

## **Coahoma Early College High School Instructional Management Plan 2020 - 2021**

The school is committed to ascertaining the extent to which students master specific learner objectives and standards and use such information in instructional planning and decision-making. Each teacher shall use formative and summative tests, which are congruent with instructional activities to evaluate the level to which students have attained specified learner objectives. To guide and support best instructional practices and establish consistency and continuity, the district has designed and implemented a comprehensive Instructional Management Plan that is consistent with accreditation standards. Thus, the Instructional Management Plan outlines expectations for curriculum, pacing guides, progress monitoring, lesson planning, and professional development.

### **Curriculum**

- The Curriculum and Instructional personnel will maintain copies of all frameworks 9-12 science, social studies, mathematics, language arts, foreign language, physical education, health; the arts, and other elective courses in the approved course list; suggested teaching strategies; and sample items (if applicable) performance level descriptors in his/her office to address any concerns of teachers or administrators who come for assistance.
- The principal will maintain a complete set of all frameworks relative to Coahoma Early College High School. These frameworks will include all curriculum frameworks, early college research-based strategies, and other strongly connected teaching strategies, and sample items (if applicable) performance level descriptors in his/her office to address any concerns of teachers or administrators who come for assistance.
- All instructional staff will have and use copies of curriculum frameworks (grade level below, grade level, and grade level above) for all areas taught by the staff member in all appropriate grade level framework 9-12. In addition, instructional staff will have for use performance level descriptors (where applicable). Staff will review these documents in professional development sessions to ensure their understanding of them and their use of them. Teachers will be trained on these documents and appropriate utilization will be documented in weekly lesson plans. Through building walk-throughs and observations, the Principal will verify that teachers have and are using these documents.
- Teachers will house all instructional management plan documents in their curriculum binders on their desks or immediate proximity for ready reference check.

### **Pacing Guide**

- The Curriculum and Instructional personnel will maintain a complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for core state tested subjects and all other early college courses.
- The principal will maintain a complete set of pacing guides and sample assessment items relative to his/her school to help ensure proficiency level performance.
- Each instructional staff member will have copies of pacing guides, frameworks, and sample assessments (where assessed) for each course or grade he/she teaches.
- The pacing guides ensure that all the standards and competencies are covered during the year. The district will use the Read, Write, Think and Talk lesson plan template provided by the school. This format is the one CECHS has adopted for use and is congruent with the early college model. Additionally, weekly assessments for the lesson plans must be submitted along with the lesson plan to ensure close alignment among curriculum, instruction, and assessment. The principal will review lesson plans weekly prior to the lesson being introduced to the students. The principal will provide

timely feedback regarding lesson planning and instructional delivery. To further ensure utilization of state frameworks, pacing guides and provided resources, district personnel will make scheduled and unscheduled visits to classrooms. However, appropriate use of the Instructional Management Plan documents will be monitored regularly at the building level.

### **Lesson Plans and Feedback**

All teachers will utilize a common template for lesson planning.

All teachers will maintain a notebook containing all lesson plans with the most recent plan on top.

Lesson plans will be submitted weekly to the building level principal or his/her designee for approval.

The principal will maintain a hard copy of lesson plans, year to date with the most recent plan on top.

All teachers will be trained and retrained by the principal on the components of the lesson plan template.

### **Planning Time**

- Teachers for grades 9-12 will have a minimum of one Professional Learning Community (PLC) per week to discuss:
  - Data analysis for progress monitoring
  - Goals for specific grading or instructional period
  - Instructional strategies/practices
  - PBIS initiatives
  - Integrating Literacy Across the Content Areas
  - Design Principles and Implementation
- The principal or his/her designee (s) will monitor these meetings.
- Minutes will be submitted for all meetings.

### **Progress Monitoring of Teachers**

- Frequent observations and evaluation will be used to monitor best practices in the district. The principal will complete a minimum of three formal evaluations per school term for each teacher and a minimum of four informal evaluations per week will be conducted. The informal evaluations will be conducted on a rotational basis. The principal will develop a monthly observational schedule.
- Teachers will be observed on a regular basis using the Teachers' Professional Growth evaluation tool with strengths and areas of growth noted. Feedback on ways of improvement will be given in the deficiency areas.
- The principal will maintain documentation of all Post Conference Observation records.
- The principal will provide opportunities for professional development to help improve the area of weakness. The principal and teachers will work with Mississippi Department of Education (MDE) to locate meaningful professional development to improve instruction.
- As the principal conducts observations, he/she will particularly note:
  - Teacher's command of subject
  - Tasks, questioning, instruction, and assessment alignment to state framework standards and objectives
  - Differentiation of instruction and related activities
  - Authentic student engagement
  - Organization of classroom/classroom management
- The principal will keep a binder of classroom observation visits and other documentation of academic related monitoring.

- Documentation of weekly Professional Learning Community (PLC) meetings with appropriate signatures will be submitted by hand or electronically to the principal. Agendas and minutes from the meetings will be provided, as well. For uniformity, a template will be provided for the meetings.

### **Progress Monitoring of Students**

- Copies of the common assessments will be submitted to the principal and or attached to weekly lesson plans.
- Teachers will use Mastery Connect and other developed forms to track data for common assessments.
- The school will provide a nine-week's online benchmark assessment via CASE 21 for the four (4) SATP2 tested. The teachers will provide monthly assessments that are aligned with SATP2 tested areas curricula.
- The principal will provide guidance to instructional staff in utilization of data to make informed instructional decisions.
- The principal and teachers will track and use formative data to make decisions and adjustments for improved instruction.

### **Intervention Plan**

- The Principal will provide guidance to the teachers in the implementation of the MTSS/EWS process to comply with MDE State Board Policy 4300.
- The principal or his/her designee will ensure progress monitoring of students is conducted in accordance with the Three Tier Model Process.
  - Instructional staff for grades 9-12 will utilize computer-based instruction to provide progress monitoring for reading/language arts and math for core subject tested areas.
- The principal or his/her designee will implement at a minimum three universal screenings per year during the school year.
- The TST Chairman will be responsible for carrying out the implementation of the MTSS process on the school level, including maintaining all required documentation.
- The TST Chairman will keep a record of the intervention process for students who are in Tier II or Tier III.

### **Professional Development**

- The school has designed a comprehensive Professional Development plan that focuses on the school needs.
- The principal will conduct faculty meetings when needed that utilize proven research-based practices.
- Teachers will also participate in monthly meetings to be mentored by professional educators who use effective research-based strategies. These meetings will also be used to assist novice teachers in daily practices.

### **Documentation**

The principal will maintain hard copies of all appropriate documentation and submit a copy to superintendent upon request.

### **Curriculum Documents Every Teacher Should Possess**

1. Introduction to the appropriate subject area curriculum framework
2. Grade level course description including competencies, objectives and standards
3. Grade level teaching strategies
4. Grade level performance level descriptors

5. Grade level item specifications/PBA/EOY documents and sample tasks
6. Test Blueprint
7. Job Description

## Data Inquiry Process

### **I. Data Inquiry Process Goals**

- To use school data to identify objectives/standards not successfully mastered
- To establish teaching strategies that address problematic objectives/standards
- To determine timelines for actions

**II. School to bring:** Copies of Pre-Test, Common Assessment (CA), other classroom tests; copies of pacing guides; the CASE Standard/Objective Report for the benchmark assessments.

**III. Material provided by the Superintendent Office:** Copies of benchmark tests and term data.

### **IV. Data Inquiry Process:**

- **Step 1:** Prior to the Data Review Meeting, the principal and teachers will use the common assessments to identify the objectives/standards students did not successfully master. Those objectives/standards should be highlighted on the Performance Summary Report.
- **Step 2:** The principal will facilitate the Data Review Meeting and arrange teachers by subjects. The principal will record the scores for problematic objectives/standards including Pre-Test, Common or Classroom Assessments and school test scores. Documentation of growth or lack of growth will be recorded.
- **Step 3:** Teachers will use the data inquiry worksheet to chart their analyses of objectives/standards that students did not successfully master as noted from the Performance Summary Report to compare/contrast the district tests and teacher-made tests that assessed these same objectives/standards.
- **Step 4:** In the “Differences” column of the Data Inquiry Worksheet, the teachers will note where they assessed differently than the school. These differences may require teachers to make changes in instruction and assessment during the re-teaching process. Use the action “Action(s) Needed column to be specific.
- **Step 5:** Teachers will discuss different strategies to reinforce these objectives/standards. The administrative team may offer strategies that address problematic objectives/standards.
- **Step 6:** The teachers and principal will debrief and discuss their findings with Superintendent. They will discuss/share strategies to be used to achieve those results.

**Approved by:**

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**School Superintendent, Dr. Valmadge Towner**

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**Date**

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**School Board President, Mrs. Rena Butler**

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**Date**