

Jefferson County School District



Instructional Management Plan

2020-2021 SY

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Table of Contents

District Mission Statement 3

District Vision Statement 3

District Goals.....3

Purpose of the Instructional Management Plan 4

Curriculum & Mississippi College and Career Ready Standards..... 5

2020-21 Learning Pathway..... 7

Professional Learning..... 8

Assessment 8

Academic Screening & Interventions..... 9

Behavior Screening and Supports..... 13

Dropout Prevention 13

Stakeholder Involvement..... 13

Mississippi Academic Assessment Program (MAAP)..... 17

Instructional Support..... 20

Appendices..... 21

District Mission Statement

The Jefferson County School District will provide an educational climate and rigorous instructional programs that prepare all students for higher learning and careers in a twenty-first-century workforce.

District Vision Statement

The Jefferson County School District will be a premier educational institution, a source of pride and creativity, and the cornerstone of academic excellence producing life-long learners who are college and career ready.

District Goals

Goal 1: The District and each school will obtain a C rating or higher on the state's accountability model.

Goal 2: The District will foster a friendly, collaborative, and supportive culture for students, staff, parents, and stakeholders.

Goal 3: The District will recruit and retain highly qualified teachers and administrators.

Goal 4: The District will increase parental and community engagement.

Goal 5: The District will utilize its resources efficiently and effectively to remain financially stable.

Purpose of the Instructional Management Plan

The purpose of this document is to outline a plan of activities and strategies to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models. The process outlined within this document is reflective of Accreditation Process Standard 20:

Standard 20

The school district implements an instructional management system that has been adopted by the school board. (MS Code 37-3-49 (2)(a-c) and 37-3-49 (5)) and SB Policy 4300

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 of 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.

The activities described in this document will clearly outline and support the district's efforts to:

- (1) Support the district and schools in meeting both school level and district goals.
- (2) Increase databased decision-making.
- (3) Ensure standards-aligned instruction takes place in every classroom.
- (4) Implement meaningful and consistent professional learning opportunities based on clearly defined needs.
- (5) Provide an outline of the instructional resources and implementation that will be followed by the district.

Curriculum & Mississippi College and Career Ready Standards

The Jefferson County Public School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each student. The purpose of the curriculum is to establish a system that ensures that students master the Mississippi State College and Career Readiness Standards and the Mississippi Curriculum Frameworks at a particular instructional level. Specifics to high stakes assessments are embedded early in the instructional levels to increase the likelihood of student access and mastery prior to their being assessed. JCSD Graduation requirements and prerequisites are spiraled through the curriculum from Pre-Kindergarten through Twelfth Grade.

The Jefferson County Public School District will utilize the Mississippi College and Career Readiness Standards (MCCRS) as the curriculum for all students, grades Kindergarten-12th. The district will use these standards to develop pacing guides, unit overviews, and curriculum maps.

The standards may be accessed at the following websites:

Mississippi College and Career-Ready Standards

Content Area	Website
College- and Career-Readiness Standards for English Language Arts (2016)	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf
College- and Career-Readiness Standards for Mathematics (2016)	College- and Career-Readiness Standards for Mathematics (2016)
College- and Career-Readiness Standards for Science (2018)	https://mdek12.org/sites/default/files/documents/Secondary%20Ed/2018-ms_ccrs---sci_k-12_final_20171006.pdf
College- and Career-Readiness Standards for Social Studies (2018)	https://mdek12.org/sites/default/files/Page_Docs/final_2018_mississippi_ccr_social_studies_standards.pdf
Physical Education Curriculum: K-12 (2013)	https://mdek12.org/sites/default/files/documents/OHS/Home/health-education-framework.pdf
Contemporary Health: K-8 (2012)	https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2019.pdf
Contemporary Health: 9-12 (2012)	https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_9-12.pdf
Computer Science	College- and Career-Readiness Standards for Computer Science (2018)

Career and Technical Education	https://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx#LiveTabsContent6381
Business and Technology Framework by Courses (2014)	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Business%20and%20Technology1/Forms/AllItems.aspx?RootFolder=%2FcurriculumandInstruction%2FBusiness%20and%20Technology1%2FNew%20BTE%20Framework&FolderCTID=0x012000999DB07FE64EEE42A99207FB66CD5B8F&View={8836F78F-E763-4001-859F-7BF960F8346A}
Arts	https://mdek12.org/OAE/college-and-career-readiness-standards
World Languages Framework (2016)	https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/Foreign%20Language/2016-MS-World-Languages-Framework.pdf

The teachers from across the district will meet in grade specific Professional Learning Communities to align the MCCRS; additionally, all academic programming will include high-quality lessons and instructional units aligned to the standards. Educators will receive support from the Office of Curriculum and Instruction as well as the Office of Professional learning to effectively incorporate these Standards into daily instruction and practice, to ensure that the quality, consistency, and rigor of the curriculum are aligned with those Standards.

The Office of Curriculum and Instruction will oversee this process and ensure learning throughout the district is both meaningful and contains the appropriate amount of rigor as set by the MCCRS.

The following shall have priority focus:

- Mississippi College and Career Readiness Standards
- Standards-aligned instruction to ensure rigor
- Emphasis on reading at grade level
- Mastery of basic skills of writing and mathematics
- Objectives derived from state and national assessments

The following instructional resources will be used throughout the district (additional resources may vary across school sites):

- C3D Documents
- i-Ready/Ready
- USATestPrep
- TE21 Benchmark
- Canvas Online Management System
- Zoom Video Conferencing Platform

Additional resources and information may be found by visiting
<https://www.jcpsd.net/officeofcurriculumandinstruction>.

2020-21 Learning Pathways

Phase I: Virtual Learning (August 10th-September 4th)

- Virtual learning for all students
- Meals will be delivered to students
- JCSD will issue Chromebooks to all students by August 7, 2020.
- JCSD will conduct virtual parent and student orientations
- JCSD will work with families that do not have access to high-speed internet.
- Teachers will report to work on August 4, 2020.

Phase II: Hybrid Option & Tigers Virtual Academy (September 8th -December 18th)

Hybrid Option

Students will return to school following the hybrid model. This model combines online and face-to-face instruction for students. The student population will be divided in half. Students with the last names beginning with A-J will report to school on Mondays and Wednesdays. Students with the last names beginning with K-Z will report to school on Tuesdays and Thursdays. Seniors who have met graduation (end-of-course testing and Carnegie units) requirements will be able to attend fully online courses for the 2020-2021 school year. Fridays will be used for remediation and intensive support, social-emotional learning, and professional development. On Fridays, schools will operate on a sixty-three (63%) day schedule for students.

Tigers Virtual Academy Option

Parents will also have the option to request the distance learning pathway if they meet the provisions outlined by JCSD. These provisions include adherence to the hybrid learning pathway four days per week, access to a device, and high-speed wifi internet to work online for a minimum of five (5) hours a day, online learning via Zoom and daily attendance, availability to report to the school for proctored assessments. Students must complete a nine weeks session before switching to a different pathway (some exceptions may apply). Distance learning students will be held to the same expectation for work submission and grading guidelines as hybrid students. Fridays will be used for remediation and intensive support, social-emotional learning, and professional development. On Fridays, schools will operate on a sixty-three (63%) day schedule for students.

***Please see the Reopening Plan or visit www.jcpsd.net/reopening for more details.**

Professional Learning

All employees are expected to develop themselves professionally by staying abreast of current research and best practices in their fields of study. The district will provide professional development throughout the academic year; in addition, professional learning will take place on Fridays during Virtual and Hybrid academic programming. Activities and trainings will be based on teacher needs assessments as well as building level administrator feedback (See District Professional Development Plan). Professional development activities will be coordinated by both the Director of Professional Development and the Director of Curriculum and Instruction. The district's instructional coaches will work to assist with professional learning.

Assessment

The primary purpose of assessment is diagnosis of student learning. Assessment is an integral part of instruction and is necessary to provide on-going formal and informal assessments of students and their learnings daily.

Assessments include:

- Diagnostic instructional level assessments (Formative Common Assessments, Pre-assessments and Post assessments) around groups of student expectations (two to nine weeks of work).
- Benchmark tests to be administered three times a year. The assessments can be used as a summative measure of learning as well as diagnostic data for teachers receiving students during the next term. The student expectations built into the assessment tool will be those for which mastery (long-term memory) should be expected.
- Beginning of the year/term assessments will be administered to determine if students already have mastery on some and /or all the tested student expectations.
- MAAP and SATP2 released tests which provide practice and diagnostic assessment
- State and National Assessments

Academic Screening & Interventions

The foundation of our instructional process begins with the state curriculum as designed by the Mississippi Department of Education. The Multi-Tiered System of Supports (MTSS) will serve as our basis for all instructional practices within the district. *Multi-Tiered System of Supports is the integration of RTI for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RTI (MDE, Office of Elementary Education).*

Requirements of State Board Policy 3: Chapter 41: Intervention (previously State Board Policy 4300)

1. Instruction model with 3 tiers of instruction
2. Dyslexia screener – K – spring, 1st grade – fall
3. Screener given to all K-3rd grade students within first 30 days of school, repeated at mid-year, and at end of year to identify deficiencies in reading
4. Students will auto-pop if: (1) grades 1-3 – failed 1 grade; (2) grades 4-12 – failed 2 grades; (3) failed either of the preceding 2 grades and has been suspended or expelled for more than 20 days; (4) scored minimal on state assessment in grade 3 or grade 7; (5) promoted from grade 3 to grade 4 with a good cause exemption *meetings will be conducted within the first 20 days of school
5. After Tier 3 referral – interventions must begin within 2 weeks
 - a. 1st review no later than 8 weeks
 - b. 2nd review no later than 16 weeks
 - c. if the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
6. Literacy Based Promotion Act requirements must be met.

In the Jefferson County School District, the Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that focuses on Mississippi College & Career Ready standards, quality core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is emerging nationally as an effective strategy to support every student. The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The School-level Teacher Support Team (TST) process has been a vital component of the student success initiative in the Jefferson County School District. The TST is a school-based team of education professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school. The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers,

and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed.

Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the Teacher Support Team may be made by parents, teachers, or other school personnel.

The Teacher Support Team process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and makes adjustments to the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired progress, TST should refer the student to the District Teacher Support Team for further consideration. The District Team may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.

JCSD has a long history of providing numerous systems of support. These include the interventions within the MTSS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In order to support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffold, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk.
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system.
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs.
- All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks).
- All teachers who support students in Tier I instruction as well as instructional staff that provide supplemental support are responsible for the success of the students they serve.

Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support as needed.

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:

- a) Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- b) Tier 2: Focused supplemental instruction
- c) Tier 3: Intensive interventions specifically designed to meet the individual needs of students

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:

- a) designed to address the deficit areas;
- b) evidence based;
- c) implemented as designed by the TST;
- d) supported by data regarding the effectiveness of interventions.

Teachers should use progress monitoring information to:

- a) determine if students are making adequate progress,
- b) identify students as soon as they begin to fall behind, and
- c) modify instruction early enough to ensure each student gains essential skills.

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

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.

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. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy- Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

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.

All students in Kindergarten and grades 1 through 3 shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:
Grades K-3:

- a) A student has failed one (1) grade; JCS D Board Approved
- 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;
- d) A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
- e) A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

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

Behavior Screening and Supports

The district understands that for learning to take place, an environment free from disruptive behavior is a necessity. We are committed to providing this by addressing and intervening with student behavior at the onset. Each school shall actively implement a Positive Behavioral Intervention Support (PBIS) system which acknowledges positive behavior. This system shall be monitored and supported through a committee at each school to include (at a minimum) teachers, a counselor, a behavior specialist, and an administrator. Monitoring at the district level will take place via meeting with Principals. Screening for behavior will be done three times a year by evaluating office referral data. This data should include time, date, location, and a detailed description of the problem behavior. It should include teacher and student names as well as any other relevant information. Each school shall also provide additional behavioral supports for students that are not responding positively to the PBIS program. Tier II and III documentation will provide evidence of each school's Teacher Support Team efforts. These supports can include, but are not limited to, establishing clear behavioral goals with meaningful rewards and consequences for behavior, providing peer or adult mentors, check-in/ check-out systems of accountability, etc.

Dropout Prevention

In the late spring of each year, as graduation rates post, the district leadership team will review current data and adjust the overall Strategic Plan (See Dropout Prevention Plan) to address improvement of the graduation rate in relation to specific targets set for the previous year. This is an ongoing process and will reoccur each spring.

Stakeholder Involvement

The district will utilize stakeholders to influence the decision-making processes.

Teacher Advisory Council – Teachers from each school will collectively meet with the Superintendent quarterly to discuss concerns, and/or applaud successes.

Teacher Involvement – One teacher from each school will collectively meet twice a year with teachers from other schools to address concerns and applaud the successes of the schools.

Parent Advisory Council – Parents from each school will collectively meet with the Superintendent quarterly to discuss concerns, and/or applaud successes.

Parent Involvement – One parent from each school will collectively meet twice a year with parents/teachers/administrators from other schools in order to allow parents to address concerns and applaud our successes.

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:
 - o improvement of achievement;
 - o 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
- 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 continuously.

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.

- Differentiate based on individual student needs
- Prepare data driven lesson plans

School Level Meetings –

The following meetings are expected to be held at each school at the frequency indicated. Agendas, sign-in sheets, and minutes of the meetings will serve as important documentation for Federal programs and State Accountability purposes.

- Faculty meetings at least monthly (not to be held on early release day) · Subject area departmental meetings monthly
- Leadership meetings to be held by the principal, assistant principal, counselor(s), TST chair, and academic coaches will be held every week to focus on instructional practices. These meetings should be instructionally focused in nature. An agenda which includes the purpose and intended outcomes should be utilized.
- PBIS committee meetings to be held at least monthly
- Title I meeting twice a year.

District Level Meetings – District-wide Title I meeting annually. Open Houses/Parent Rallies will be conducted a minimum of twice per year

Student Achievement

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades should be available for viewing using the Sam Active Parent. Changing of student grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State test scores
- Discipline data
- Universal screening
- Progress monitoring data through the MTSS process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates

Commitments

- The Jefferson County School District will make a continuous effort to reallocate resources, adopt innovative programs and critically evaluate current practices to assure academic excellence.
- The Jefferson County School District is committed to the Professional Learning Communities as the means of continuous school improvement.
- The Jefferson County School District is committed to maintaining and improving an efficiently operated organization and will benchmark the district against peer school districts and other entities in key operational areas to ensure this commitment.
- The Jefferson County School District is committed to maintain an environment whereby patrons are increasingly engaged and satisfied with the quality of Jefferson County schools, and will measure this engagement and satisfaction on a regular basis.

Belief Statements

Student learning is our calling and our responsibility.

- Every child can learn.
- Strong public schools recognize that the family is the first teacher, and both the school and the family have an ongoing obligation to support continuous learning.
- Strong public schools are places that engage students in learning.
- Strong public schools are places that develop and stimulate students' curiosity and creativity.

There are significant societal benefits of public schooling.

- Strong public schools prepare students for life beyond high school.
- Strong public schools are vital to a strong community and a vibrant democracy.
- Strong public schools provide a unique place where people interact with others from different social and economic backgrounds, building respect for diversity in our society.
- Strong schools value cultural, religious and ethnic differences in people.
- Strong schools value diverse ideas.

Continuous and demonstrable systemic improvement is the primary way an organization meets its mission and vision.

- The most effective learning occurs when each child's educational needs are frequently assessed, and action is taken based on that assessment.
- Strong public schools are accountable to the public for their performance.
- Continuous improvement demands that public schools regularly use data to guide change and improvement.

Operational excellence and fiscal integrity are hallmarks of efficient and exemplary organizations.

- A safe, orderly and comfortable environment is essential to learning.
- A rigorous and relevant curriculum is needed for effective learning for all students. Strong schools provide continuous development of their teachers and other staff.
- Strong schools have a shared vision, clear goals and a commitment to collaborate for learning improvement.
- Strong schools skillfully use modern technology as an essential tool for learning. Strong schools are fiscally responsible, always seeking more effective and efficient uses of their resources.
- Highly effective organizations have the right people in the correct positions, have the courage to confront the brutal facts of an organization, are committed to a common purpose, and possess the discipline to maintain a course toward that purpose.
- Effective leaders listen carefully, anticipate future needs, work constantly to engage others in leadership initiatives to shape necessary changes, and are led by the principles of personal humility and professional will.

Strong partnerships between school and community serve to create outstanding learning environments for students.

- Strong public schools are made even stronger by community collaboration and support. Likewise, communities are made stronger by outstanding public schools.
- Schools are part of a bigger system and must participate in ongoing articulation and alignment of district wide expectations.

Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state standards. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The district commits to providing every teacher with 2016 Mississippi Accountability Standards:

2016 Mississippi Accountability Standards

Standard 20

The school district implements an instructional management system that has been adopted by the school board. (MS Code 37-3-49 (2)(a-c) and 37-3-49 (5)) and SB Policy 4300

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 of 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.

Mississippi Academic Assessment Program (MAAP)

Mississippi Academic Assessment Program (MAAP) 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 driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, and English II.

Student Achievement Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades are available for viewing using SAM's Active Parent. Changing of student grades shall be done in accordance

with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State test scores
- Discipline data
- Universal screening
- Progress monitoring data through the RtI process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, and participation rates
- IBDP test scores, enrollment number, and participation rates
- Dual enrollment, enrollment numbers, and participation rates
- District-wide common assessments in ELA and Math grades 3-8, Science grades 5 and 8, English II, Algebra I, Biology, and U.S History

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.

District Leadership

Adrian D. Hammitte, Ph.D
Superintendent

Alma Rankin-Jones, Ed.S.
Director of Curriculum & Instruction

Bertha Watts, Ed.D.
Director of Federal Programs

Cartrell Hammitte, Ed.D.
Director of Special Services

Delories Turner
Director of Food Services

Douglas Smith
Director of Transportation

Faye Brown, Ed.D.
Director of Professional Learning

Londell Eanochs
Director of Technology

Sandra Williams
Business Manager

School Leadership

Dr. Larondrial Barnes

Principal, Jefferson County Elementary School

Ms. Cashoney Carter

Principal, Jefferson County Upper Elementary School

Ms. Letina Guice

Principal, Jefferson County Junior High School

Mr. David Day

Principal, Jefferson County High School

Ms. Shameka Woods

Assistant Principal, Jefferson County High School

Mr. Curtis Smith

Jefferson's County Career & Technical Center

Mr. Edward Reed

Alternative School Director

Instructional Support

Dr. Terri McGruder

JCUS Instructional/Data Coach

Mrs. Kristi McIntosh

6-12th ELA Instructional Coach/Interventionist

Dr. Marilyn Smith

Distance Learning Coordinator

Mrs. Yashica Suddeth

PK-5th ELA Instructional Coach/Interventionist

Appendices

DESCRIPTOR TERM: Grading
CODE: 403
ADOPTION DATE: August 20, 2010
REVISION:

Each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels.

The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents.

It is the intent of the Commission on School Accreditation and the State Board of Education that grading is the responsibility of teachers.

Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator.

Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator.

Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record as required by the Mississippi Cumulative Folders and Permanent Records Manual of Directions.

If the district is going to mandate or require the awarding of a minimum grade, then the district must adopt a written board policy that includes input and support from administrators, teachers, and stakeholders in the development of said policy.

Districts may adopt specific grading policies that address the needs of special populations such as students with disabilities and English Language Learners.

MISSISSIPPI LEGISLATURE

2012 Regular Session

To: Education

By: Representatives Moore, Beckett, Boyd, Byrd, Carpenter, Chism, Currie, Denny, Formby, Howell, Martinson, McLeod, Monsour, Rushing, Bounds, Dixon

House Bill 696

(As Passed the House)

AN ACT TO PROHIBIT SCHOOL ADMINISTRATORS AND CERTAIN OTHER FACULTY, STAFF AND EMPLOYEES OF A LOCAL SCHOOL DISTRICT FROM INFLUENCING THE GRADE RECEIVED BY A STUDENT FROM A TEACHER; TO PRESCRIBE THE CIRCUMSTANCES UNDER WHICH A TEACHER MAY CHANGE A STUDENT'S GRADE; TO PROVIDE THAT VIOLATIONS SHALL SUBJECT LOCAL SCHOOL DISTRICTS OR SCHOOLS TO A LOSS OF ACCREDITATION; TO PROVIDE THAT ANY PERSON WHO VIOLATES THE PROVISIONS OF THIS ACT SHALL BE SUBJECT TO TERMINATION BY THE SCHOOL DISTRICT; TO PROVIDE FOR ADMINISTRATIVE PROCEDURES AND DUE PROCESS FOR THOSE ACCUSED OF VIOLATIONS; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. (1) No school board member, school superintendent, assistant superintendent, principal, guidance counselor, other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the grade received by a student from his teacher except as otherwise specifically allowed by this section.

(2) (a) A teacher's determination of a student's grade as a measure of the academic achievement or proficiency of the student shall not be altered or changed in any manner by any school official or employee other than the teacher except as provided in this subsection.

(b) A school official or employee having authority provided under formally adopted written rules and procedures adopted by the local school board to change a student's grade can

take such action only upon it being determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy.

(3) Any local school district or personnel employed by the school district who violates the provisions of this act shall cause the local school district or school to be subject to losing its accreditation in the manner determined by the policies and procedures of the State Board of Education. Any personnel employed by the local school district who violates this act shall be fined not more than Two Hundred Fifty Dollars (\$250.00), which such fine shall be deposited into the State Treasury to the credit of the Mississippi Department of Education to be used in conjunction with the Classroom Supply Fund.

(4) (a) Any personnel employed by the local school districts who violates the provisions of this act shall be subject to termination by the school district. When a complaint is made against a person for violation of any of the provisions of this act, or any of the rules or regulations promulgated hereunder, the State Superintendent of Public Education, or his designee, shall act as reviewing officer. The complaint shall be filed with the State Department of Education. The reviewing officer shall cause to be delivered to the accused, in the manner described herein, a copy of the complaint and any supporting documents along with a summons requiring the accused to respond to the allegations within thirty (30) days after service of the summons and complaint upon the accused. The accused shall file with the department a written response to the complaint and any supporting documents within the thirty-day period. The accused may be notified by serving a copy of the summons and complaint on the accused or any of his officers, agents or employees by personal service or by certified mail. Upon the expiration of the thirty-day period, the reviewing officer shall review the complaint, the written response of the accused, if any, and all supporting documents offered by the parties in support of their respective positions. The reviewing officer's decision shall be based solely on the documents provided by the parties. If the reviewing officer determines that the complaint lacks merit, he may dismiss the complaint. If the reviewing officer finds that there are reasonable grounds showing that a

violation of the statutes or regulations has been committed, he may impose any or all of the following penalties upon the accused: (a) impose the fine provided in subsection (3) of this section; (b) make referral of the accused to the Commission on Teacher and Administrator Education, Certification and Licensure and Development for suspension or revocation of license; or (c) recommend the immediate termination of the accused by the local school board. The reviewing officer's decision shall be in writing, and it shall be delivered to the accused by any of the methods described herein for service of the summons and complaint on the accused.

(b) Either the accused or the department may appeal the decision of the reviewing authority's to the State Board of Education by filing a notice of appeal with the department within thirty (30) days of receipt of the reviewing officer's decision. If no appeal is taken from the order of the reviewing officer within the allotted time, the order shall then become final. In the event of an appeal, the board, or its designee, shall conduct a full evidentiary hearing relative to the charges. The board may issue subpoenas to require the attendance of witnesses and the production of documents. Compliance with such subpoenas may be enforced by any court of general jurisdiction in this state. The testimony of witnesses shall be upon oath or affirmation, and they shall be subject to cross-examination. The proceedings shall be recorded by a court reporter. The board shall have all the powers of the reviewing officer described herein, and the board may affirm, reverse or modify the order of the reviewing officer. The board's decision shall be in writing, and it shall be delivered to the parties in the same manner that the summons and complaint may be served upon the accused.

(c) Either the accused or the department may appeal the decision of the board to the circuit court of the county of residence of the accused. The appellant has the obligation of having the record transcribed and filed with the circuit court. The appeal shall otherwise be governed by all applicable laws and rules affecting appeals to the circuit court. If no appeal is perfected within the required time, the decision of the board, or its designee, shall then become final.

(d) The decision of the circuit court may then be appealed by either party to the Mississippi Supreme Court in accordance with the existing laws and rules affecting such appeals.

SECTION 2. This act shall take effect and be in force from and after July 1, 2012.