



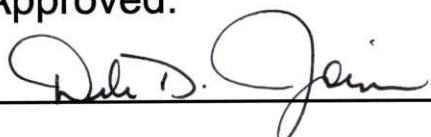
George County School District

**Instructional
Management System
2026-2027**

Accreditation Standard 20

GCSD INSTRUCTIONAL MANAGEMENT SYSTEM


Approved:



Mrs. Debra Joiner
Superintendent

6/3/24

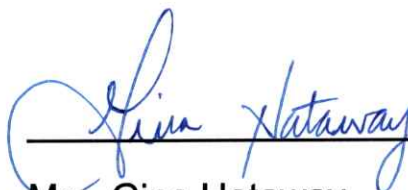
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JUN 02 2026

GC SCHOOL BOARD

Table of Contents

District Mission.....	4
Purpose of the Instructional Management System.....	4
Definition of Instruction and Curriculum.....	4
Curriculum.....	4-5
Tier Instruction	6
Universal Screening, Progress Monitoring & Intervention Tools.....	8
Literacy-Based Promotion Act	8
Assessment.....	10
Stakeholders Roles and Responsible.....	10
Curriculum Expectations.....	12

District Mission

The mission of the George County School District, along with our community partners, is to prepare and empower our students with the knowledge and skills that are essential in being college and/or career ready.

Purpose of the Instructional Management System

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

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

Curriculum

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

Instruction

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

Curriculum

For the 2026-2027 school year, the GCSD adopts the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Framework, and the Career and Technical Education curricula. Consequently, the GCSD adopts all of the standards, competencies, and objectives found therein. The table below will depict grade levels and/or subject areas to which these curricula respectively apply.

English Language Arts

- College-and-Career Readiness Standards for English Language Arts (2025)

Mathematics

- College-and-Career Readiness Standards for Mathematics (2025)

Science

- College-and-Career Readiness Standards for Science (2026)

Social Studies

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

Business and Technology

- Business and Technology Framework (2014)

Career and Technical Education

- Curriculum Download (links to Mississippi State University Research and Curriculum Unit)
- Secondary Curriculum
- Postsecondary

Computer Science

- College and Career Readiness for Computer Science (2018)

Foreign Language

- World Languages Framework (2016)

Health

- Contemporary Health K-8 (2012)
- Contemporary Health 9-12 (2012)

Library Media

- AASL National School Library Standards

Physical Education

- Physical Education Curriculum (2013)

Visual and Performing Arts Framework

- 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)

Early Childhood

- Early Learning Standards for Classrooms Serving Four-Year-Old Children (2018)

Advanced Placement

- Overviews and Course Descriptions (links to College Board)

Instruction

GCSD's instructional model is based on the Multi-Tiered System of Supports (MTSS). The purpose of MTSS is to ensure that the behavioral and academic needs of every student are met through an instructional model designed to address student learning with quality classroom instruction and opportunities for interventions. The Mississippi State Board of Education's Policy 41:1 requires that districts follow a three-tiered instructional model consisting of the following:

1. Tier 1: high-quality classroom instruction
2. Tier 2: focused supplemental instruction
3. Tier 3: specifically designed intensive interventions as prescribed

This systematic approach to instruction supports struggling learners and advanced learners. This approach utilizes the selection of evidence based instructional strategies and interventions in response to behavioral and academic needs. A large component of this approach includes on-going progress monitoring of instructional strategies and interventions. This systematic approach provides for early identification of students in need of support and provides for interventions to be delivered quickly for those 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.

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

All teachers are members of a school-level and district-level Professional Learning Community (PLC). School and district administrators work collaboratively with PLC facilitators to provide data meetings in order to implement data driven decisions in instruction. Teachers plan together, analyze data, and reflect on instruction to provide students with effective Tier 1 instruction.

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

Tier 2

Tier 2 (focused and targeted supplemental instruction) addresses students demonstrating insufficient progress at Tier 1. These students receive targeted, group-based interventions in addition to general classroom instruction at Tier 2 of the instructional model, utilizing research-proven strategies that are fundamentally different from what occurs at Tier 1. GCSD typically identifies approximately 15-20% of students as in need of this level of instruction/intervention.

At Tier 2, the classroom teacher may seek support from grade/subject-level teams or enlist the services of the school's Teacher Support Team (TST) to help develop strategic, researched-based

interventions designed to target the deficit area(s) of a particular student or group of students. These students are given an intervention trial for a fixed duration and modified accordingly throughout the intervention process. Students who show sufficient progress with the intervention and general education classroom are considered remediated and no longer in need of Tier 2. These students transition in and out of Tier 2 as needed based on progress monitoring data.

GCSD offers teachers the following resources/programs to help facilitate Tier 2 interventions: 1) S.P.I.R.E. Reading Intervention, 2) Renaissance Learning, 3) IXL, 4) Math Seeds, 5) Reading and math interventionists during the school day, and 6) Counselors.

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.

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

GCSD offers teachers the following resources/programs to help facilitate Tier 3 interventions: 1) S.P.I.R.E. Reading Intervention, 2) Renaissance Learning, 3) Reading Eggs, Eggspress, and Math Seeds, 4) Reading interventionists during the school day, and 5) Counselors.

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 occur:

- a) Grades 1-3: A student has failed one (1) grade;
- b) Grade 4-12: A student has failed two (2) grades;
- c) A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year; OR
- d) A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
- e) A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

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

Universal Screening, Progress Monitoring, and Intervention Tools

Teachers in the GCSD use KRA as a universal screener for prekindergarten and kindergarten students, STAR Early Literacy used monthly as a universal screener for grades prekindergarten and kindergarten. i-Ready is used for a universal screener and progress monitoring for English Language Arts for grades Kindergarten through 6th and Mathematics for grades K through 6th. Education Materials Specialists (ELS) is used for grades 7th and 8th for English Language Arts, Mathematics, and Science, and IXL is used for all subject areas in 7th and 8th grade. ELS is used for grades 9th-11th for Algebra I, English II, Biology I, and U.S. History. District standards based pacing guides are implemented for each grade in ELA and Math, 4th, 5th, 6th, 7th, 8th, and 10th grade Science, and U.S. History. District end-of-quarter assessments (Progress Checks) are given to measure growth of students each term as compared to other students in the district. Students in the bottom 25% and/or in Tiers 2 & 3 may be assessed more often to monitor their progress closely.

The GCSD, in accordance with Mississippi Code (House Bill 1031), administers a dyslexia screening instrument approved by the Mississippi Department of Education to each student in grades K and 1. Students are screened in the spring of Kindergarten and the fall of Grade 1 using the dyslexia screener provided by the Mississippi Dyslexia Therapy Association that addresses phonological awareness, sound symbol recognition, alphabet knowledge, decoding, encoding, and rapid naming. Parents will be notified if a student fails the dyslexia screener. A student may enter the Tier process or be further evaluated by a licensed psychologist, psychometrist, or speech language pathologist.

GCSD also offers a dyslexia therapist at each elementary campus for students who have failed the dyslexia screener and/or has a diagnosis of dyslexia from a certified psychometrist, psychologist, or speech language pathologist.

Intervention Tools

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

Literacy-Based Promotion Act: Senate Bill 2347

A third grade student who does not meet the academic requirements for promotion to the fourth grade may be promoted by the school district only for a good cause. Good cause exemption for promotion are limited to the following students:

Beginning in the 2014-2015 school year, a student MUST have a passing score on the 3rd Grade Reading Summative Assessment as determined by MDE and meet the third grade requirements for promotion to be promoted to the fourth grade. A student who does not have a passing score on the 3rd Grade Reading Summative Assessment will not be promoted to the fourth grade unless the student meets the good cause exemptions for promotion.

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

- a) Limited English proficient students who have had less than two (2) years of instruction in an English Language Learner program;

- b) Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law;
- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading or previously was retained in kindergarten, first, second or third grade.
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education; and
- e) Students who have received intensive intervention in reading for two (2) or more years but still demonstrate a deficiency in reading or who previously were retained in kindergarten, first, second, or third grade for a total of two (2) years and have not met exceptional education criteria.

Assessment

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

GCSD 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 performances)
- Long-term, authentic assessment projects (e.g., senior projects, 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
- Formative assessments using manipulatives and educational games, such as Investigations Math

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 evaluations;
- 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 the 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 and 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 and 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 – *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.



Curriculum Expectations

Schools are expected to

- Teach district adopted curriculum that is aligned with state standards.
- Provide data driven instruction that is focused on best practices and utilizes assessments to assist in making instructional decisions.
- Differentiate instruction to meet students' readiness levels, learning preferences, and interests in an effort to meet the needs of all students and to prevent learning gaps.
- Teach to the appropriate depths of knowledge to develop students' higher order thinking skills.

GCSD Adopted Curriculum and Supplemental Resources

ELA

HMH Into Reading	Grades K-1
STAR Early Literacy	Grade K
Ready Reading	Grades 2-6
Heggerty Phonemic Awareness	Grades PreK-2
Saxon Phonics	Grades K-3
Phonics First	Grades K-3
iReady Reading (Minimum 45 minutes weekly)	Grades 2-8
Reading Eggs/Fast Phonics	Grades K-1
Accelerated Reader	Grades 1-6
Leveled Readers	Grades K-3
Novels	Grades 3-12
My Perspectives	Grades 7, 8, 9 and 10
Windows and Mirrors	Grades 11 and 12
Education Materials Specialists (ELS)	Grades 2-11
Enrichment Plus	Grades 9 and 10
SPIRE	Grades K-6

Math

Ready Classroom Math	Grades K-8
Math Investigations Manipulatives	Grades K-5
iReady Math	Grades K-8
Savvas Envision Algebra I	Grade 9
Savvas Envision Geometry	Grades 9 and 10
Savvas Blitzer Algebra and Trigonometry (Algebra 2)	Grades 10, 11, and 12
Savvas Blitzer PreCalculus (Algebra 3)	Grades 10, 11, and 12
Larson Calculus- Single Variable	Grades 11 and 12
Education Materials Specialists (ELS)	Grades K-9

Science

STEMscopes	Grades 4, 5, and 6
Discovery Education	Grades K-6
McGraw Hill MS Inspire Science	Grades 7 and 8
Education Materials Specialists (ELS)	Grades 5, 7, 8, 9, and 10
Miller, Levine Biology	Grades 9, 10
McGraw Hill MS Inspire Science Chemistry	Grades 10, 11, and 12
McGraw Hill MS Inspire Science Physics	Grades 10, 11, and 12
McGraw Hill MS Inspire Physical Science	Grades 10, 11, and 12
McGraw Hill Zoology (Honors)	Grades 10, 11, and 12
McGraw Hill Integrated Principles of Zoology	Grades 10, 11, and 12
McGraw Hill Essentials of Human A & P	Grades 10, 11, and 12
McGraw Hill Principles of Environmental Science	Grades 10, 11, and 12
McGraw Hill Introductory Plant Biology	Grades 10, 11, and 12
McGraw Hill Castro Marine Science	Grades 10, 11, and 12
McGraw Hill Inspire Science Earth Science	Grades 10, 11, and 12
Enrichment Plus	Grades 9 and 10

History

HMH Into Reading	Grades K-1
Newsela	Grades 3-12
Discovery Education	Grades K-6
TCI - History Alive: The World Through 1750	Grade 7
TCI - US History Through Industrialism	Grade 7
TCI - Geography	Grade 8 and 9
Clairmont Press-- MS Studies	Grade 8 and 9
SAVVAS World History	Grade 9
SAVVAS US Government	Grade 10
SAVVAS Economics	Grade 10
SAVVAS US History Reconstruction	Grade 11

Computer Science

Mississippi College and Career Readiness Standards for Computer Science MS Computer Science and Cyber Education Equality Act	Grades K-12
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ACT

ELS ACT ELA, Reading, Math, Science, and ACT WorkKeys	Grades 9, 10, 11, and 12
Progress Learning - ACT Workkeys	Grade 11 and 12
Official ACT Prep Guide 2026-2027	Grades 9, 10, 11, and 12

Health

Glencoe Health	Grades 7, 8, 9, 10, 11, and 12
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Pre-Kindergarten

STAR Early Literacy	Pre-Kindergarten
MS Beginnings	Collaborative Pre-Kindergarten
Building Blocks	Collaborative Pre-Kindergarten

Differentiated Instruction

Differentiated instruction "is the practice of modifying and adapting instruction, materials, content, student projects and products, and assessment to meet the learning needs of individual students."

Differentiated instruction involves assessing student knowledge in a given content area then using a variety of strategies to effectively create a curriculum that is, in effect, individualized. Designing curriculum of varied complexity, using a variety of group strategies, modifying outcomes and product expectations, tailoring delivery, and providing tiered projects are all critical elements of differentiating instruction.

GCS D Beliefs Regarding Differentiated Instruction:

1. Must begin where students are—data driven instruction
2. Requires careful planning
3. Looks different in every classroom/for every teacher
4. Can be content, process, and product
5. Must always be student-centered
6. Should include all students
7. Assessment should be a constant drive for instruction
8. Utilizes various levels of complexity
9. Challenges students at appropriate developmental levels
10. Groupings based on student need and ability
11. Looks qualitatively different – not quantitatively (students do different activities – NOT less work)

Differentiated Instruction in GCS D K-12 Schools looks like...

Teacher observation/assessments lead to adjustments in instruction. (Teachers are consistently checking for understanding and adjusting the teaching to lead to high levels of learning.)

1. Flexible Groups – Reading Groups/Literacy Centers/Literature Circles
Small Math Groups/Workshops (Investigations K-5)
These instructional methods ensure that students master the standards and skills in deeper levels.
2. Classroom arrangement lends itself to grouping/movement
3. Student-Centered
4. Variety of instructional materials—going beyond textbooks
5. Smooth transitions

English Language Arts

All schools are encouraged to implement a structured literacy approach to teaching reading and content areas. Where appropriate, science, social studies, and math are integrated into the reading curriculum for building background knowledge and making connections across disciplines.

ELA Curriculum Folders

District ELA Curriculum Google Drive Folders are used for teachers in grades K-10th to have instant access to district pacing guides, scaffolding documents, academic vocabulary, and Instructional Planning Guides from MDE.

Elementary Curriculum/Progress Checks

HMH Into Reading is the district endorsed core reading curriculum for grades K-1. Instruction should follow the HMH Into Reading pacing guides.

Although Ready Reading is the district endorsed core reading curriculum for grades 2-6, it should be supplemented with other resources such as leveled readers, decodable readers, novels, passages, Ready Teacher Toolbox, etc... Instruction

should follow grade level pacing guides. In second through sixth grades, all students will complete Progress Checks. Kindergarten and First grade will complete End of Semester Progress Checks.

Secondary Curriculum/Progress Checks

Secondary schools will utilize adopted curriculum along with supplemental resources such as novels, passages, etc... Instruction should follow grade level pacing guides that follow the scope and sequence of the curricula. In 7th through 10th grades, all students will complete Progress Checks.

i-Ready and Education Materials Specialists (ELS) Benchmark Tests

All students, in K-8th, will complete the i-Ready Reading Diagnostic Assessment during the fall, winter, and spring testing windows. Teachers will use the diagnostic data to drive instruction. All students in 2nd-8th grade ELA and Math, and 5th, 7th, and 8th Science, Foundations to Algebra, Algebra I, Foundations to Biology, Biology I, English I, English II, and US History will complete the ELS benchmark each quarter or semester.

For grades 2-8, the i-Ready reading online program will be utilized for a minimum of 45 minutes per week.

Data Chats are required before the first benchmark and after each benchmark assessment. Teachers are to complete the Data Chat forms and organize the forms with the assessment documentation in data binders.

Star Early Literacy (Renaissance)

Star Early Literacy will be provided for monthly progress monitoring for all students in Pre-Kindergarten and Kindergarten. Students can complete the assessments once a month. In addition, Star Early Literacy will be used for the state required kindergarten readiness assessment for both Pre-Kindergarten and Kindergarten. The assessments will take place at the BOY, MOY, and EOY assessment windows set by the MDE.

Spelling

Spelling instruction is included in the HMH Into Reading curriculum for grades K-1.

Spelling guides/plans will be developed this year as we hold grade level meetings in grades 2nd and above. Teachers should continue his or her current spelling instructional plans throughout this year as we move forward with planning. Note: Spelling tests may also include multiple choice options to reflect state test format. Spelling tests may be incorporated into weekly reading/language assessments.

Classroom spelling instruction will consist of the following components:

- Direct, explicit instruction of reliable spelling patterns/rules
- **Not based on rote memorization**
- Aligned with phonics curriculum
- Multisensory instruction and practice of regular and irregular words
- Orthographic mapping for irregular words
- Opportunities for practice and application
- Phonemic awareness activities included (as needed)
- Teacher analyzes spelling errors and plans instruction to target students' specific needs

5 Components of Reading

Flexible Reading Groups/Centers

Flexible reading groups are encouraged in all ELA classrooms, and they are required in kindergarten through third grade classrooms, along with literacy centers. Classroom center activities should be differentiated and developed based on the five components of reading. Classroom schedules will reflect the designated small/group center instructional time.

Phonemic Awareness

Phonemic Awareness (PA) instruction is included in the HMH Into Reading curriculum for grades K-1.

As a supplement to the core curriculum instruction contained in the HMH Into Reading curriculum for grades K-1, Heggerty can be used on an individual school basis under the direction of the local school administrator. If used, supplemental Heggerty instruction will consist of 15 minutes per day for the entire year in all kindergarten and first grade classrooms and until the end of first semester in all second grade classrooms. In Grades 2 and 3, Heggerty, Bridge the Gap, will be used as the intervention for students with a deficit in this area. Data used for measuring growth for Phonemic Awareness will be Star Early Literacy for grades K-1 and i-Ready for grade 2. The dyslexia screener will serve as an additional data point.

Phonics

Phonics instruction is included in the HMH Into Reading curriculum for grades K-1.

As a supplement to the core curriculum instruction contained in the HMH Into Reading curriculum for grades K-1, Phonics First can be used as a supplemental program on an individual school basis under the direction of the local school administrator. Alternatively, Saxon Phonics can be used as a supplemental program on an individual school basis under the direction of the local school administrator. If used, phonics instruction will consist of 30 minutes per day in all kindergarten through second grade classrooms. All classroom schedules should reflect the 30 minutes allotted for this instruction. Teachers are expected to utilize all components of the phonics curriculum contained in the HMH Into Reading curriculum to include the multi-sensory activities. Data used for measuring growth for Phonics will be Star Early Literacy for grades K-1 and i-Ready for grade 2. End of Semester and End of Term Progress Checks will serve as additional data points.

Third grade phonics instruction is incorporated into classroom instruction and student interventions.

Fluency

Fluency is rate, accuracy, and expression. Fluent readers are better able to understand the text and improve their ability to interpret the text and make connections between the ideas in the text.

Fluency practice is included in the HMH Into Reading curriculum for grades K-1.

Fluency Grade Level End of Grade Expectations

1 st Grade	75 - 100 words per minute
2 nd Grade	90 - 120 words per minute
3 rd Grade	100 - 140 words per minute
4 th Grade	120 - 160 words per minute
5 th Grade	140 -180 words per minute

Word Walls/Anchor Charts (Vocabulary)

A word wall or anchor chart is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

Word walls/Anchor Charts

- provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills;
- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
- help students improve spelling and awareness of spelling patterns;
- provide visual cues for students;
- encourage increased student independence when reading and writing

All K-12 classrooms are expected to display word walls or anchor charts for the students. The type of word walls should be based on the age/needs of the students. Examples: sight words, sounds, academic vocabulary, content area, spelling patterns, etc...

Additional ELA Expectations

Academic Vocabulary

Teachers and students are expected to utilize the academic vocabulary for each standard. Vocabulary is found in the Google Drive Curriculum Folder for each standard. Academic vocabulary is included in the HMH Into Reading curriculum for grades K-1.

Anchor Charts

An **anchor chart** is a tool used to support instruction (i.e. “**anchor**” the learning for students). As you teach a lesson, you create a **chart**, together with your students, that captures the most important content and relevant strategies.

All teachers in grade K-12 are expected to utilize anchor charts as an academic resource for students. Pre-made charts are acceptable for specific purposes (e.g. Alphabet lines/Number lines). Printable and editable anchor charts are included in the HMH Into Reading curriculum for grades K-1.

Handwriting

Within Mississippi College and Career Readiness Standards for English Language Arts, teachers will find the standards for handwriting and cursive writing. As teachers and schools begin developing instructional plans for teaching cursive writing, schools should be sure that teachers:

- Maintain a daily schedule for instruction, modeling, and practice (Average of 10 minutes for Grades 2-4)
- Find opportunities across the content areas to practice cursive writing skills

GCSD Handwriting Instructional Manual will be provided for all 2nd- 4th grade teachers and must be utilized for instruction.

- Grade 2: Students will learn correct cursive letter formation for all lowercase letters using the approach strokes and sequence of introduction according to the *MDE Cursive Writing Recommendations* document. Letter introduction will begin with large motor movement (sky writing) and progress to fine motor movement (lined

paper) as students develop motor control. Instruction and application will include a multisensory method of verbalizing correct approach strokes with coordinating movements.

- Grade 3: Students will continue practicing all lowercase cursive letters and connecting letters to form words. Students will learn correct cursive letter formation for all **uppercase** letters in the same multisensory method of verbalizing correct approach strokes with coordinating movements.
- Grade 4: Students will apply knowledge and practice of all upper and lowercase letters and transition from print to cursive. Prepare for MDE Handwriting Assessment.
- Grade 5: Teachers provide students with opportunities to apply cursive handwriting skills.
- Grade 6: Teachers provide students with opportunities to apply cursive handwriting skills.

	Grade	Handwriting Instruction Focus
Minimum of 15 minutes of direct handwriting instruction per day.	K	Teacher directed, focused instruction on proper manuscript letter development
	1	Teacher directed, focused instruction on refinement of proper manuscript letter development
Individualized instruction and practice based on student and class needs.	2	Mastery of manuscript / Teacher directed, focused instruction of cursive letter development (lowercase)
	3	Teacher directed, focused instruction of cursive letter development (uppercase) / Focused refinement and application of cursive writing
	4	Focused refinement and application of cursive writing. Prepare for MDE Handwriting Assessment
	5	Allow opportunities for application of cursive writing skills
	6	Allow opportunities for application of cursive writing skills

Dyslexia

Effective July 1, 2017, Section 37-173-15 of House Bill 1046 mandates that each local school district screen students for dyslexia in the spring of kindergarten and the fall of Grade 1 using a State Board of Education (SBE) approved screener. All screenings will be completed by dyslexia therapists. Classroom teachers will send home notification letters to parents for those students who fail the screener. Teachers may schedule a conference with the parent or guardian to discuss results of the screener, classroom observations, and support to be put in place.

Dyslexia therapists are located on all elementary campuses to provide support for students with dyslexia.

Classroom teachers will collaborate with dyslexia therapists to provide effective student support within the classroom.

Students with dyslexia may need the following support provided in the classroom:

- Daily phonological/phonemic awareness activities based on the students’ individual needs according to their development of skills on the phonological continuum
- Orton-Gillingham phonics instruction and support that reinforces decoding unknown words based on syllable types and syllable division patterns
- Explicit spelling instruction that reinforces reliable spelling patterns/rules and multisensory techniques for learning irregularly spelled words which includes orthographic mapping
- Opportunities to apply cursive writing in the classroom
- Opportunities for fluency development through repeated readings of familiar texts
- Extended time as needed

Dyslexia therapy consists of:

- 4-5 days of therapy
- 60 minute sessions
- Progress monitoring weekly

House Bill 754 requires a minimum of 4 hours of in-service dyslexia awareness training every 3 years for all teachers and paraprofessionals responsible for student instruction in every grade level. This training will be available during the school year.

ELL

All ELL students must be supported throughout the school year. Imagine Learning Literacy must be utilized by all served ELL students. Please see the chart below for usage requirements.

On or above grade level (2 sessions per week)	Below grade level (3 sessions per week)
Pre-K and Kindergarten	15 minutes
Grade 1 and 2	20 minutes
Grades 3 and Up	25 minutes

MATH

Where appropriate, math, science, social studies are integrated into the reading curriculum for building background knowledge and making connections across disciplines.

Math Curriculum Folders

District Google Math Curriculum Folders are used for teachers in grades K-9 to have instant access to district pacing guides, scaffolding documents, academic vocabulary, “I Can” Statements, and Instructional Planning Guides from MDE.

Academic Vocabulary

Teachers and students are expected to utilize the academic vocabulary for each standard. Vocabulary is found in the Google Math Curriculum Folder for each standard.

Curriculum/Progress Checks

Although Ready Classroom Math is the district endorsed core math curriculum for grades K-6, it should be supplemented with other resources, such as Math Investigations lessons and games, Ready Teacher Toolbox, etc... Instruction should follow grade level pacing guides. In second through ninth grades, all students will complete End of Quarter Progress Checks. First grade will complete the End of Semester Progress Checks.

iReady

All students, K-8, will complete the i-Ready Math Diagnostic Assessment during the fall, winter, and spring testing windows. Teachers will use the diagnostic data to drive instruction. The iReady math online program will be utilized, along with the Ready Classroom Math curriculum, for a minimum of 45 minutes per week.

ELS

All ELA and Math in grades 2nd-10th and 5th, 7th, and 8th Science classes will utilize ELS as their benchmark test and for End of Quarter Term Progress Checks. All high school students will complete the ELA benchmark testing for Foundations to Algebra, Algebra I, English I, English II, Foundations to Biology, Biology I, and US History. Testing will occur twice for a semester class and three times for a year-long class. Teachers will use the data to drive instruction and measure standards based learning.

Flexible Math Stations/Groups/Centers

Diagnostic assessments and classroom data is used to differentiate the levels of the learners for appropriate instruction in small, flexible math groups using Investigations Math, other math stations, and formative assessment lessons for small group learning.

Anchor Charts

An **anchor chart** is a tool used to support instruction (i.e. “anchor” the learning for students). As you teach a lesson, you create a **chart**, together with your students, that captures the most important content and relevant strategies.

All teachers in grades K-12 are expected to utilize anchor charts as an academic resource for students. Pre-made charts are acceptable for specific purposes (e.g. Alphabet lines/Number lines).

SCIENCE

Learning science is essential in developing our ability to ask questions, collect information, organize and test ideas, solve problems, and apply what is learned. All K-12 teachers are encouraged to incorporate science into daily instruction when possible.

Where appropriate, math, science, social studies are integrated into the reading curriculum for building background knowledge and making connections across disciplines.

Curriculum/Progress Checks

In 5th and 6th grade classrooms, STEMscopes is the district’s adopted curriculum. In 7th and 8th grade classrooms, McGraw Hill Inspire Science is the district’s adopted curriculum. Biology’s district adopted curriculum is Miller & Levine Biology.

Science Curriculum Folders

District Science Curriculum Google Folders are used for teachers in grades 4, 5, 6, 7, 8, 9, and 10 to have instant access to district pacing guides, crosswalk documents, academic vocabulary, “I Can” Statements, and Instructional Planning Guides from MDE.

Academic Vocabulary

Teachers and students are expected to utilize the academic vocabulary for each standard. Vocabulary is found in the Science Curriculum Folder for each standard.

Anchor Charts

An **anchor chart** is a tool used to support instruction (i.e. “**anchor**” the learning for students). As you teach a lesson, you create a **chart**, together with your students, that captures the most important content and relevant strategies.

All teachers in grades K-6 are expected to utilize anchor charts as an academic resource for students. Pre-made charts are acceptable for specific purposes (e.g. Alphabet lines/Number lines/Measurement/Informational).

SEL (Social Emotional Learning)

Each school is responsible for providing SEL lessons based on the Social Emotional Learning Standards required by MDE. School-wide implementation will vary by campus. Seek guidance from local school administration and counselors.

Health

In coordination with the Office of Healthy Schools, the Mississippi Department of Education continues to focus on and promote educational enhancements and innovations relating to healthy students and schools. As a result, all school must provide health instruction for students. School-wide implementation will vary by campus. Seek guidance from local school administration and counselors. For instructional resources and standards, use the provided link.

https://www.mdek12.org/sites/default/files/documents/OHS/contemporary_health_k-8_may_2020.pdf

Computer Science

The core concepts of the K-12 Computer Science Framework represent major content areas in the field of computer science. The core concepts are delineated by multiple subconcepts that represent specific ideas within each concept. The learning progressions for each subconcept provide a thread connecting student learning from kindergarten to 12th grade.

Core concepts of the framework:

- Computing systems
- Networks and the Internet
- Data and analysis
- Algorithms and programming
- Impacts of computing

Parent Communication

5 contacts per week utilizing School Status are required. Broadcasts should not be the only documented form of contact.

Teacher Academies

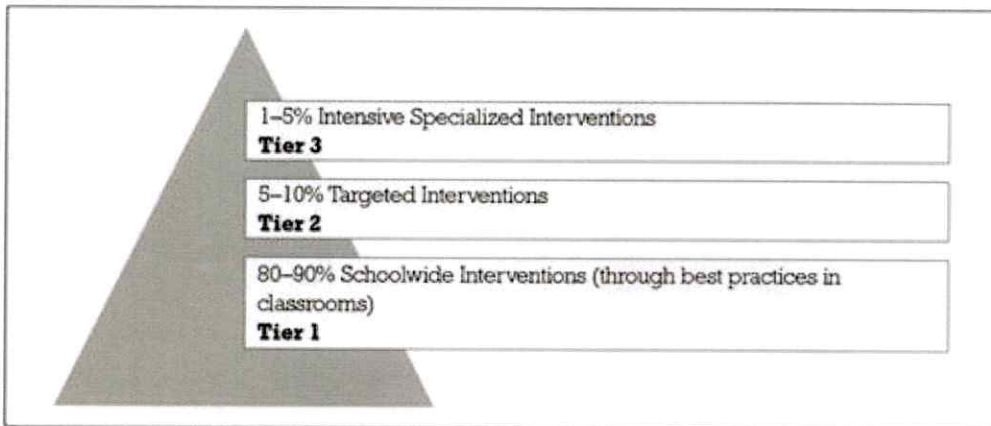
A New Teacher Academy is required for teachers in their first year of teaching. The Mentor Teacher Academy is required for all second-year teachers. Teachers in need of additional support may be recommended by their school principal. Members of the academy will be required to attend all meetings. Any teacher who is interested in additional support in specific areas has the option to attend any meeting that may meet his or her specific needs.

Multi-Tiered System of Supports (MTSS)

The Three Tier Instructional Model is a part of [State Board Policy 41.1](#). This model is designed to meet the needs of every student and consists of three tiers of instruction:

- **Tier 1:** Quality classroom instruction based on Mississippi standards.
- **Tier 2:** Focused supplemental instruction.
- **Tier 3:** Intensive interventions specifically designed to meet the individual needs of students.

Please refer to the **MTSS guidance document and documentation packet** for MTSS expectations.



Below are the district approved intervention resources for Tier. These may also be used for Tier 2, along with online resources.

ELA K-6

Heggerty (Phonemic Awareness K-1st Grades)

Heggerty Bridge the Gap (PA 2nd-3rd Grades)

Phonics First/Saxon (Saxon must be provided at the school level)

SPIRE/ Sounds Sensible

Math K-8

Math intervention is expected to be data driven using iReady Benchmark Assessments and Standards Mastery. Once skill deficits are identified, the Ready Teacher Toolbox activities may be used to support students in the intervention process. Other resources may be used for Tier II and III instruction.

The resources include but are not limited to:

- Ready Classroom
- ELS
- Touch Math
- Investigations
- Saxon
- Math Seeds
- Imagine Learning Math

**“High achievement
always takes
place in the
framework
of high expectation.”**

Charles Kettering

