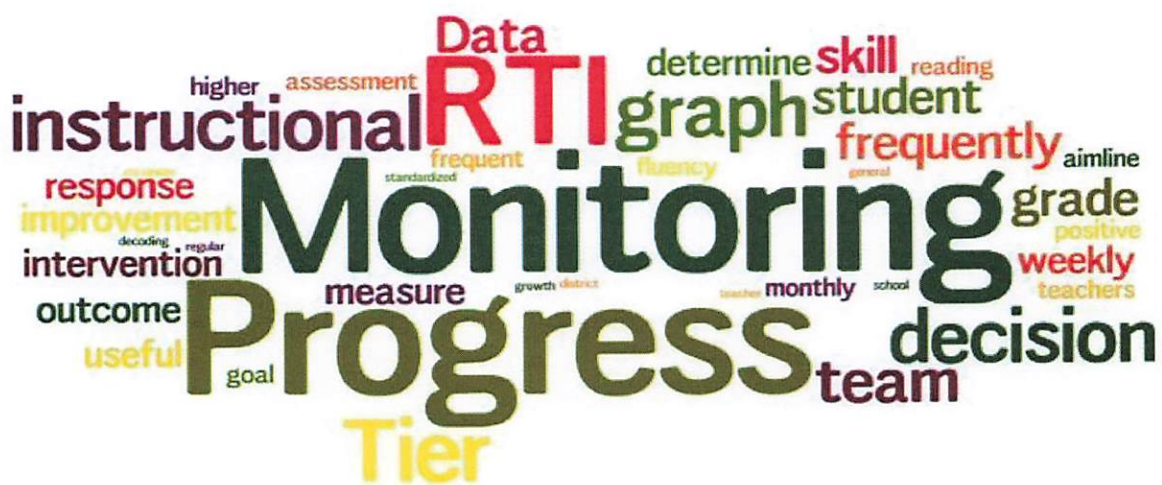
Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

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.

Sources of progress monitoring information include but are not limited to:

- STAR Diagnostic ELA
- STAR Diagnostic Math
- STAR Growth Monitor ELA
- STAR Growth Monitor Math
- STAR Standards Mastery
- Other applicable formative assessment data (e.g., ELS assessments)
- Applicable summative assessment data (district-, school-, or classroom-based)
- Behavior-related data
- Acadience (DIBELS)

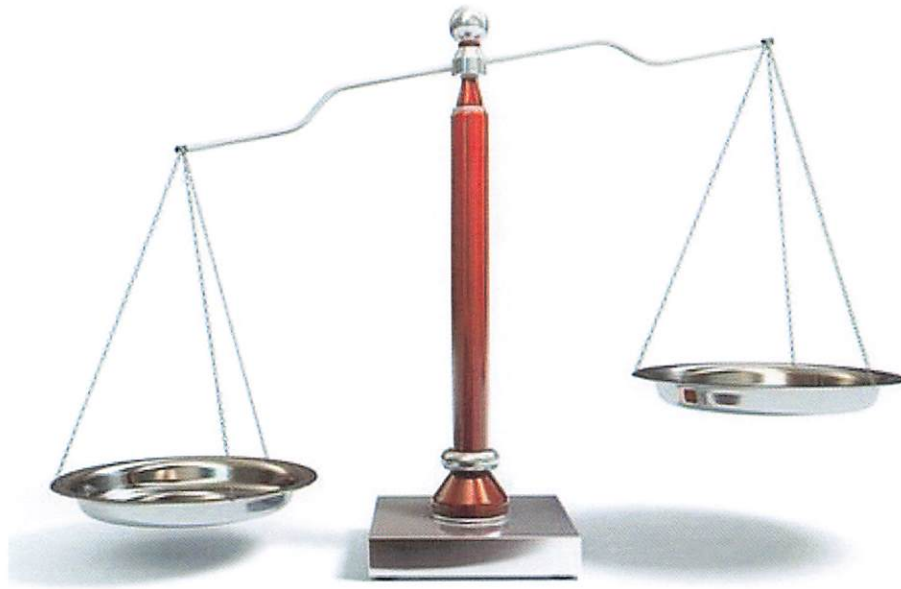


Consideration(s) of Cost and Sustainability

WCSD educators take cost and sustainability into account when selecting research-based instructional programs/strategies. These considerations are made as a part of the selection process, but are also ongoing following implementation as factors that influence cost and sustainability are subject to change over time.

When considering costs, WCSD educators typically employ a cost-effectiveness analysis model. To determine if a particular instructional program/strategy is a sound investment/decision, the total expected cost is viewed (typically in monetary terms), for available options, and compared against the expected benefits (not necessarily in monetary terms). WCSD educators consider the ratio between cost and benefit and this informs the decision-making process. In most situations, the benefits of an instructional program/strategy are best operationalized in terms of the potential or real impact on student achievement, be it overall or within specific academic domains. WCSD educators consider the ratio of cost to benefit/profit as the academic rate of return of a particular instructional program/strategy.

Regarding sustainability, WCSD educators regularly consider the potential academic rate of return of an instructional program/strategy over time with respect to its required inputs (monetary or otherwise). Actual fiscal budgetary data and projections are taken into consideration with respect to initial costs of implementation and for ongoing maintenance of instructional programs/strategies. Factors potentially influencing sustainability of instructional programs/strategies are identified and considered on an ongoing basis to inform current and future decision-making regarding maintenance/sustainability.



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.

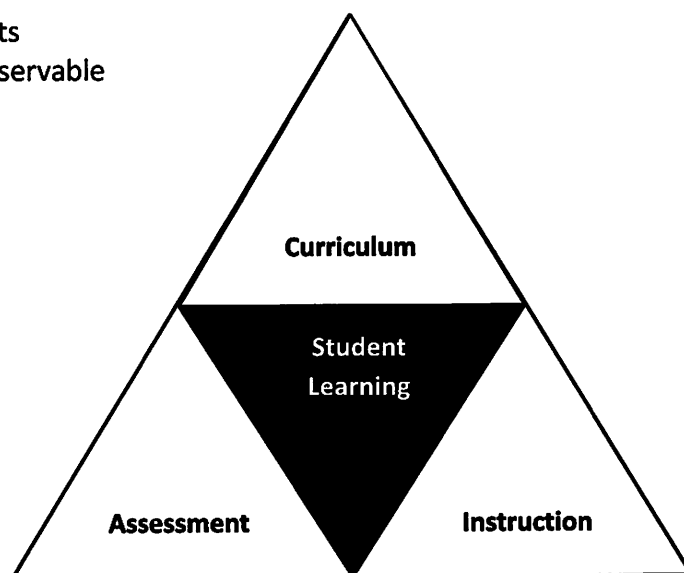
Assessment represents an essential element of all three levels of WCSD's three-tier instructional model. WCSD assesses students academically, behaviorally, formatively, and summatively on a sequential and ongoing basis with set procedures for doing so.

WCSD's beliefs about assessment:

- An effective standards-based assessment system promotes learning and provides accurate and meaningful information about student achievement.
- The assessment system includes individual (i.e., adaptive) assessments that are themselves effective.
- Effective assessments are linked to standards and reflect important content that is taught.
- The assessments accommodate diverse students and preferred modes of expression.
- Assessments are cognitively complex and authentic.

WCSD 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



This table provides greater detail regarding the types of assessment, the purpose thereof, the grade-level applicability, and the frequency of assessments that WCSD utilizes to assess student learning to drive instructional processes.

	Tier 1		Tier 2		Tier 3	
	Academic	Behavioral	Academic	Behavioral	Academic	Behavioral
F o r m a t i v e	<u>Teacher Observations</u> , K-12, ongoing <u>Pre-tests</u> , K-12, ongoing <u>Quizzes</u> , K-12, ongoing <u>Student Self-Assessments</u> , K-12, ongoing <u>STAR Diagnostic ELA</u> , K-8, min. of 3/yr <u>STAR Diagnostic Math</u> , K-8, min. of 3/yr <u>ELPA</u> , K-HS ELL students, 1/yr Lexercise Dyslexia Screener, K-1, 1/yr Whole Child Kindergarten Readiness, PK and SPED, 2/yr	<u>Teacher Observations</u> , K-12, ongoing <u>Student Risk Screening Scale (SRSS)</u> , K-5, 3/yr <u>Student Internalizing Behavior Scale (SIBS)</u> , K-5, 3/yr <u>BASE Self Assessment</u> , 6-12 <u>Student Self-Assessments</u> , K-12 <u>CHAMPS</u> , K-12	<u>STAR ELA Growth Monitor</u> , 1/mo (optional) <u>STAR Math Growth Monitor</u> , 1/mo (optional) <u>Probes</u> , 2/mo. required* *Probes may be teacher-created or derived from technology/program-driven resources	<u>Behavior logs</u> , K-12, ongoing, <u>Functional Behavior Assessment (FBA)</u>	<u>STAR ELA Growth Monitor</u> , 1/mo (optional) <u>STAR Math Growth Monitor</u> , 1/mo (optional) *Probes may be teacher-created or derived from technology/program-driven resources	<u>Behavior logs</u> , K-12, ongoing <u>Functional Behavior Assessment (FBA)</u>
S u m m a t i v e	<u>Teacher Observations</u> , K-12, ongoing <u>Post-tests</u> , K-12, ongoing <u>Chapter/Unit Post-tests</u> , K-12, ongoing <u>Prompts</u> , K-12, ongoing <u>Performance Tasks</u> , K-12, ongoing <u>Student Self-Assessments</u> , K-12, ongoing <u>Exams</u> , 1-12 all subject areas, 4/yr <u>District Common Benchmark</u> , 3-8 ELA, Math, Sci, and HS MAAP areas, 1/yr MAAP 3-8, MAAP Sci, 5 & 8, EOY, 1/yr MAAP HS areas, EOY CPAS, HS, 2-year CTE students, 1/yr ELPA, K-HS ELL students, 1/yr 4 th Grade Cursive Writing Assessment, EOY, 1/yr		Data-based decision (reviewed at weeks 5 & 10)	Data-based decision (reviewed at weeks 5 & 10)	Data-based decision (reviewed at weeks 4 , 8, & 12)	Data-based decision (reviewed at weeks 4 , 8, & 12)

Promotion/Retention

Policy IHE

Walthall County students will be promoted or retained according to the following guidelines:

1. Requires 65% success in:
 - English/Language Arts and Mathematics in grades K-8
 - In one of these academic courses (Science or Social Studies) in grades 4-8
3. No extended school year for the purpose of pass/fail
4. All 3rd grade students must meet the requirements of the Literacy Based Promotion Act, which states that students completing 3rd grade must read at or above grade level in order to promote to 4th grade (Senate Bill 2437)
5. To obtain credit for a Carnegie Unit, the student must receive an overall grade of 65% or more for a course.
6. Carnegie Units required for high school grade placement are:
 - 6 units.....10th grade
 - 12 units.....11th grade
 - 17 units.....12th grade



SPECIAL EDUCATION STUDENTS

The State Department of Education shall establish goals for the performance of students with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for students established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of students with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. '37-23-133 and ' 37-23-1 (1999)

Professional Learning

The term “professional learning” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. –Learning Forward

WCSD promotes the tenets of life-long learning for all of its employees. WCSD encourages and expects all employees to engage in professional learning opportunities and develop themselves accordingly by keeping current with trends, research, and best practices in their respective fields. The district will facilitate seven professional learning days throughout the year based on district-identified needs and/or goals. All staff members are expected to attend. Ongoing professional learning will be embedded and school-based with respect to the topics relevant to instruction, or other specific areas, identified through a variety of needs assessments, formative teacher observations, peer observations, self-assessments, etc.

WCSD will implement a professional development program aligned with the Learning Forward Standards for Professional Learning and adopt the following beliefs regarding the link between professional learning and student learning as put forth by Learning Forward.

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators’ knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.



Reading this diagram in a clockwise fashion illustrates how the items are linked. Reading in a counterclockwise way indicates how to plan.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.

Student and Professional Learning Goals

WCSD establishes the following professional learning goals for the 2024-2025 school year.

Student Learning Goals	Position Type	Aligned Professional Learning Goals
Academic Proficiency • Achieve a student proficiency level of 50% or greater in ELA and Mathematics in all state-assessed grades. • Achieve a student proficiency level of 60% or greater in Grades 5 and 8 Science and Biology. Academic Growth • Increase growth on state assessments in Reading ALL, Mathematics ALL, Reading Lowest 25% (LP), and Mathematics Lowest 25% (LP) by 5 percentage points each. • Monitor formative, benchmark, and summative assessment data throughout the year to determine progress toward district student outcome goals and identify students requiring additional support or enrichment.	Teachers and Instructional Support Personnel	PL Goal 1 – Data-Informed Instruction PL Goal 2 – HQIM and Tier I Instruction PL Goal 3 – Differentiation, Intervention, and Enrichment PL Goal 4 – Collaborative Professional Practice
The student proficiency and growth goals identified above will serve as primary measures of district and school instructional effectiveness. Progress toward these goals will be monitored throughout the 2026–2027 school year and used to identify instructional and professional learning priorities.	District and School Administrators, Instructional Coaches, and Other Instructional Leaders	PL Goal 1 – Data-Informed Instruction PL Goal 2 – HQIM and Tier I Instruction PL Goal 3 – Differentiation, Intervention, and Enrichment PL Goal 4 – Collaborative Professional Practice PL Goal 5 – Instructional Leadership

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.

