

Union Public School District

Instructional Management Plan



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Superintendent**

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District Vision:

Union Public School District will prepare all students for academic, career, and personal success.

District Mission:

Union Public School District's mission is to cultivate lifelong learners who succeed as citizens to improve our community, state, and nation.

District Core Beliefs:

1. We believe in every child's right to a superior, equitable public education.
2. We believe in doing what's best for every student physically, socially, intellectually, and emotionally.
3. We believe each student is an important individual who has the capacity to learn.
4. We believe a safe and supportive environment enhances student achievement.
5. We believe in a strong partnership with our families and community.

District Strategic Goals:

1. Maintain and improve schools that promote safe, civil, and healthy learning environments.
2. Improve academic performance and achievement for all students.
3. Evaluate and enrich the curriculum, instruction, and infrastructure to maximize student success.
4. Attract, develop, and grow staff excellence.
5. Foster a district-wide climate that builds relationships and encourages engagement among students, staff, parents, and community at all levels.

Section I: Instructional Philosophy

Purpose Statement:

The Union Public School District Instructional Management Plan is designed to increase student learning by providing educational opportunities and experiences that will ensure all students will graduate college and career ready. The purpose of the instructional management plan is to coordinate efforts that will assist in the development and delivery of a curriculum that is uniform throughout the district. The plan explains the expectations and procedures regarding curriculum maps, instruction, instructional resources, assessments, and lesson plans and is in accordance with Board policy number ID.

Instructional Philosophy:

We believe students learn best when they are actively engaged with rigorous and relevant academic content. The curriculum and instruction should both be driven by Standards-based learning outcomes and measured by authentic assessments that will guide instructional decisions and increase achievement. In preparing students to compete globally, solve problems, and think critically, we believe technology must be integrated into instructional practices on a regular basis.

Curriculum Belief Statements:

We believe that a quality, comprehensive curriculum should:

- Be collaboratively designed to coordinate and connect instruction horizontally and vertically Pre-K through 12th grade.
- Be informed by research and data, developed with an awareness of future trends, and aligned to designated standards.
- Guide teaching and learning with an emphasis on high expectations for student achievement • Emphasize quality instruction that is aligned to the curriculum in order to better accommodate the needs of all students.
- Delineate essential student learning, define depth and breadth of instruction, include aligned assessments, and provide scope and sequence as appropriate to guide instruction.

Section II: Instructional Management Plan Overview

Curriculum Model for Instructional Management

Curriculum Implementation-Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the curriculum. (PLC meetings, staff meetings, and professional developments)

Curriculum Monitoring- Procedures used to ensure curriculum delivery is implemented consistently in classrooms. (Observations)

Curriculum Evaluation- Procedures devised to examine the effectiveness of the curriculum in achieving the aims, goals and objectives of the curriculum. (Assessments)

Professional Learning- Results from instructional staff, leaders, and support systems working collaboratively together to modify instructional practices, curriculum implementation, and evaluation procedures in order to increase learning outcomes. (Best Practices)

Section III: Roles and Responsibilities for Curriculum Management

Curriculum

- The principals will maintain copies of all frameworks for PK- 12 science, social studies, mathematics, language arts, foreign language, physical education, health; the arts, and other elective courses in the approved course list. The suggested teaching strategies, sample test items (if applicable), and performance level descriptors will also be housed in the director's office.
- 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, sample items (if applicable), and performance level descriptors in order to review lesson plans and to provide assistance to teachers.
- All instructional staff will have a copy of his/her curriculum framework for all areas taught by the staff member in all appropriate grade level framework PK-12. In addition, instructional staff will have for use copies of suggested teaching strategies, sample items, ancillary materials, and performance level descriptors (where applicable).
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.
- Curriculum binder should be available and visible in classroom at all times.

Pacing Guide

- The school staff will maintain a complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8th in the areas of language and math, 5th and 8th grade science, Algebra I, English II, Biology I and U.S. History.
- Each principal will maintain a complete set of pacing guides for tested areas and sample assessment items relative to his/her school to help ensure proficiency level performance.
- Each instructional staff member will have copies of 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.

Lesson Plan Requirements

- All teachers will utilize a common template for lesson planning located in ELS.
- All lesson plans will be completed in electronic form using ELS.
- All lesson plans will consist of standards/objectives, modeling, guided practice, student-centered learning activities, formative assessments, opportunities for differentiation, and closure.
- All teachers will place copies of the current week lesson plans in the curriculum binder. • Lesson plans will be submitted weekly to the building level principal or his/her designee for approval. • All teachers will be trained by the building level administrators on the components of the lesson plan template. • All teachers will plan lessons that demonstrate knowledge of content and pedagogy. • All teachers will plan lessons that meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning for all students • All teachers will plan units of instruction that align with the MS Curriculum Frameworks or, when applicable, Mississippi College & Career Ready Standards.

Professional Learning Communities

- Teachers will have a minimum of two grade level professional learning community meetings per month to discuss:
 - o Data analysis for progress monitoring
- Goals for specific grading or instructional period
 - o Instructional strategies/practices
 - o PBIS initiatives
 - o Integrating Literacy Across the Content Areas
- Principals or designee(s) will monitor these meetings.
- Agendas, meeting minutes, and sign in sheets 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 year for each teacher and a minimum of ten informal growth system evaluations per week.
- Each teacher will be observed at least three times per semester with the growth system walkthrough with strengths and areas of growth noted as well as areas of deficiency.
- Principals will maintain documentation of all post conference observation records.
- Building level administrators will provide opportunities for professional development to help improve areas of weakness.
- As principals conduct observations, they will particularly note:
 - ☐ Teachers' pedagogy and content knowledge
 - ☐ Alignment of tasks, questioning, instruction, and assessment to state framework standards and objectives
 - ☐ Differentiated instruction (learning styles, process, product, or content)
 - ☐ Authentic student engagement
 - ☐ Classroom organization and management
- All principals will keep a binder of classroom observation visits and other documentation of academic related monitoring.

Progress Monitoring of Students

- A minimum of three assessments per term, not to include the nine week's test will be administered. • Copies of the assessments will be submitted to the district office upon request.
- Teachers will use EZ assessment and other progress monitoring tools to track data for common assessments. • 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 staff will provide guidance to the school in the implementation of the RTI process to comply with MDE State Board Policy 4300 through the development and implementation of a district RtI handbook.
- The district will implement at a minimum three universal screenings per year during the school year. • Principals or designee (s) will ensure progress monitoring of students is conducted in accordance with the RtI process.
- 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. Portfolios will be created for students in Tier II and Tier III.

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 submit professional development plans aligned to the needs of the schools.
- Teachers will participate in professional learning communities to share research-based strategies, instructional practices, learning outcomes, and action steps needed to improve learning outcomes.

Section IV: Curriculum Monitoring

All central office and building-level instructional administrators are expected to monitor the delivery of the curriculum from teacher to student. Union Public School District will monitor both the curriculum and instructional practices using the following monitoring instruments:

- District Classroom Observation Form
- Focus Walk-Through Observation Form
- Lesson Plans

Section V: Curriculum Evaluation

Union Public School District will analyze various forms of data in determining the merit of the curriculum is tested and if the standards set are achievable using the selected curriculum.

Assessments that will be used to evaluate the curriculum are:

1. Formative assessments
2. Universal screening assessments
3. Benchmark assessments
4. State standardized assessments

Curriculum Frameworks

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English Language Arts

[2016 Mississippi College- and Career-Readiness Standards for English Language Arts](#)

Mathematics

[2016 Mississippi College- and Career-Readiness Standards for Mathematics](#)

Science

[2010 Mississippi Science Framework](#)

[2018 Mississippi College- and Career-Readiness Standards for Science \(pilot 2017-18\)](#)

Social Studies

[2011 Mississippi Social Studies Framework](#)

Advanced Placement

[Overviews and Course Descriptions](#) (links to College Board)

Business and Technology

[Mississippi Business and Technology Framework \(2014\)](#)

Career & Technical Education

[Curriculum Download](#) (links to Mississippi State University Research & Curriculum Unit)

Health

[Contemporary Health K-8](#)

[Contemporary Health 9-12](#)

Library Media

[2017 Mississippi School Library Guide](#)

Physical Education

[2013-2014 Mississippi Physical Education Framework](#)

Visual and Performing Arts Framework

[Mississippi College- and Career-Readiness Arts Learning Standards for Dance \(2017\)](#)

[Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts \(2017\)](#)

[Mississippi College- and Career-Readiness Arts Learning Standards for Music \(2017\)](#)

[Mississippi College- and Career-Readiness Arts Learning Standards for Theatre \(2017\)](#)

[Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts \(2017\)](#)

World Languages

[2016 Mississippi World Languages Framework](#)

Early Childhood

[Early Learning Standards for Classrooms Serving Three-Year-Old Children](#)

[Early Learning Standards for Classrooms Serving Four-Year-Old Children](#)

