



Laurel School District Instructional Management Plan

School Year 2024-2025



GOLDEN INSTITUTION OF EXCELLENCE

Dr. Michael Eubanks, *Superintendent of the Laurel School District*

#BeGolden



OUR VISION

The vision of the Laurel School District is to provide all children with the skills to be lifelong learners upon graduation from the Laurel School District by cultivating a climate within each school in which students feel safe and learning is engaging and challenging.

OUR MISSION

The mission of the Laurel School District is to develop productive citizens and successful lifelong learners by providing diverse educational opportunities.

GOALS

1. Student Achievement

Our district will increase student achievement by supporting the academic needs of all students.

2. Safe Schools

Our district will maintain a safe school climate to provide an optimal learning environment for every student.

3. Financial Operations

Our district will maintain a sound financial fund balance of at least seven percent while providing diverse educational opportunities.

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OUR BELIEFS

- We believe every student counts and every moment matters.
- We believe learning is a shared responsibility.
- We believe accountability serves as a foundation for excellence.
- We believe a positive educational environment produces positive outcomes.
- We believe an understanding and supportive educational family will produce innovative learners.

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PURPOSE OF THE INSTRUCTIONAL MANAGEMENT SYSTEM

The purpose of this document is to describe the instructional management model, strategies, activities, and instructional supports that the Laurel School District systematically implements to achieve the District's vision and goals for academic success of all students. In accordance with the requirement of the Mississippi Public School Accountability Standards, 2023 (MPSAS), each school district meets the following instructional management requirements Miss. Code Ann. §§ 37-3- 49(2)(a-c) and 37-3-49(5), Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1.

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 Miss. Admin. Code 7-3: 41.1, State Board Policy Chapter 41, Rule 41.1, including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act requirements*.

The Laurel School District's 2024-2025 Instructional Management System outlines and details a four-part plan to be implemented within every school in the Laurel School District. The parts are outline as follows:

- **PART 1: CURRICULUM**
- **PART 2: INSTRUCTION & INTERVENTION**
- **PART 3: ASSESSMENT & DATA SOURCES**

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CURRICULUM

The Laurel School District adopts and implements the content standards, competencies, and objectives found therein the current Mississippi College and Career Readiness Standards, Curriculum Frameworks, Career and Technical Education, Early Childhood, and Advanced Placement curricula. Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College- and Career-Readiness Standards. For more information related to the standards, please visit one of the following pages. The table below outlines the applicable grade levels-PreK-12 and the content area overviews and curricula. Additionally, this information is available online at <https://www.mdek12.org/OAE/college-and-career-readiness-standards>.

Mississippi Department of Education College- and Career-Readiness Standards <i>adopted by the Laurel School District</i>	
<p><i>Note: Online access to the curriculum and framework documents is available to all Laurel School District educators as well as hard copies provided by building principals and/or district curriculum coordinators.</i></p>	
ACADEMIC AREAS	LINKS TO ACADEMIC STANDARDS
Arts	<ul style="list-style-type: none"> ● 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)
Business & Technology	<ul style="list-style-type: none"> ● Business and Technology Framework by Courses (2023)
Career and Technical Education	<ul style="list-style-type: none"> ● Advanced Technical Mathematics (2021) ● Secondary Curriculum ● Postsecondary
Computer Science	<ul style="list-style-type: none"> ● College- and Career-Readiness Standards for Computer Science (2018)

English Language Arts (ELA)	<ul style="list-style-type: none"> • College- and Career-Readiness Standards for English Language Arts (2016) • Instructional Planning Guides for English Language Arts K-12 • ELA Scaffolding Document
Early Childhood	<ul style="list-style-type: none"> • Early Learning Standards for Classrooms Serving Infants through Four-Year-Old Children (2018)
Health	<ul style="list-style-type: none"> • Contemporary Health: K-8 (2012) • 2020 Contemporary Health Curriculum 9-12
Mathematics	<ul style="list-style-type: none"> • College- and Career-Readiness Standards for Mathematics (2016) • Instructional Planning Guides for Mathematics K-12 • Mathematics Scaffolding Document
Physical Education	<ul style="list-style-type: none"> • Physical Education Curriculum: K-12 (2013)
Science	<ul style="list-style-type: none"> • College- and Career-Readiness Standards for Science (2018) • Instructional Planning Guides for Science K-12 • Support Documents and Resources
Social Emotional Learning	<ul style="list-style-type: none"> • Social Emotional Learning Standards
Social Studies	<ul style="list-style-type: none"> • College- and Career-Readiness Standards for Social Studies (2022)
World Languages	<ul style="list-style-type: none"> • World Languages Framework (2016) • World Language Teaching Guide (2017)
Cursive Writing	<ul style="list-style-type: none"> • Cursive Writing Guidance (2017)
Alternate Academic Standards	<ul style="list-style-type: none"> • 2019 Mississippi Alternate Academic Achievement Standards – English Language Arts • 2019 Mississippi Alternate Academic Achievement Standards – Mathematics • 2018 Mississippi Alternate Academic

	<p>Achievement Standards for Science K-8 and Biology</p> <ul style="list-style-type: none">• 2019 Mississippi Alternate Academic Achievement Standards – Science II• 2020 Mississippi Alternate Academic Achievement Standards – K-8 Social Studies• 2019 Mississippi Alternate Academic Achievement Standards – Alternate History• 2019 Mississippi Alternate Academic Achievement Standards – Alternate Social Studies• 2019 Mississippi Alternate Academic Achievement Standards – Alternate Health• 2019 Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II• 2020 Mississippi Alternate Academic Achievement Standards – Life Skills Development III & IV• 2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II• 2020 Mississippi Alternate Academic Achievement Standards – Career Readiness III & IV
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INSTRUCTION & INTERVENTION

The Laurel School District will implement the following expectations to ensure every educator employed with the District provides high quality instruction to all students. The foundation of the instructional process begins with the state-adopted College- and Career-Readiness standards for each academic area. Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

Three Tier Instructional Model

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 I: Quality classroom instruction based on Mississippi standards.
- Tier II: Focused supplemental instruction.
- Tier III: Intensive interventions specifically designed to meet the individual needs of students.

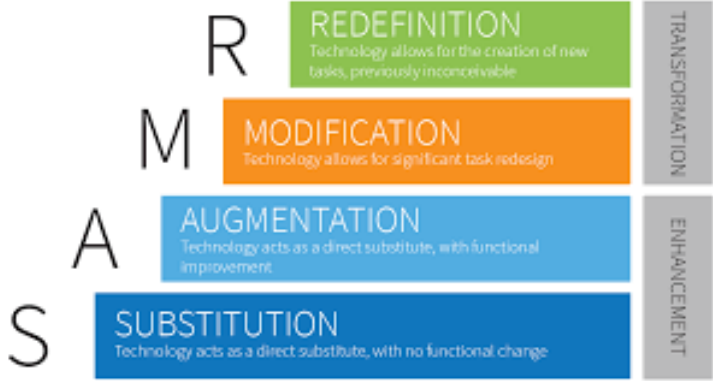
If Tier I and II instruction is unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the local team responsible for interventions developed at Tier 3. Each school must have a TST implemented in accordance with the process developed by the Mississippi Department of Education.



Additional information about the Multi-Tiered System of Supports (MTSS) is available at https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/guidance_document_mtss_june2020.pdf.

EXPECTATIONS FOR HIGH-QUALITY INSTRUCTION

Expectations for Teaching and Learning	
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> ➤ Professional Learning Communities (PLC) will be conducted for all educators within the Laurel School District. Data and other sources will be utilized to determine the PLC focuses for each school within the District.
Instructional Engagement	<ul style="list-style-type: none"> ➤ All students will be provided with opportunities to exhibit various engagement strategies while engaging with the lesson's content.
Lesson Plan	<ul style="list-style-type: none"> ➤ Each school within the Laurel School District requires all classroom teachers to develop lesson plans with specific components. A sample lesson plan template for LSD can be accessed below: <ul style="list-style-type: none"> ○ LSD Plan Template
Focus Grade-Level Standard(s) Learning Targets <i>Reference Scaffolding Documents (ELA and Math)</i>	<ul style="list-style-type: none"> ➤ Grade-level standards will be posted and referenced throughout the enacted lesson. ➤ Learning targets will be developed and posted as students' learning outcomes. These outcomes identify what students <i>should be able to do</i> as a result of effective instruction provided.
Maximizing Instructional Time	<p>The following expectations have been outlined to maximize instructional time within every classroom in the Laurel School District.</p> <ul style="list-style-type: none"> ➤ Effective instruction will be provided during the allocated time ➤ Research- and evidence-based strategies will be utilized as best practices ➤ Individual academic needs will be delivered through differentiation and scaffolded instruction ➤ Providing additional explicit instruction for students with learning gaps ➤ Using flexible grouping strategies to meet the needs of students ➤ Routines and procedures are consistently enforced with smooth transitions between tasks ➤ Students are effectively monitored during various classroom structures (whole group, small group,

	<p>independent tasks; collaborative tasks; etc)</p> <ul style="list-style-type: none"> ➤ Classroom management is observed and evident in order for learning to occur
<p>Essential Lesson Components</p>	<ul style="list-style-type: none"> ➤ Anticipatory Set <ul style="list-style-type: none"> ○ Review ○ Effective Hook ○ Plan ○ Purpose ○ Importance/Relevance ➤ Focus Lesson (“I Do”) ➤ Modeled & Guided (“We Do”) ➤ Collaborative (“You Do... <i>Together</i>”) ➤ Independent (“You Do... <i>Alone</i>”) ➤ Closure
<p>Instructional Groups</p>	<ul style="list-style-type: none"> ➤ Classrooms within the Laurel School District will utilize well-designed, small group instruction to make a significant difference for EACH students, no matter the current level of achievement.
<p>Instructional Technology</p>	<ul style="list-style-type: none"> ➤ SAMR is a model designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.  <p>The diagram illustrates the SAMR model, which is a framework for integrating technology into education. It is structured as follows:</p> <ul style="list-style-type: none"> S (Substitution) and A (Augmentation) are grouped under the vertical label ENHANCEMENT. M (Modification) and R (Redefinition) are grouped under the vertical label TRANSFORMATION. REDEFINITION (R): Technology allows for the creation of new tasks, previously inconceivable. MODIFICATION (M): Technology allows for significant task redesign. AUGMENTATION (A): Technology acts as a direct substitute, with functional improvement. SUBSTITUTION (S): Technology acts as a direct substitute, with no functional change.

MODEL FOR INSTRUCTION

Lesson Analysis	
<u>Standard (CCRS)</u> <ul style="list-style-type: none"> <input type="checkbox"/> What is the standard/objective you are teaching? <input type="checkbox"/> Is your standard posted for reference? <input type="checkbox"/> Are you using the Scaffolding Document or other resource to ensure all tasks are within the alignment of the standard? 	
<u>Learning Targets</u> <ul style="list-style-type: none"> <input type="checkbox"/> What content should the students know and be able to do as a result of the instruction provided? 	
<u>Prerequisite Skills</u> <ul style="list-style-type: none"> <input type="checkbox"/> What are the prerequisite skills or prior knowledge needed for the lesson? 	
<u>Essential Questions</u> <ul style="list-style-type: none"> <input type="checkbox"/> What questions can be developed to probe for deeper meaning and set the stage for further questioning? 	
<u>Key Vocabulary</u> <ul style="list-style-type: none"> <input type="checkbox"/> What vocabulary is necessary for the teaching of the lesson? 	
<u>Standards of Mathematical Practices <small>(math only)</small></u> <ul style="list-style-type: none"> <input type="checkbox"/> What SMPs are you addressing during your lesson? 	
<u>Misconceptions</u> <ul style="list-style-type: none"> <input type="checkbox"/> What misconceptions do you anticipate from the content? 	

Lesson Design	
Frame <i>Anticipatory Set for Learning</i>	
Review	<p>Review previous skills or prerequisite skills for the lesson.</p> <p><i>Source(s):</i></p>
Effective Hook	<p>A brief portion of a lesson given at the very beginning to grasp students' attention, activate prior knowledge, and prepare them for the day's learning.</p> <p><i>Source(s):</i></p>
Plan	<p>State your lessons goals. This will allow you to stay on track with your lesson.</p> <p><i>Source(s):</i></p>
Purpose	<p>The intent of the lesson should be identified and discussed briefly.</p> <p><i>Source(s):</i></p>
Importance/Relevance	<p>Make connections to students' current or future experiences. Information should be relevant to the content being addressed.</p> <p><i>Source(s):</i></p>

Implementation <i>Gradually Release for Students to Become Critical-Thinkers and Owners of their Learning</i>	
Components of Lessons	Roles
Focus Lesson (“I Do”)	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ➤ Explicit teaching ➤ Model your own thinking ➤ Mathematical Discourse ➤ Check for Understanding ➤ Actively monitor ➤ Provide students with appropriate instructional tools for learning <ul style="list-style-type: none"> ○ Examples ○ Instructional Videos ○ Graphic Organizers ○ Guided Notes <p><u>Student</u></p> <ul style="list-style-type: none"> ➤ Focused on teaching ➤ Asks Questions ➤ Responds to Questions
Modeled & Guided (“We Do”)	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ➤ Sets the expectation for learning ➤ Prompts and facilitates instruction ➤ Releasing responsibility to the learner ➤ Checks for understanding ➤ Actively monitors students’ progress providing guidance when needed <p><u>Student</u></p> <ul style="list-style-type: none"> ➤ Demonstrates effective mathematical discourse when sharing understandings through instructional tasks for the purpose of learning new information
Collaborative (“You Do-Together”)	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ➤ Facilitator ➤ Allows the productive struggle ➤ Teacher as a facilitator ➤ Check for understanding ➤ Actively monitor ➤ Provides guidance (cues, prompts, etc)

	<p><u>Student</u></p> <ul style="list-style-type: none"> ➤ Asking good questions ➤ Rephrasing problems ➤ Explaining ➤ Using logic ➤ Justifying methods ➤ Using manipulatives ➤ Connecting ideas ➤ Helping others
Independent (“You Do-Alone)	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ➤ Formatively assess students’ understanding; engage students in their own learning ➤ Allow students to experience a productive struggle on an assigned task ➤ Reference previous learnings and resources to assist with the completion of the task ➤ Provides feedback to clarify misconceptions or extend students’ understandings <p><u>Student</u></p> <ul style="list-style-type: none"> ➤ Completes the assigned task little to no assistance ➤ Reinforce skills and synthesize newly acquired knowledge by completing the task or series tasks on his/her own without the teacher’s direct guidance
Closure	<p><u>Teacher</u></p> <ul style="list-style-type: none"> ➤ Review and summarizes the lesson ➤ Consolidate key information ➤ Create a link between new ideas and build anticipation of the next lesson <p><u>Student</u></p> <ul style="list-style-type: none"> ➤ Summarizes essential understandings of the lesson ➤ Evaluate class processes ➤ Answers questions posed at the beginning of the lesson ➤ Make meaning of the content within

	<p>the lesson</p> <ul style="list-style-type: none">➤ Should have an opportunity to express any concerns, asks questions, and clarifies their own understandings
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UNIVERSAL SCREENING & INTERVENTION SUPPORTS

Tier I, high-quality, core instruction is present at all three levels of the tiered model and should include the adoption and use of an evidence-based curriculum that is aligned to the Mississippi College- and Career-Readiness Standards (MCCRS). Tier I instruction should include the use of a developmentally appropriate universal screener for academics and behavior. The data obtained from the universal screening assessments, as well as formative and summative assessments, should be used to inform instruction and lesson plan development. Instruction should be differentiated and scaffolded based on the specific needs of students. During Tier I, students must be given time to observe explicit modeling of new concepts and skills that are introduced as well as allowed time for guided practice, and independent practice of the newly introduced skills. Effective classroom management, active student engagement, and positive behavioral supports are key components of Tier I instruction. With effective high quality instruction, approximately 80% of students' needs are met at the Tier I level, therefore Tier I is the first level of prevention.

Universal screening assessments will be administered to all students at least three times during the school year. State statute requires that the Mississippi Department of Education “shall select early literacy and numeracy screening assessment instrument or instruments to be used throughout the state in the screening of students in Kindergarten through Grade 3” (Mississippi Code § 37-23-16; Mississippi Code § 37-177-5). The Mississippi Department of Education, in collaboration with Mississippi Reading Panel, has established an approved list of reading screeners to be used by local school districts in grades K-3 and available on the [Mississippi Department of Education's website](#).

The following screeners are approved and used in the Laurel School District:

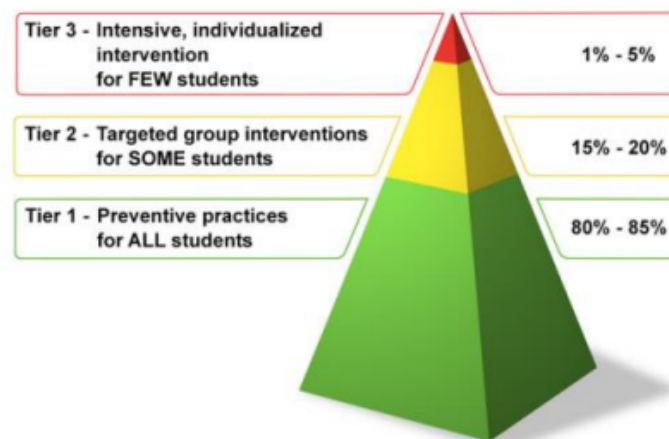
- i-Ready (Grades K-8)
- STAR Early Literacy (Grades PK-K)

Diagnostic Assessments should be administered to students who fail the screening assessment. Diagnostic assessments provide in-depth information about individual student's particular strengths and needs for Tier II supplemental instruction and/or Tier III intensive intervention.

Tier II and Tier III Instruction

Tier II is the TARGETED layer of support for SOME students that consists of supplemental academic and behavioral supports provided in addition to Tier I high-quality instruction. Tier III is the most INTENSIVE layer of support for FEW students and consists of the most intensive, targeted instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

- **Tier I:** high-quality classroom instruction,
- **Tier II:** focused supplemental instruction and,
- **Tier III:** specifically designed intensive intervention as prescribed.



Individualized Reading Plan (IRP)

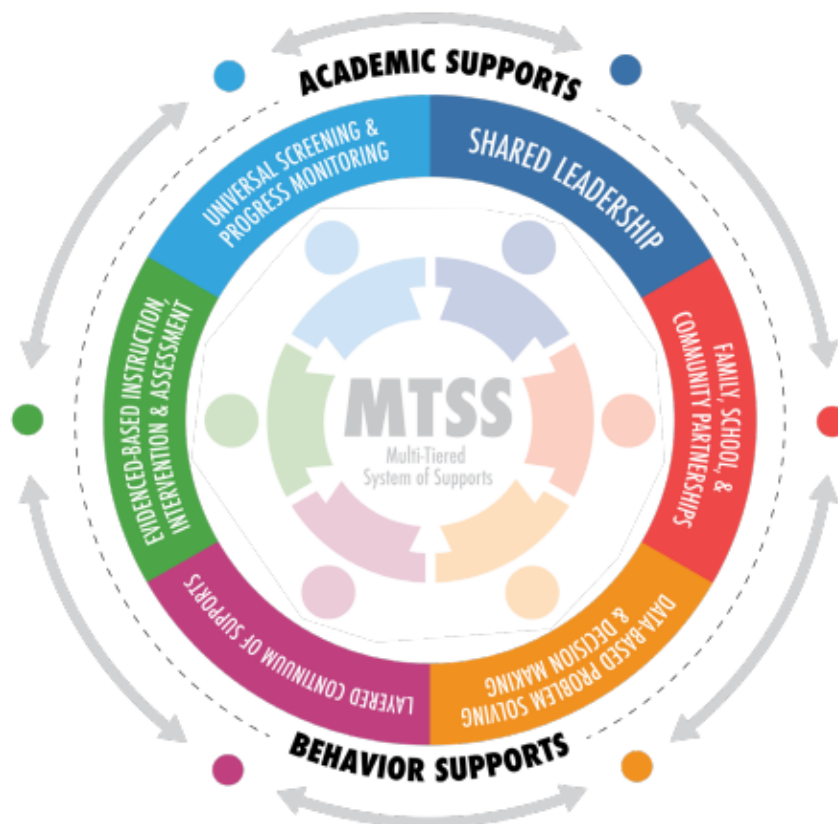
The Literacy Based Promotion Act (LBPA), revised in 2016, requires that intensive reading instruction and intervention begin for students immediately following the identification of a reading deficiency. Individual Reading Plans (IRP) should be created for Kindergarten and 1st - 3rd grade students with a substantial reading deficiency, as well as students who passed to 4th grade with a Good Cause Exemption. The Teacher Support Team (TST) will determine if a student's data supports that a reading deficiency is present, at which time an IRP will be created.

The IRP correlates with, and can be documented in conjunction with, the MTSS Documentation Packet as long as ALL seven (7) components are completed. When creating an IRP the TST must utilize each student's INDIVIDUAL data to determine skill deficiencies and deficit areas. Plans for targeted instruction and intervention must be specific to the INDIVIDUAL student. The Mississippi Department of Education recommended that Section F: Parental Support Plan/Parent Read-at-Home Plan is reviewed with a parent/guardian to ensure the understanding of strategies and allow for questioning and clarification of how to help the student at home.

Behavior Supports & Interventions

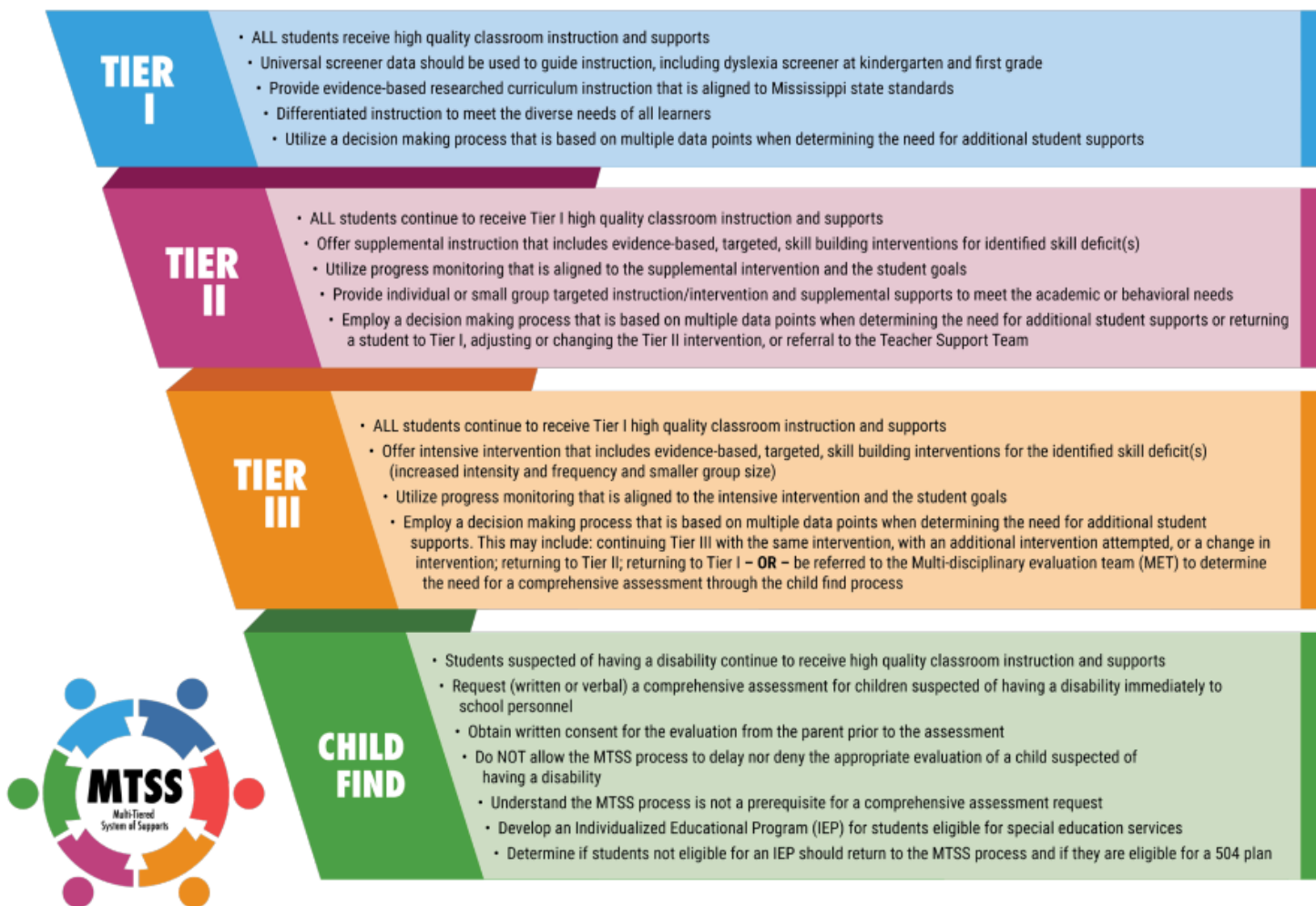
In MTSS, behavioral instruction and intervention is one layer provided in the continuum of supports for Tiers I, II, III. The [Positive Behavioral Supports and Interventions \(PBIS\)](#) framework provides guidelines and suggestions for each tier. Tier I includes best practices that should be school, program, and/or facility wide and included in every classroom. Teaching the developed expectations and rules as well as classroom and area procedures is the second step in implementing Tier I supports. Analyzing data from ODRs and other linked data sources and sharing this data with staff, students, families, and the community in order to plan for and make changes as needed is the last step in implementing Tier I supports. The [REACH MS](#) website resource section contains forms, checklists, case studies, examples, etc. for Tier I implementation.

Tier II includes best practices for those students who are not making progress with Tier I supports. Evidence-based behavior interventions that address the behavioral needs for students in Tier II or Tier III are aligned with the [Social Emotional Learning \(SEL\)](#) competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and additional standards approved by the MS State Board of Education. These behavioral and SEL interventions should include a face to face, virtual, or hybrid components. Students receiving these interventions within the Laurel School District will be supported with state-approved, evidence-based behavior interventions that can be used to improve student's deficit areas with adaptability to a structured model.



MTSS FLOWCHART FOR PreK-12

To meet the academic and behavioral needs of ALL students



The guidance document for all MTSS Interventions can be accessed by clicking the following link:

https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Intervention/guidance_document_mtss_june2020.pdf.

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ASSESSMENT & DATA SOURCES

Assessments administered within the Laurel School District inform stakeholders of students' progress on the path to academic success. They measure what students *know* and are *able to do* based on learning goals for the grade or course. Data from assessments are used to determine progress toward meeting each students' next goal. Below are state and district assessments given throughout a school year:

LAUREL SCHOOL DISTRICT DISTRICT AND STATE SUMMATIVE ASSESSMENTS (Pre-K through High School)		
Assessed Grade	Administration Reporting Level(s)	Assessment (Screeners; State-Approved Assessments)
Pre-Kindergarten (Pre-K)	District State	<ul style="list-style-type: none"> • Istation • K-Readiness Assessment (KRA/MKAS)
Kindergarten (K)	District State	<ul style="list-style-type: none"> • Istation • K-Readiness Assessment (KRA/MKAS)
First (1st)	District	<ul style="list-style-type: none"> • i-Ready Reading • i-Ready Math
Second (2nd)	District	<ul style="list-style-type: none"> • i-Ready Reading • i-Ready Math
Third (3rd)	District State	<ul style="list-style-type: none"> • i-Ready Reading • i-Ready Math • MAAP ELA/Reading (LBPA) • MAAP Math
Fourth (4th)	District State	<ul style="list-style-type: none"> • i-Ready Reading • i-Ready Math • MAAP ELA/Reading • MAAP Math • <u>Cursive Writing</u>
Fifth (5th)	District State	<ul style="list-style-type: none"> • i-Ready Reading • i-Ready Math • Mastery Connect Science Benchmark • MAAP ELA/Reading • MAAP Math • MAAP Science

		<ul style="list-style-type: none"> ● <u>Cursive Writing (proficiency determination by the end of grade 5)</u>
Sixth (6th)	District State	<ul style="list-style-type: none"> ● i-Ready Reading ● i-Ready Math ● MAAP ELA/Reading ● MAAP Math
Seventh (7th)	District State	<ul style="list-style-type: none"> ● i-Ready Reading ● i-Ready Math ● MAAP ELA/Reading ● MAAP Math
Eighth (8th)	District State	<ul style="list-style-type: none"> ● i-Ready Reading ● i-Ready Math ● Mastery Connect Science Benchmark ● MAAP ELA/Reading ● MAAP Math ● MAAP Science
High School (HS)	District State	<ul style="list-style-type: none"> ● Biology I (Benchmark Assessments) ● Algebra I (Benchmark Assessments) ● English II (Benchmark Assessments) ● US History (Benchmark Assessments) ● College Prep Assessment (Benchmark Assessment) <p><i>Students will take the following end-of-course (EOC) assessments during the scheduled enrollment.</i></p> <ul style="list-style-type: none"> ● MAAP Science (Biology I) ● MAAP Math (Algebra I) ● MAAP English (English II) ● MAAP History (US History) <p><i>This assessment is required to be administered to all students during their 11th grade year.</i></p> <ul style="list-style-type: none"> ● ACT (Grade 11)

KINDERGARTEN READINESS ASSESSMENT (K-READINESS)

The Kindergarten Readiness Assessment provides parents, teachers, and early childhood providers with a common understanding of what children know and are able to do upon entering school. The Kindergarten Readiness Assessment is also used to measure how well Pre-K programs prepare four-year-old children to be ready for kindergarten based upon the [Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children](#). The primary purpose of the Kindergarten Readiness Assessment is to improve the quality of classroom instruction and other services provided to students from birth to 3rd grade.

The K-Readiness Assessment will be administered to all Pre-K and Kindergarten students within the Laurel School District. This assessment will be administered twice a school year, at the beginning and end of the school year to students enrolled in Pre-Kindergarten and Kindergarten. Data obtained from these assessments will be reported to the Mississippi Department of Education. Information for parents is included below:



For additional information about the K-Readiness Assessment, please visit https://www.mdek12.org/OSA/K_Readiness.

THIRD GRADE MAAP ELA ASSESSMENT & THE LITERACY BASED PROMOTION ACT (LBPA)



The 3rd Grade MAAP ELA Assessment component will be summative and determine the minimum level of competency in reading. This assessment will be administered during the Spring Administration for all grade 3 students within the state of Mississippi. The assessment is aligned to specific MS College- and Career-Readiness Standard for ELA. Data obtained from this assessment determines if a student will be promoted to the next grade level, Fourth Grade (4th). Students will be required to score at or above Level 3 on the online reading portion of the 3rd Grade MAAP ELA assessment. Promotion requirements of the Literacy-Based Promotion Act are as follows:

Students may meet promotion requirements of the LBPA by:

- *earning a “met LBPA requirements” (level 3 or above) on the multiple-choice portion of the 3rd Grade MAAP-ELA Assessment.*
- *achieving a “met LBPA requirements” (level 3 or above) on either of the two retest opportunities on the 3rd Grade Reading Alternative Assessment. **
- *achieving a Level 3 or higher on the 3rd Grade MAAP-ELA Assessment after the writing is scored.*

§ 37-177-11. Good Cause Exemption for promotion to grade 4 of student(s) not meeting academic requirements.

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 good cause. 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 Learner program;

(b) Students with disabilities whose Individualized Education Program (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 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 retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.

For additional information about the 3rd Grade MAAP ELA assessment, please visit <https://www.mdek12.org/OSA/RSA>.



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

The Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement in English Language Arts (ELA), Mathematics, Science, and US History. Students are assessed in grades 3 through 8 in English Language Arts (ELA) and Mathematics, grades 5 and 8 Science, Algebra I, Biology I, English II, and US History. The results of all MAAP assessments provide information to be used for the improvement of student achievement. Students within the Laurel School District will be administered MAAP assessments within specified administration windows set by the Mississippi Department of Education. Additional information about MAAP Assessments can be accessed at <https://www.mdek12.org/OSA/MAAP>.

ACT STATE TESTING

The ACT assessment is a curriculum- and standards-based educational planning tool that assesses students' academic readiness for college. The ACT is administered to all students classified as eleventh grade students during the academic year. For more information about the ACT State Assessment, please visit <https://www.mdek12.org/OSA/ACT>.

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IN ACCORDANCE with Mississippi Department of Education’s requirements and Mississippi Public School Accountability Standards 20.1 and 20.2, the Laurel School District’s Instructional Management System will be available to all teachers within the District. An annual review will be conducted for necessary revisions by the curriculum committee composed of district and school administrators, curriculum coordinators, and teachers. Revisions will be indicated and submitted annually to the local school board for approval.

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