

Coahoma Agricultural High School Instructional Management Plan

The district 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 specified learner objectives have been attained by students. 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 Instruction personnel will maintain copies of all frameworks for 6-12 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.
- All principals will maintain a complete set of all frameworks relative to their schools. These frameworks will include all curriculum frameworks, suggested teaching strategies, resources, and sample items (if applicable) performance level descriptors in order to review lesson plans and to aid teachers who come with questions.
- 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 copies of suggested teaching strategies, sample items, ancillary materials, and performance level descriptors (where applicable). Staff will review these documents in training 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, principals will verify that teachers have and are using these documents.
- Teachers will house all instructional management plan documents in their curriculum binder on their desk or immediate proximity for ready reference and check.

Pacing Guide

- The Curriculum and Instruction 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 subjects at the high school.
- Each 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 Madeline Hunter lesson plan template provided by the

district. This format is the one the district has adopted for use. Additionally, tests for the lesson plans must be submitted along with the lesson plan to ensure tight alignment among curriculum, instruction, and assessment. Building administrators will review lesson plans weekly prior to the lesson being introduced to students. Building level administrators 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.
- Principals will maintain a hard copy lesson plan for each teacher for year to date with the most recent plan on top.
- All teachers will be retrained by the building level administrators on the components of the lesson plan template.

Planning Time

- Teachers for 9-12 will have a minimum of one grade level/departmental meeting 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
- Principals or designee(s) will monitor these meetings.
- Agendas must be submitted for all grade level and departmental meetings.

Progress Monitoring of Teachers

- Frequent observations and evaluations will be used to monitor best practices in the district. Administrators will complete a minimum of two formal evaluations per school term for each teacher and a minimum of ten informal evaluations per week (Principal – five and lead teacher/assistant principal – five). The informal evaluations will be conducted on a rotational basis.
- Teachers will be observed on a regular basis with the MSTAR evaluation tool with strengths and areas of growth noted as well as areas of deficiency.
- Principals will maintain documentations of all Post Conference Observation records.
- Building level administrators will provide opportunities for professional development to help improve the area of weakness.
- As principals conduct observations, they 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
- All principals will keep a binder of classroom observation visits and other documentation of academic related monitoring.
- Either departmental or grade level meetings will be held weekly with documentation of the content of those meetings, specifically an attached agenda and minutes from the meeting. In some instances, a template will be provided for the meeting.

Progress Monitoring of Students

- Grade Level Instructional Staff and Content Area Departments will work collaboratively to create a minimum of three common assessments per term, not to include the nine week's test.
- Copies of the common assessments will be submitted to the district office upon request.
- Teachers will use EZ assessment and other developed forms to track data for common assessments.
- The district will provide a nine week assessment for math, language arts and subject tested areas and feeder courses for these subjects for high school.
- District administration will support principals in data analysis.
- Principals will provide guidance to instructional staff in utilization of data to make instructional decisions.

Intervention Plan

- The Curriculum and Instruction personnel will provide guidance to the school in the implementation of the RTI process to comply with MDE State Board Policy 4300.
- Principals or designee(s) 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 district will implement at a minimum three universal screenings per year during the school year.
- The principals or designee(s) will be responsible for carrying out the implementation of the RTI process in his/her school, including maintaining all required documentation.
- Principals or designee will keep a record of intervention process for students who are in the second and third tier.

Professional Development

- The district has implemented a comprehensive Professional Development plan that focuses on school and district needs as outlined in the district's strategic plan.
- Building level principals will conduct weekly focused faculty meetings that utilize proven research-based practices.

- The district's year long New Teacher Induction (NTI) Program will focus on proven research-based strategies.
- The district will also have ongoing professional development that is congruent with the district's instructional management plan.

Documentation

1. Building level administrators will maintain hard copies of all appropriate documentation for his/her building and submit a copy to central office upon request.

Curriculum Documents Every Teacher Should Have

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. Glossary (where applicable)
5. Appendix (where applicable)
6. Grade level performance level descriptors
7. Grade level item specifications/PBA/EOY documents and sample tasks
8. Test Blueprints

District-Level Data Inquiry Process

I. Data Inquiry Process Goals:

- **To use school/district 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 Assessments (CA), other classroom tests; copies of pacing guides; the CASE Standard/Objective Report for the benchmark assessments.

III. Materials provided by the District Office: Copies of district tests and term data.

IV. District-Level Data Inquiry Process:

- **Step 1:** Prior to coming to the Data Review Meeting, the principal and teacher will use the common assessments and term district tests to identify the objectives/standards students did not successfully master. Those objectives/standards should be highlighted on the Performance Summary Report.
- **Step 2:** The principals will facilitate the Data Review Meeting and arrange teachers by grade levels and/or subjects. Record the scores for problematic objectives/standards including Pre-Test, Common or Classroom Assessments, and District test scores. Note growth or lack of growth.
- **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 teachers assessed differently than the district. These differences may require teachers to make changes in instruction and assessment during the re-teaching process. Use the “Action(s) Needed” column to be specific.
- **Step 5:** Teachers will discuss different strategies to reinforce these objectives/standards. Administrative team may offer strategies that address problematic objectives/standards.
- **Step 6:** Teachers and principals will debrief and discuss their findings with District Administration. Teachers and principals will discuss/share strategies to be used to achieve those results.