
West Jasper School District Instructional Management System 2025-2026



WJSD Instructional Management System

Dr. Jill Miller, Superintendent

Christy Holifield, School Board President

Mississippi Public School Accountability Standards 20, 20.1, 20.2: Instructional Management

20. *The 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.*

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MISSION AND GOALS

The West Jasper School District organizes the district's instructional efforts around the mission and goals of the district.

Mission: The West Jasper Consolidated School District has as its mission to provide a quality formal education for the youth in our community.

Continuous Improvement Goals:

- Every school will increase student achievement yearly.
- The district will create an environment that is conducive to safe and orderly schools.
- The district will operate an effective, efficient, and sound fund balance to ensure resources are distributed equitably and facilities are upgraded and updated.

PURPOSE STATEMENT

The purpose of this document is to describe the instructional management model, strategies, activities, and supports that the West Jasper School District implements to achieve the district's mission and goals. In accordance with the requirement of the Mississippi Public School Accountability Standards, each school district must implement an instructional management system (IMS) {Miss. Code Ann. §§ 37- 3- 49(2)(a-c) and 37-3-49(5)} (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1) that at a minimum addresses the school district's instructional management requirements for:

- Mississippi Accountability Accreditation Standard 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.
- Mississippi Accountability Accreditation Standard 20.2 – The instructional management system includes a tiered instructional model in accordance with (7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1), including academic interventions, behavioral interventions, and Literacy-Based Promotion Act requirements.

CURRICULUM ALIGNMENT

Curriculum Alignment (Standard 20.1)

- All instruction is aligned with the Mississippi College- and Career-Readiness Standards.
- The district implements curriculum frameworks approved by the Mississippi State Board of Education.
- Teachers have access to competencies and objectives required in the state-adopted frameworks.
- Instructional pacing guides are updated annually and available to all teachers.

Curriculum Pacing/Sequencing

The WJSD has district pacing documents, aligned to current related curricula available via the WJSD Webpage located under Curriculum at: www.westjasper.org.

INSTRUCTION

- Teachers utilize high-quality instructional materials (HQIM) aligned to state standards.
- Teachers have access to digital platforms and intervention programs that support instruction.
- Resources are reviewed annually for effectiveness and updated as needed.

Lesson Plan Expectations

- Bell Ringer- An instructional activity (such as a question in the format of the state assessment) that immediately engages students in essential instruction when entering class (at the bell)
- Set, hook, or focus-An activity, question, or discrepant event designed to “grab” the learners’ attention and “hook” them for the learning target of the day. Communicate success criteria.
- Modeling by the teacher-The teacher models or shows students exactly what the learning expectations are and gives step by step instructions for skills or tasks (e.g., working a problem, conducting an experiment, writing a detailed paragraph, think-aloud while reading, etc.) (I Do)
- Guided Practice-Students practice a skill with the teacher or peer guidance until they are proficient in the skill (e.g., working word problems, conducting experiments, gathering data, writing a persuasive paragraph, literacy groups, etc.) (We Do, Partners, & Small Groups)
- Independent Practice-Students work independently on a skill that they have practiced enough to become proficient. The teacher monitors but does not intervene unless the students show that they are not proficient in a skill. The teacher then asks guiding questions to clarify misconceptions, provides explicit instruction, and monitors progress until proficiency is met. (You Do)
- Intervention/Enrichment-Targeted assistance based on progress monitoring; intensive instruction specifically designed to meet the individual needs of students; instruction, activity, or task designed to improve the child’s developmental or behavioral performance
- Enrichment- Substantive and rigorous curriculum that is designed to challenge students’ minds and enhance their knowledge
- Appropriate closure, review, or summary of the lesson-At the end of a lesson, a way for students to briefly reflect on learning that has just occurred (e.g., exit tickets, writing three things they learned and three things they still wonder about, think-pair-share, game that reviews the lesson)

CURRENT DISTRICT INSTRUCTIONAL AND CURRICULUM RESOURCES

	PreK	K	1	2	3	4	5	6	7-8	9-12
Renaissance STAR 360 Universal Screener	Reading & Math	Reading & Math	Reading & Math	Reading & Math	Reading & Math					
Into Reading K-5 Curriculum		Into Reading Curriculum								
Mississippi Beginnings for Early Childhood	Core ECL skills									
BRIGANCE Developmental Screener	Reading Pre-K									
ELS Online Testing Platform, Benchmarks, Item Analysis, & Item Bank				All Tested Areas ELA & Math Gap Analysis and Targeted Measures						
IXL Math					Math Curriculum Resource, Standards-aligned Personalized Learning					
IXL Science							5th Only			
Studysync ELA Curriculum								SAC & BSM		SAC 9 BSH 10
Envision Math Curriculum								SAC & BSM		
Grade Results Credit Recovery, Online Courses/Curriculum, AP									Various Courses Grades 7-12	Various Courses Grades 7-12
Major Clarity Online Career Exploration & ISP Planning									CTE Prog. Grades 7-12	CTE Prog. Grades 7-12
Google Education Network-Google Classroom	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool Pr-K-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12	Learning Mgmt. Tool PreK-12

TIERED INSTRUCTIONAL MODEL

WJSD's instructional model is based on the Multi-Tiered Systems of Support (MTSS) model and applied as the Three-Tier instructional model adopted by the Mississippi State Board of Education's Policy 41.1.

All students have access to a layered continuum of supports, regardless of achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships are key elements across all the tiers. A layered continuum of supports ensures that ALL students receive equitable academic, behavioral, and social emotional support that are culturally and linguistically responsive, matched to need, and developmentally appropriate. Each layer of support increases with intensity from universal (ALL students) to targeted (some students) to the most intensive supports (few students).

TIER 1: Quality Classroom Instruction

Tier 1 is the universal layer of support for ALL students and consists of high-quality classroom instruction provided by highly trained and qualified personnel. Tier I instruction occurs in whole group, small group, and in individual settings. Tier I should be considered the key component in successful tiered instruction.

Teachers are provided differentiated professional development opportunities that best fit their needs (effective instructional strategies, analyzing data, technology, writing, MCCRS standards study, differentiation, rigor, assessments, classroom management, etc.).

All teachers are members of a school-level Professional Learning Community (PLC). School and district administrators work collaboratively with PLC facilitators to provide data meetings to implement data driven decisions in instruction. Teachers plan together, analyze data and reflect on instruction to provide students with effective Tier 1 instruction. District vertical alignment meetings are scheduled throughout the year to align instruction and assessment to state standards.

In addition, the WJSD provides teachers with instructional support from literacy and math instructional coaches/interventionists. 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: Focused/Targeted Supplemental Instruction

Tier 2 is the targeted layer of support for some students that consists of supplemental academic and behavioral support provided in addition to core high-quality instruction.

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 than what occurs at Tier 1. The West Jasper School District typically identifies approximately 10- 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, research-based interventions designed to target the deficit area(s) of a particular student or group of students. These students are given an intervention for a fixed duration, and which is 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.

WJSD offers teachers the following resources/programs to help facilitate Tier 2 interventions: 1) i-Ready Individualized Learning Plan, 2) Educational Leadership Solutions (ELS) Pathways for personalized learning, 3) Grade Results Prescriptive Learning Plans, 4) Reading and math interventionists during the school day, and 5) the WJSD behavioral specialist.

TIER 3: Intensive Intervention

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 3 is introduced when data suggest that students show an insufficient response to the focused interventions provided in Tier 2. Direct and explicit instruction occurs one-on-one and in small group settings to all Tier 3 students from an interventionist.

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. If interventions and/or classroom progression are unsuccessful, a student may be referred for a comprehensive evaluation by the Teacher Support Team.

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Child Find is the district's responsibility to identify, locate, and evaluate all students suspected of having a disability. Students may be identified for a suspected disability regardless of tier or placement within the continuum of supports.

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 events occur.

- Grades K-3: A student has failed one (1) grade
- Grades 4-12: A student has failed two (2) grades
- 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
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- 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 stated above.

For resources and complete guidance, click on the following link, [Multi-Tiered System of Supports Guidance Document](#).

UNIVERSAL SCREENING, PROGRESS MONITORING, AND INTERVENTION TOOLS

Teachers in the WJSD use MDE approved universal screener for grades K-3, ELS benchmarking for reading, math, science, and CCR for grades 2-11. ELS benchmarking is used for progress monitoring and data tracking. Students in the bottom 25% and/or in Tiers 2 & 3 are assessed more often to monitor their progress closely. The WJSD, in accordance with MS Code § 37-173-15, administers a dyslexia screening instrument from *Lexercise* (MDE approved) to each student in grades K and 1. Students are screened in the Spring of Kindergarten and the Fall of Grade 1. Students are screened for dyslexia with an assessment that addresses phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding and encoding skills, 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. Students are identified for behavior interventions using a behavioral screener and data generated by the district's Student Information System, SAM Spectra. After three office discipline referrals, students are referred to the TST team.

Behavior Screening and Supports

For learning to take place, an environment conducive to learning is a necessity. Each school shall actively implement a Positive Behavioral Intervention Support (PBIS) system, which acknowledges positive behavior and reinforces behavioral interventions for students. This system shall be monitored and supported through the MTSS/TST Team and a PBIS committee at each school that may include teachers, counselors, behavior specialists, and administrators. Behavior screenings will be done at least twice per year using a Social-Emotional screener. Counselors and/or behavior specialists will provide additional support.

Intervention Tools

WJSD educators may also utilize the following online tools for academic and behavioral interventions:

- What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>
- The American Institute for Research Center on Response to Intervention www.rti4success.org
- National Center on Intensive Intervention www.intensiveintervention.org
- Intervention Central www.interventioncentral.org
- PBIS World <https://www.pbisworld.com/>

- Mississippi Department of Education <https://www.mdek12.org/OAE/OEER/InterventionServices>
- Florida Center for Reading Research activities (<https://fcr.org/student-center-activities>)
- American Institutes Center for Multi-Tiered System of Supports <https://mtss4success.org/>

LITERACY-BASED PROMOTION ACT

Third Grade students will be required to score ABOVE the lowest two achievement levels (Level 3 or above) to be promoted to the 4th grade. A student who does not have a passing score on the MAAP 3rd Grade Reading Assessment 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 EITHER intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading OR has been previously retained for one (1) year in grades K-3.
- (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.

Individual Reading Plan

The Individual Reading Plan (IRP) is a requirement of the amended Literacy Based Promotion Act (LBPA) According to the Mississippi Department of Education Individualized Reading Plan (IRP) document, during the 2016 legislative session, the Literacy-Based Promotion Act was amended to include the requirement of an Individual Reading Plan (IRP) for any student (K-3) who, at any time, exhibits a substantial deficiency in reading, as well as students who were promoted to 4th grade with a good cause exemption. The WJSD currently uses the approved MDE screener to identify these students. Students who fall in the lowest two performance levels (Intervention or Urgent Intervention)

will be referred to the MTSS/TST Team and who will determine if an IRP is needed based on multiple sources of data. IRPs will also be developed for Special Education students or students who were promoted to the 4th grade due to a Good Cause Exemption.

ASSESSMENTS

Assessment demonstrates what students know and can do. It takes place prior to instruction, during instruction, and following instruction. Essentially, it drives instruction. Assessment represents an essential element of all three levels of WJSD's three-tier instructional model.

WJSD recommended Assessment Strategies

- Online, technology-enhanced items that mirror the MAAP assessments (drag and drop, etc.)
- Selected response format (e.g., multiple choice, multiple select, etc.) 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 performance)
- Long-term, authentic assessment projects (e.g., senior project, reading fair, science fair)
- Portfolios- collections of student work overtime
- 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

PROFESSIONAL LEARNING AND IMPLEMENTATION

The district director of professional development and curriculum team works collaboratively to devise the best plan for professional learning and implementation of digital and curriculum resources across the district. Once school and district SMART goals are set, the leadership and curriculum teams review data 2 times annually to determine outcomes and effectiveness of each program. The district leadership team reviews the budget to determine sustainability once it has received feedback from the school leadership teams and curriculum teams. These meetings are held in person. Surveys for professional development and implementation reviews are completed annually.

The following professional learning priorities for 2025-26 have been determined:

- Build the capacity of all teachers to effectively improve student achievement across all content areas through effective instructional practices.
- Provide support for classroom behavior and management strategies

- Professional Learning Communities (PLC) will be the primary vehicle for professional growth, data analysis, and standards based instructional planning. Fostering collaboration through vertical and horizontal planning will be a focus.
- Increase teacher capacity in curriculum implementation and assessment use.

More information can be found in the West Jasper School District Professional Development Plan 25-26.

STAKEHOLDER ROLES & RESPONSIBILITIES IN INSTRUCTIONAL MANAGEMENT

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 evaluation.
- 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 district staff in accomplishing their responsibilities.

Superintendent and District Curriculum/Professional Development 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 and use of instructional programs.
- Translate the importance of effective curriculum and instructional practices daily.
- Monitor and ensure effective delivery of the district curriculum and supervise instruction through the following basic strategies:
 - Walk-through/Drop-in observations & formal classroom observations
 - Weekly review of lesson plans and curriculum documents
 - Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement, 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 – The 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.
- Cooperate with colleagues to support all student learning and a culture of collaboration.
- Communicate strengths and weaknesses to students, parents, and others as appropriate.
- Participate in district, campus, and personal professional development.