



Poplarville School District
Plan to Ensure Mastery of Content for Carnegie Unit Courses
2020-2021

MS Public School Accountability Standards, 2019

Process Standard 13.2 Districts must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered.

Plan to Ensure Mastery of Content for Carnegie Unit Courses students at Poplarville High School, Poplarville Career Technical Center, and the Middle School of Poplarville have the opportunity to earn Carnegie units required for graduation. The Poplarville School District will utilize various scheduling options during the 2020-21 school year, which may allow for less than 140 hours of instruction for a Carnegie unit course and 70 hours of instruction for a one-half unit course. Strategies and practices to ensure mastery of course content as defined by the MS College & Career Readiness Standards and the MS Career & Technical Education standards are as follows:

1. Poplarville School District will ensure that 180 days of instruction are provided to students via one of three schedules:
 - Traditional School Schedule
 - Hybrid Schedule
 - Virtual Learning

2. Pacing guides and curriculum maps for 2020-2021 will reflect the different types of school schedules that may be implemented during the school year.
 - Gaps in pre-requisite skills and/or knowledge due to school closure during the 2019-20 school year will be identified.

 - Essential standards and skills for current courses have been identified and will take priority in lesson planning for instruction and assessments.

3. Students will continue to be provided opportunities to complete high quality, rather than high quantity, assignments and performance-based tasks.

- In addition to conventional methods of differentiating instruction, virtual small group learning may be provided to help meet individual student needs, provide accommodations, and allow greater access to the curriculum by all students.
 - A library of recorded videos of direct teacher instruction is being developed. These videos will be available both on line and via flash drive for students without internet access. This will allow students to review instruction multiple times in order to gain greater understanding of content.
 - Tasks that require application of content and/or collaboration among students may be utilized more frequently in order to encourage higher order thinking and student interaction.
4. In addition to traditional formative and summative assessments, teachers will utilize various methods of performance-based assessment in order to continually measure mastery of course content.
- Assignments and assessments that do not meet the expectation or do not reflect a student's best work may be returned to the student for correction until the standard is met.
 - Submission of student work will be in accordance with the timelines established by the teacher.
5. Assessment data will be used to inform instruction, remediation, and enrichment.
- Continuing gaps in pre-requisite skills and/or knowledge will be identified.
 - Emphasis will be placed upon acquisition of essential standards and skills.
 - During periods of distance or hybrid learning, time normally spent by teachers supervising students and managing behavior will be reallocated to provide increased feedback and remediation necessary for students to successfully meet the expectation of the course.
 - Increased office hours will provide students and parents more opportunities for one on one communication with teachers for clarification, remediation, enrichment, and encouragement.
 - Pacing guides and instruction will be revised based upon assessment data.
6. Dual credit courses will adhere to the schedule and policies set by the college or university.