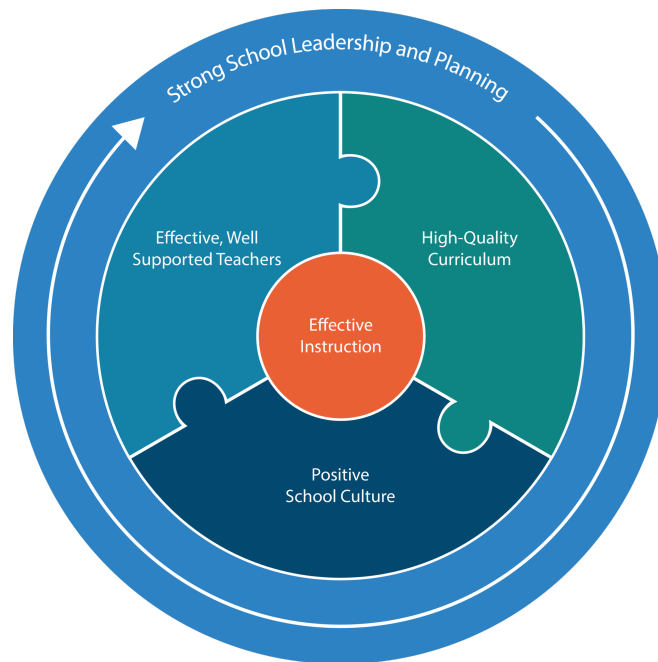




**North Bolivar Consolidated School District
Office of Curriculum, Instruction, and Assessment
204 N. Edwards Avenue
Mound Bayou, Mississippi. 38762**

Instructional Management Plan 2023-2024



Effective Instruction for All Students

**North Bolivar Consolidated School/District Administration
Maurice Smith, Superintendent**

Xandra Brooks-Keys, Assistant Superintendent (Curriculum, Federal Programs)

Adera Thornton, Special Services Director

Sherry Coleman, Assistant Federal Programs Director

Ebony Watson, District Instructional Specialist

JW Robinson, Principal, Northside High School

Doris Hall, Principal, Brooks Elementary School

Dr. Addie Miller, Principal, I.T. Montgomery Elementary School

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Jefferick Butler, School Board President



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As a requirement of the Mississippi Public School Accountability Standards, 2022 (MPSAS), the North Bolivar Consolidated School District is required to adopt and implement an instructional management system. The school district implements an instructional management system that has been adopted by the school board that includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in the school.

The North Bolivar Consolidated School District provides best practices for instruction and assessment, as well as a listing of tools and resources that will be available to teachers within the district. These documents are also available at the district office. The plan was adopted by the School Board and the board minutes reflect approval of the Instructional Management System. The documents required according to the Instructional Management System are provided to all teachers in a digital curriculum binder (Google Drive). Current frameworks and content standards must be available within classrooms at each school (consistency across content areas and grade levels).

Documentation inclusive of:

- Mississippi Department of Education Current Framework/Standards Listing
- District Pacing Guides
- Instructional Calendar/Professional Development Calendar/Testing Schedule
- Evidenced-Based Instructional Strategies
- Daily Lesson Plan
- Scaffolding documents that are designed to be used when differentiating instruction for students based on individual learning needs
- State Practice tests
- Meaningful data
- Test Blueprints
- Item Specification
- Raw/Scale Score Conversion Tab





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NBCSD VISION

The North Bolivar Consolidated School District is a place where all students are proficient and graduate college and career ready.

NBCSD MISSION

In partnership with the community, parents and students, North Bolivar Consolidated School District is committed to excellence by challenging our students to achieve their highest potential and preparing our students to compete in an ever-changing global society.

NBCSD GOALS

- Academic Accountability: To ensure all students receive a quality education
- Unite our school communities
- Provide a safe and secure learning environment for our students and staff
- To ensure fiscal stability
-

PURPOSE STATEMENT

North Bolivar Consolidated School District is dedicated to monitoring and ensuring that students master specific standards, skills, and knowledge to be successful in college and the workforce. Students' needs and instructional planning are identified and utilized to make educational decisions and to implement state standards and best practices for improving student achievement. The purpose of the instructional management plan is to coordinate efforts that will assist in the development and delivery of a curriculum that is uniform throughout the school and district. The plan explains the expectations and procedures regarding the curriculum, lesson planning, progress monitoring of teachers and students, intervention plans, and professional learning and development and is in accordance with the 2019 Accountability Standards.





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INSTRUCTIONAL PHILOSOPHY

We believe students learn best when they are activity engaged with rigorous and relevant academic content. The curriculum and instruction should both be driven by standards-based learning outcomes and measured by authentic assessments that will guide instructional decisions and increase achievement. In preparing students to compete globally, solve problems, and think critically, we believe engaging technology must be integrated into instructional practices on a regular basis.

CURRICULUM BELIEF STATEMENTS

We believe that quality, comprehensive curriculum should:

- Be collaboratively designed to coordinate and connect instruction both horizontally and vertically.
- Be informed by research and data, developed with an awareness of future trends, and aligned to designated standards.
- Guide teaching and learning with an emphasis on high expectations for student achievement.
- Emphasize quality instruction that is aligned to the curriculum in order to better accommodate the needs of all students.
- Delineate essential student learning, define depth and breadth of instruction, include aligned assessment, and provide scope and sequence as appropriate to guide instruction.





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Instructional Management Plan Overview

The school district meets the following instructional management requirements {Miss. Code Ann. §§373-49(2)(a-c) and 37-3-49(5)}(7 Miss. Admin. Code Pt. 3, Ch. 41, §. 41.1)

20.1. The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels or Performance are exempted.)

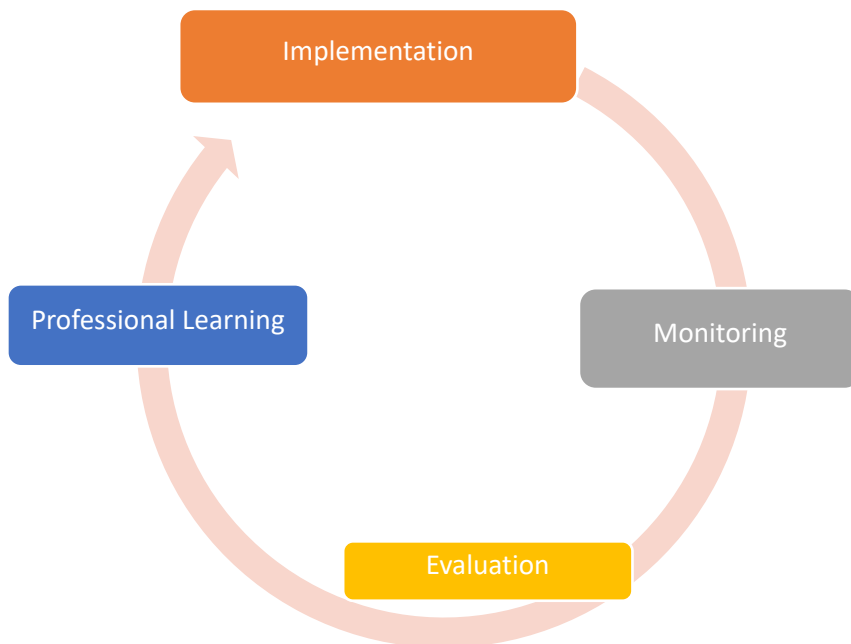
20.2. The instructional management system includes a tiered instructional model in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.





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Curriculum Model for Instructional Management



Curriculum Implementation-Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the curriculum. (PLC meetings, staff meetings, and professional development)

Curriculum Monitoring-Procedures used to ensure curriculum delivery is implemented consistently in classrooms. (Observations)

Curriculum Evaluation- Procedures devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum. (Assessments)

Professional Learning- Results from instructional staff, leaders, and support systems working collaboratively together to modify instructional practices, curriculum implementation, and evaluation procedures in order to increase learning outcomes. (Best Practices)





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Curriculum

- All courses taught in grades K-12 in all content areas, both tested and non-tested, shall include the State Department of Education's written list of objectives and standards contained in the most current edition of curriculum frameworks and Mississippi College and Career Ready Standards.
- The local school board will adopt the objectives and standards provided by the State Department of Education to form the core curriculum which will be systematically delivered throughout the district.
- The Assistant Superintendent (Curriculum) will maintain digital copies of all frameworks and the Mississippi College and Career Ready Standards for grades K-6 to include English/Language Arts, Mathematics, Science, Social Studies, Physical Education/Health, the arts and other elective courses, suggested teaching strategies, sample assessment items, scaffolding documents and performance level descriptors to address any teacher or administrator concerns.
- All principals will maintain digital copies of all frameworks applicable for his or her school. The curriculum frameworks will include suggested teaching strategies, resources, sample items, and performance level descriptors. Principals will utilize these documents and resources to review lesson plans and assist teachers, as needed.
- All instructional staff will maintain digital copies of all frameworks applicable for his or her students (grade level below, grade level, and grade level above) for all areas taught. Instructional staff will also maintain copies of other resources such as teaching strategies, sample assessment items, and performance level descriptors. Teachers will be trained on these documents and appropriate utilization will be documented in weekly lesson plans. Principals will verify that teachers have and are using these documents through building walk-throughs and observations. Teachers will house all instructional management plan documents in a digital curriculum binder (Google Drive) in immediate proximity for ready reference.
- Beginning the 2022-2023 academic year, all ninth graders will be enrolled in a choice of two career academies (Academy of Health and Human Services) or (Academy of Transportation, Distribution, and Logistics). The benefits will include the following:
 - Creates a smaller learning community to help students find common interests with peers





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- Incorporates community service/work-based learning opportunities related to student career interests
- Increases student attendance and engagement
- Allows students obtain certification(s) while in high school
- Career Academy/CTE instruction and teacher effectiveness will be monitored by the High School Admin team, CTE Director, District Instructional Specialist, and Assistant Superintendent (Curriculum).





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MISSISSIPPI DEPARTMENT OF EDUCATION
Current Framework/Standards Listing

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 \(2017\)](#)

For more information, visit the [Arts webpage](#).

Business & Technology (Academic)

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

For more information, visit the [Business & Technology webpage](#).

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](#)

For more information, visit the [Career and Technical Education webpage](#).

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](#)





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

For more information, visit the [English Language Arts webpage](#).

Early Childhood

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

For more information, visit the [Early Childhood webpage](#).

Health

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

For more information, visit the [Healthy Schools webpage](#).

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](#)

For more information, visit the [Math webpage](#).

Physical Education

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

For more information, visit the [Healthy Schools webpage](#).

Science

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

For more information, visit the [Science webpage](#).

Social Emotional Learning

- [Social Emotional Learning Standards](#)





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Social Studies

- [College- and Career-Readiness Standards for Social Studies \(2018\)](#)

For more information, visit the [Social Studies webpage](#).

World Languages

- [World Languages Framework \(2016\)](#)
- [World Language Teaching Guide \(2017\)](#)

For more information, visit the [World Languages webpage](#).

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](#)





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Instructional Materials to Support Academic Standards

To view high-quality instructional materials that support the Mississippi College- and Career-Readiness Standards, please visit msinstructionalmaterials.org.

Classroom Expectations

All classrooms will be conducive to student learning and inclusive of respect, values, rules, procedures, and overall safe havens for learning. The district and school will expect consistent procedures as indicated by non-negotiables to include communicative data walls, interactive word walls, student friendly objectives/agendas, and differentiated learning opportunities for all students. Administrators and Academic Coaches will be responsible for the monitoring of consistent best practices and school/district expectations.

Pacing Guides

- The Curriculum and Instruction Office staff will maintain a complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-12 in the areas of language and math and 5th and 8th grade science, and Biology.
- Each principal will maintain a complete set of pacing guides for tested areas and sample assessment items, relative to his/her school to help ensure proficiency level performance.
- Instructional staff members in grades K-12 will have digital copies of pacing guides for grades in the areas of language, math, and science/Biology. Each instructional staff will have frameworks and sample assessments (where assessed) for each course or grade he/she teaches.
- The pacing guide ensures that all the standards and competencies are covered during the year.

Lesson Planning

- All teachers will utilize a common template for lesson planning.
- Lesson plans will consist of state approved standards/objectives, modeling, guided practice, student-centered learning activities, formative assessments, opportunities for differentiation and closure.





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- All teachers will be trained each year by the building level administrators on the components of the lesson plan template.
- Lesson plans will be submitted weekly via OnCourse Lesson Planner to provide access to the Principals, Academic Coaches, Department Directors, Assistant Superintendent (Curriculum), Superintendent and other admin.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy.
- All teachers will plan lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning for all students.
- All teachers will plan units that align with the Mississippi College and Career Readiness Standards, or when applicable, Mississippi Curriculum Frameworks.
- Building/district level administrators will provide timely feedback regarding lesson planning and instructional delivery.
- Lesson plans will be visible, up-to-date and readily available in a relevant location in the classroom.

Professional Learning Communities

- Teachers will have a minimum of two grade level professional learning community meetings per month to discuss, but not limited to:
 - Data analysis for progress monitoring
 - Goals for specific grading or instructional period
 - Instructional strategies/practices
 - PBIS initiative
 - Integrating Literacy Across the Content Areas
- Principals or designee(s) will monitor these meetings.
- Agendas, meeting minutes, and sign in sheets must be submitted for all grade level and departmental meetings.

Progress Monitoring of Teachers

- Frequent observations and evaluations will be used to monitor best practices in the district. Administrators are recommended to complete a minimum of three walk-through





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visits; however, a minimum of two are required. Two formal observations are recommended; however, one is required.

- Teachers will be trained by principals on the expectation of the Teacher Growth Rubric within the first two weeks of school.
- Teachers will be observed on a regular basis with the Teacher Growth Rubric, with strengths and areas of growth noted as well as areas of deficiency.
- The components to be observed/evaluated will include Lesson Design, Student Understanding, Culture and Learning Environment and Professional Responsibilities as outlined in the Teacher Growth Rubric.
- Principals will maintain documentation of all post conference observation records.
- Building level administrators will provide opportunities for professional development to help improve the area(s) of weakness.
- As principals conduct observations, they will particularly note:
 - Teacher's command of subject, pedagogy, and content knowledge
 - Tasks, questioning, instruction and assessment alignment to state framework, standards, and objectives
 - Differentiation of instruction and related activities
 - Authentic student engagement
 - Organization of classroom/classroom management
- All principals will keep a binder of or access to the district's lesson planning management system of classroom visits and other documentation of academic related monitoring.
- Either departmental or grade level meetings will be held weekly with documentation of the content of the meetings, specifically an agenda and minutes from the meeting. In some instances, a template will be provided for the meeting.

Progress Monitoring of Students

- Three formal benchmark assessments will be administered to all students enrolled in a state tested area subject at the end of each nine weeks. These assessments will be based on the approved pacing guide.
- Teachers will utilize Mastery Connect Online Assessments and i-Ready, Imagine Math and STAR Renaissance progress monitoring tools to track student growth and progress.





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- The district will provide nine-week assessments (Mastery Connect) for all tested areas. Non-tested areas will create their own nine-week assessments. Principals and/or designee will review and approve teacher created assessments.
- District administration will support principals in data analysis.
- Principals will provide guidance to instructional staff in utilization of data to make instructional decisions.

Intervention Plans

- The Assistant Superintendent (Curriculum) will provide guidance to the schools in the implementation of the Multi-Tiered System of Supports (MTSS) process to comply with MDE State Board Policy 4300, which consists of three tiers of instruction: 1) quality classroom instruction based on the Curriculum Frameworks, 2) focused supplemental instruction, 3) intensive interventions specifically designed to meet the individual needs of students.
- The Assistant Superintendent (Curriculum) will train school level MTSS Coordinators/ Academic Coaches on the district's process for implementing interventions.
- The Assistant Superintendent (Curriculum) will monitor the MTSS process throughout the school year to ensure fidelity and integrity in the implementation.
- Principals or designee(s) will ensure progress monitoring of students is conducted in accordance with the Three Tier Model Process.
 - Instructional Staff will utilize computer-based instruction to provide individual pathways for reading/language arts and math.
 - Instructional Staff will be responsible for identifying student weaknesses and remediating in the identified area(s).
 - Individual Staff will provide both computer based and teacher created interventions to meet the needs of individual students.
- The district will implement at a minimum three universal (Academic) screenings per year during the school year.
- A dyslexia screener will be administered to all first grade students in the fall and to all kindergarten students in the spring of each year.
- Individual Reading Plans will be created for students who demonstrate reading deficiencies beginning in Kindergarten as intervention measures to improve proficiency by 3rd grade.





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- The Academic Coaches will be responsible for carrying out the implementation of the MTSS process in his/her school, including maintaining all required documentation.
- Academic Coaches will keep a record of the intervention process for students who are in the second and third tiers. Portfolios will be created for students in Tier II and Tier III.
- Students suspected of having a disability will continue to receive high quality classroom instruction but may be referred for evaluative assessment; Dependent upon the results of the assessment students may or may not be eligible to receive an Individualized Educational Program (IEP) to service specific needs. The Director of Special Services will be responsible for these processes.
- Principals will provide guidance in the implementation of the School-Wide Positive Behavioral Interventions and Supports.
- Principals and instructional staff will be responsible for carrying out the implementation of SWPBIS in the schools.
- The district will implement a minimum of two universal (behavioral) screenings per academic year.
- The district implements a SEL plan to ensure that students are provided with opportunities to demonstrate the social and emotional competencies needed to excel in school and in life.
- The district's SEL Counselor will be responsible for ensuring students receive consistent SEL lessons and that a quarterly review of behavior and academic data is utilized to measure and monitor indicators of success.

Professional Development

- The district has implemented a comprehensive professional development plan that focuses on school and district needs as outlined in the district's strategic plan.
- Building principals will submit professional development plans aligned to the needs of schools.
- Professional development will entail various types of facilitated learning opportunities.
- Professional learning within communities will be focused on continuous learning, collective responsibility, and alignment of individual, team, school, and school system goals of improved student learning.





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- Professional learning will be evidenced by consistent meetings (agendas), data, and reflective practices.
- Building level principals will conduct focused faculty meetings that utilize proven research-based practices.
- The district will have ongoing professional development that is congruent with the district's instructional management plan.

Curriculum Monitoring

All district and building level instructional administrators are expected to monitor the delivery of the curriculum from teacher to student. North Bolivar Consolidated School District will monitor both the curriculum and instructional practices using the following monitoring instruments:

- SchoolStatus TeachBoost tool
- Lesson Plans (OnCourse)

Curriculum Evaluation

North Bolivar Consolidated School District will analyze various forms of data in determining if the standards set are achievable using the selected curriculum. Teachers will be provided assessment strategies and resources to use when teaching the required competencies/standards.

Assessments that will be used to evaluate the curriculum are:

1. Formative assessments
2. Universal screening assessments
3. Benchmark assessments
4. State standardized assessments

Mississippi Academic Assessment Program (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College-and-Career Readiness Standards (MS CCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data drive instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, English II, Biology I, and U.S. History.





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Instructional Management System Revisions

The district shall look at the Instructional Management System at the end of each school year to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly. Instructional practices will be adjusted according to effectiveness as shown by student data.

