

Board Approved September 13, 2016

Philadelphia Public School District Instructional Management Plan

The Philadelphia Public School District Instructional Management Plan for 2016-17 includes the following documents:

- I. Blueprints
- II. Common Core Resources
- III. MS Framework
- IV. Pacing Guides
- V. Performance Level Descriptors
- VI. Practice Tests
- VII. Teacher Resources
- VIII. Teaching and Assessment Strategies
- IX. District Instructional Guide

DISTRICT INSTRUCTIONAL GUIDE

The Philadelphia Public School District shall implement and maintain the planned instructional program, which complies with the Mississippi Code 37-3-49. The district curriculum shall indicate the standards that shall be delivered consistently throughout the district. The District Instructional Guide is the primary document directing the instructional program of the school district. At a minimum, teachers will insure that competencies required in the curriculum frameworks/standards approved by the State Board of Education are adequately taught and that students are afforded sufficient opportunity to demonstrate mastery of these skills, including re-teaching as necessary. Suggested teaching strategies, resources, and assessment strategies are available to teachers in each school for selection and use in teaching the required competencies. Teachers are to use research-based best practices within their daily instruction. Sufficient variety of presentation and methodology should be employed to assure, in so far as is possible, that students with different learning styles and abilities have an equal opportunity for success. Classroom instruction should meet the needs of each individual student. The school district provides each student in each school with current or otherwise appropriate textbooks that are in good condition {MS Code 37-43-1, 37-9-14 (2)(b), and 37-7-301 (ff)}. Student progress should be monitored and teaching must be adjusted to meet the needs of all students. The instructional management program shall include a management system which requires that an annual analysis of program data by state core objective be made and that action be taken to improve student achievement when a review of student performance indicates weaknesses in the instructional program. Faculty members shall meet as needed, on an annual basis, to review the curriculum frameworks, to identify strengths and weaknesses, and to revise the plan with the intent to raise student performance levels.

Recommendations will be based on teacher input and student performance results.

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District Pacing Guides: The Philadelphia Public School District Pacing Guides designed for each grade and subject area must be followed. Implementation of Philadelphia Public School District Pacing Guides is mandatory. While we recognize a teacher's desire for flexibility in pacing of instruction, we also recognize the need for consistency across the district. Schools and teachers will be held accountable through common assessments.

Common Assessments: Common assessments will be given on assigned days by all teachers in grades K-8, high school subject area courses, and courses preceding those courses. These tests are considered secure and may not be photocopied without permission of the curriculum coordinator and the superintendent.

Specific content and/or materials contained in a course may be modified by the instructor to meet changing needs; however, the Philadelphia Public School District Pacing Guides and/or the Mississippi Department of Education Curriculum Framework/Common Core must be used as a guide for preparing lessons. Major changes must be approved by the curriculum coordinator.

Response to Intervention: Philadelphia Public School District strives to meet we identify and work with struggling learners in all settings and utilize a data-driven-decision making process to target students or supplemental support. The model consists of three tiers, or levels, of instruction. These levels include Tier I, Tier II, and Tier III.

Tier I consists of quality classroom instruction based on the MS College and Career Readiness Standards. Students in Tier I are benchmarked in the Fall, Winter, and Spring for academic progress using the iReady Diagnostic Assessment.

Tier II is composed of focused supplemental instruction for students who are not being successful in Tier I. Tier II instruction is provided by the interventionist, the classroom teacher, or an assistant teacher. Tier II consists of thirty minutes of targeted instructional interventions based on the student's individual needs. Students in a Tier II intervention have been identified as being below target norms on the AIMSweb Assessment and other weekly assessments. Students in Tier II are progress monitored biweekly for academic growth. Instruction is provided in a small group setting.

Tier III is a system of intensive interventions specifically designed to meet the individual needs of students who have not been successful in Tiers I and II. Tier III instruction is provided by the interventionist, the classroom teacher, or an assistant. Tier III consists of individualized instruction based on the student's weaknesses as identified by a variety of assessments. Students in Tier III are progress monitored weekly for academic growth. Instruction is usually one-on-one or in a group of no more than three students.

The goal our RTI program is to move students toward proficiency at grade level. Students receiving these intense instructional interventions should achieve success independently in years to come.

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LITERACY-BASED PROMOTION ACT: Passed during the 2013 legislative session, the Literacy-Based Promotion Act places an emphasis on grade-level reading skills for students, particularly as they progress through grades K-3. Beginning in the 2015-2016 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th 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 and previously was retained in Kindergarten or 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 and who previously were Parent and Student Handbook (2015-2016) 2 retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria. Senate Bill No. 2347: Literacy-Based Promotion Act; establish in public schools to achieve grade-level reading by end of 3rd Grade.