



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

2025-2026 Professional Learning Plan





Table of Contents

District Overview	4
Mission	
Vision	
Core Values	
Commitments	
JPS Demographics.....	5
Mission	
Vision	
Core Values	
Professional Learning Plan Overview.....	6
Professional Learning Mission	
Statement of Purpose	
Professional Learning Goals	
Professional Learning Model	8
New Teacher Induction Program	10
Teacher Retention... ..	10
Professional Learning Management System	11
Data Analysis.....	12
Comprehensive Needs Assessment Survey	
Achievement and Diagnostic Results	
Collaboration Opportunities	12
Strategic Plan Goals	13
Professional Learning Schedule.....	14
Appendices.....	15
Appendix A – CNA Results	
Appendix B – MAAP Assessment Results	
Appendix C – Planning Template and Action Plan	

District Overview

JPS Mission

We develop scholars through worldclass learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

JPS Vision

We prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS Core Values

We believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

JPS Core Commitments

- 1 – Innovative Teaching and Learning
- 2 – Talented Individuals and Teams
- 3 – JPS Joy
- 4 – Organizational Effectiveness
- 5 – A Strong Finish

Jackson Public Schools is the third-largest school district in Mississippi, serving early 18,000 scholars, representing more than 80 percent of school-aged children in the state's capital and only urban municipality. Jackson, Mississippi has about 170,000 residents in an area of 104 square miles. There are 6 high schools, 6 middle schools, 23 elementary schools, and 13 special program schools comprising the district's 35 school sites. These schools are divided into 6 feeder patterns based on the high school receiving the area's scholars.

Jackson Public School is a member and accredited by the following affiliates:

- [Council of Great City Schools \(CGCS\)](#)
- [College Board](#)
- [Mississippi High School Activities Association \(MHSAA\)](#)
- [Mississippi School Boards Association \(MSBA\)](#)
- [Program of Research and Evaluation for Public Schools \(PREPS\)](#)

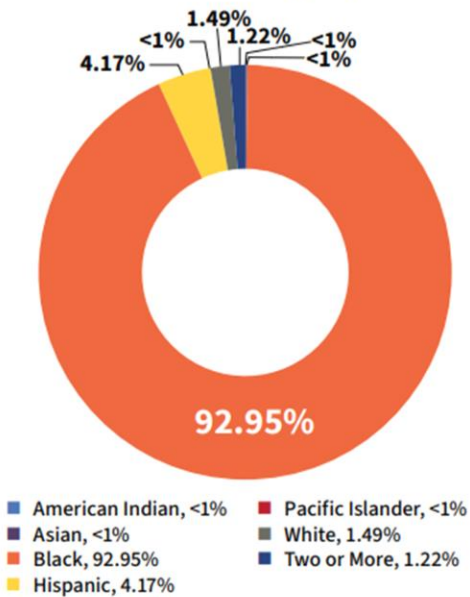
JPS Demographics

\$434 million

Annual Budget
(includes local, state, and federal funds)

AT-A-GLANCE

Scholar Demographics



Scholars

18,162

Pre-K12
Enrollment

8,597

Elementary
Enrollment

3,548

Middle School
Enrollment

6,063

High School
Enrollment

2,321

Special
Education

591

Limited
English

Staff

3,076

Full-Time

1,861

Administrators,
Operations, and
Central Office

84

Certified
Counselors

57

Certified
Interventionists

38

Certified
Librarians

1,036

Certified
Teachers

Specialized Programs

- Career Development Center
- JPS-Tougaloo Early College
- Re-engaging in Education for All to Progress (REAP)
- JROTC
- Whole Arts
- Montessori
- Academic and Performance Arts
- Henley-Young-Patton Juvenile Justice Center
- Jackson Middle College
- Fast Track
- Capital City Alternative School
- International Baccalaureate
- JPS Virtual High School Academy

Schools

23

Elementary
schools

7

Middle
schools

6

High schools
(grades 9-12)

Professional Learning Plan Overview

The Jackson Public School District Office of Teaching and Learning seeks to create skilled, reflective practitioners by providing learning opportunities for employees to acquire new skills and knowledge. With the collaboration of educational stakeholders, we will initiate a district-wide system of strategic professional learning that encompasses ongoing, planned, comprehensive job-embedded experiences.

Statement of Purpose

The purpose of the Jackson Public School District Professional Learning Plan (PLP) is to encourage and support certified and classified personnel in their continuous effort to grow professionally. Professional learning is differentiated to meet individual and district needs relevant to the teaching and learning process. It also promotes successful outcomes for student. Therefore, the dual focus of the PLP is continuous improvement in the quality of teaching and learning and to serve as the Jackson Public School District's assurance that all teachers will participate in extensive professional learning designed to meet the learning needs of its students. The PLP aligns professional learning to student achievement.

Professional Learning Goals

The goals of implementing the *Standards for Professional Learning* are to outline the characteristics of professional learning that lead to the following:

- Rigorous and Inclusive Content
- Transformational Processes
- Conditions for Success

The goals of professional learning are consistent with five commitments outlined in the 2024-2029 *JPS Strategic Plan, The Power of People and Possibilities*:

- Commitment #1: Innovative Teaching and Learning
- Commitment #2: Talented and Individuals and Teams
- Commitment #3: JPS Joy
- Commitment #4: Organizational Effectiveness
- Commitment #5: A Strong Finish

The goals also align with our district's Instructional Priorities and Instructional Protocols. Please see each below:

Instructional Priorities	Instructional Protocols
Acceleration Balanced Assessments Culture of Observation and Feedback	Collaborative Lesson Planning Collaborative Observations and Walkthroughs Examining Student Work Instructional Role Play

Strategies to Achieve Goals

- A. Classified Personnel:** Classified employees are encouraged to attend professional learning relevant to their job responsibilities and attend all mandatory district-related trainings.
- B. Certified Personnel:** Certified employees are encouraged to attend professional learning relevant to their job responsibilities and attend all mandatory district-related trainings.
- C.** Professional learning is defined as any professional growth training for certified and/or classified staff. The activity must have significant intellectual or practical content and its primary objective must be to increase the participant's professional competence as an employee. The activity must deal primarily with matters related to the practice of professional responsibility or ethical obligations of the employee.
- D.** Professional credit may accrue through participation in professional offerings sponsored by the school district.
- E.** An instructional hour of credit will, in all events, consist of a minimum of sixty (60) minutes.
- F.** All coaches and "other employees" must be trained in CPR (certification updated annually – policy JDL)
- G.** The Office of Teaching and Learning will provide direct support to PK-12 teachers. The Office of Teaching and Learning Curriculum Leads will conduct trainings as needed or requested by schools. These support services include job-alike training, textbook training, demonstration of model classrooms and classroom observations. To ensure fidelity of these trainings, the Office of Teaching and Learning will monitor implementation of strategies introduced in all professional learning activities sponsored by the department. Professional Learning artifacts are managed in PowerSchool. Artifacts are also maintained either in PD Binder and/or uploaded to the Tilt I Crate.

Individual Growth: Ultimately, employees will acquire the skills to develop an Individual Professional Learning Plan (IPLP) as a reflection of their individual learning and growth. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. This plan provides structure and serves as documentation of the outcomes of the professional learning activities in which the employee participates. The IPLP is designed to chart the course of actions the employee needs to take to reach his/her goals. The IPLP is an optional tool and its intent is not to be punitive; the instrument will not be used for evaluation purposes.

Professional Learning Model

In an effort to ensure that the conditions needed for successful professional learning are fulfilled, JPS has adopted Learning Forward's Standards for Professional Learning to guide its professional learning model. This model is directly focused on the development of Rigorous and Inclusive Content, Transformational Processes, and the Conditions for Success. There are key levers to transform professional learning:



Rigorous and Inclusive Content for Each Learner

Standards within the Rigorous Content for Each Learner frame describes the essential content of adult learning that leads to improved student outcomes.

- **Equity Practices**
Educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
- **Curriculum, Assessment, and Instruction**
Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.
- **Professional Expertise**
Educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

Transformational Processes

Standards within the Transformational Processes frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

- **Equity Drivers**
Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.
- **Evidence**
Educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.
- **Learning Designs**
Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.
- **Implementation**
Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

Conditions for Success

Standards within the Conditions for Success frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.

- **Equity Foundations**
Educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.
- **Culture of Collaborative Inquiry**
Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.
- **Leadership**
Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.
- **Resources**
Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

All district and building level professional learning activities must be filtered through the Professional Learning Model and approved prior to delivery. In addition, all schools and departments must have an agenda, the sign-in sheets, and the evaluations for all building level/department professional learning activities.

New Teacher Induction Program

Beginning teachers often have an abundance to learn and to do immediately at the start of their new jobs, that they may find it difficult to take time from their work to seek out the assistance they need. They often believe they are expected to do the same work as a veteran teacher and because of this they often do not want to reveal their concerns and problems for fear of looking incompetent.

The administration and Board of Trustees of Jackson Public Schools believe that mentoring is an investment in the success of both beginning teachers and the students whose lives teachers will touch throughout their careers. Thus, support for novice teachers is provided through a New Teacher Induction Program for those teachers with 0-3 years of experience. Participants attend monthly meetings designed to enhance the development of beginning teachers through their first years and to facilitate the development of their knowledge and skills necessary for successful teaching.

Retired teachers are hired to provide beginning teachers with support through mentorship. Mentors participate in training before and during the school year, observe and conference with their assigned mentees, conduct demonstration lessons and coach and write reports about their mentees' performance.

Monthly professional learning sessions are conducted for each group (i.e., mentors and new teachers).

Teacher Retention

To ensure that all students have “teachers with the subject-matter knowledge and teaching skills necessary to help them achieve to high academic standards, regardless of their individual learning styles or needs,” (ESEA title II, Part A, 2006), the Jackson Public School District provides on-site support to in-service teachers and additional resources to limited service teachers. Limited Service Teachers possess a college degree but are not certified by the Mississippi Department of Education. Services to support these aspiring teachers to become credentialed include workshops focusing on effective test-taking skills and PRAXIS test preparation trainings.

Professional Learning Management System

Beginning in early Spring 2020 employees were introduced to and trained on the use of Power School Education Professional Learning Management System (PLMS), an on-demand, online professional learning management system that serves as a resource to create a highly personalized learning experience. The goal of the usage of this system is to help certified and classified employees improve their practice and, in turn, raise student achievement.

Effective use of the Power School PLMS enhances professional learning in various aspects. The Power School professional learning activity proposals are aligned with Learning Forward Standards. The PLMS offers access to online peer to peer collaboration groups built around topics, needs, interests and location. Teachers and administrators may earn district credit for professional learning

participation and qualify to earn continuing education credits (CEUs), when applicable, to support them in licensure renewal. Non-certified employees will also be able to sharpen their skillset through the use of job-specific online videos.

The facilitation of face-to-face professional learning combined with online video PD comprise the district's blended professional learning delivery model.



Management System

Professional Learning artifacts are managed in PowerSchool. Artifacts are also maintained either in PD Binder and/or uploaded to the Tilt I Crate.

Comprehensive Needs Assessment Survey

The Jackson Public School District Office of State and Federal Programs disseminated an online Comprehensive Needs Assessment (CNA) survey to employees, students and parents. A Comprehensive Needs Assessment (CNA) is a process used to identify needs and challenges that impede the performance of a school or district. The CNA can be used to determine the underlying causes of underperforming schools or districts and can be instrumental in setting priorities for future action. To address these identified needs, the Office of Teaching and Learning in partnership with the Office of Climate and Wellness, seek resources to accommodate each identified focus area in an effort to improve student learning by increasing teacher effectiveness and embedding instructional practices into the daily activities occurring in the classroom and by providing a safe, learning environment for students and teachers. If all efforts are implemented with fidelity and with the full support of all stakeholders, the ultimate result will be a greater percentage of students meeting and exceeding standards. Below are the results of the CNA results from the 2022-2023 School Year. **(See Data Reports in Appendix A)**

Achievement and Diagnostic Assessment Program

Spring 2025 MAAP Assessment Results

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.

The Mississippi Department of Education MAAP ELA and Math data is analyzed to identify the deficit areas where instructional support is needed and how professional learning opportunities are provided. **(See Data Reports Appendix B.)**

iReady Reading and Math Screeners

Universal screening assessments will be administered to all students at least three times during the year to provide an especially critical “first look” at individual students. STAR Early Literacy (Kindergarten Readiness Assessment), iReady Reading, and iReady Math data will be used in determining the skills focus for teacher training across all disciplines. **(See Data Reports Appendix C.)**

Collaboration Opportunities

Collaboration Meeting

The Office of Teaching and Learning will establish on-going monthly meetings with the district’s assistant superintendents and other department heads to review and discuss current school data, develop strategies to address priority areas of weaknesses and promote academic discourse among central office personnel directly involved with school day-to-day operations.

2024 – 2029 Strategic Plan Goals



5-YEAR STRATEGIC GOALS

Jackson Public School District

BASE
YEAR

GOALS	2024	2025	2026	2027	2028	2029
50% or more scholars will perform proficiently in Reading across grades 3-8 and English II	29.0	33.2	37.4	41.6	45.8	50.0
50% or more scholars will perform proficiently in Math across grades 3-8 and Algebra I	29.5	33.6	37.7	41.8	45.9	50.0
50% or more scholars will perform proficiently in Science across grades 3-8 and Biology I	40.3	42.2	44.2	46.1	48.1	50.0
Increase the average composite score on the ACT to 19 or above	15.3	16.0	16.7	17.4	18.1	19.0
90% or more scholars will graduate in 4 years	83.7	85.0	86.2	87.5	88.7	90.0
80% or more scholars expressing and demonstrating, pro-social, emotional, and behavioral patterns	67.3	69.8	72.4	74.9	77.5	80.0
Decrease the rate of chronic absenteeism to 20% or fewer scholars	31.6	29.3	27.0	24.7	22.4	20.0
95% or more of stakeholders express overall satisfaction with Jackson Public School District	84.3	86.4	88.6	90.7	92.9	95.0
50% or more of high school scholars participate in co-curricular activities	28.0	28.0	32.4	36.8	41.2	50.0
80% of Kindergarten scholars will earn a score of 681 or above on the Kindergarten Readiness Assessment at the end of Kindergarten	49.3	55.4	61.5	67.7	73.8	80.0



2025 – 2026 Professional Learning Schedule

The Jackson Public School District Office of Teaching and Learning collaborates with other departments to support all staff in professional learning and growth. The district has identified several professional learning days to ensure employees receive the necessary training needed to fulfill their obligations to excellence in their respective roles.

July – December 2025

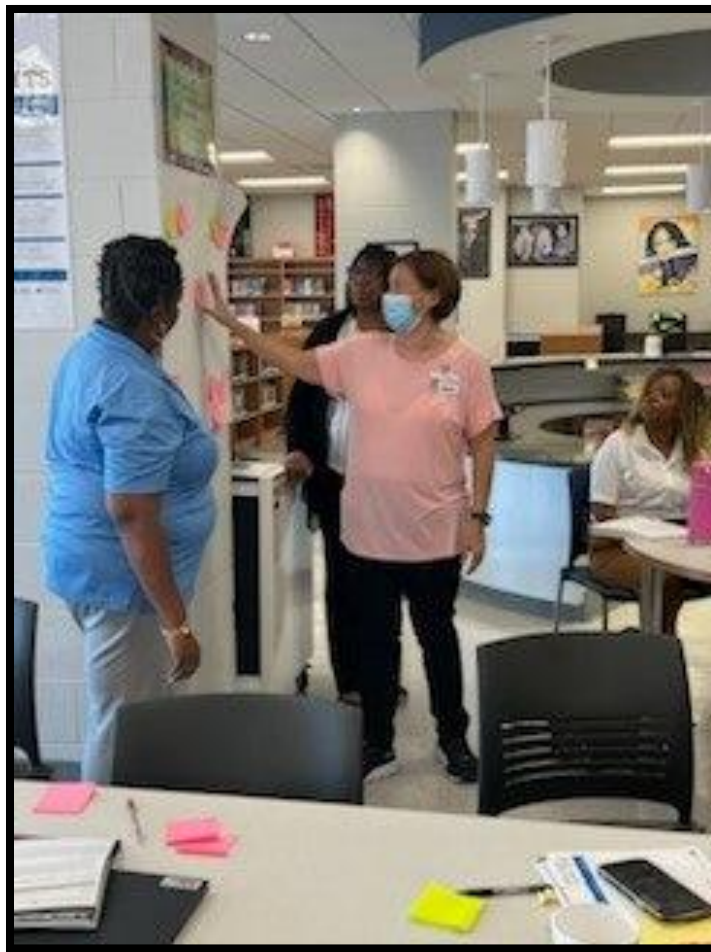
Date	Type of Professional Learning	Intended Audience
July 15-17	Pre-Kindergarten Symposium	All Teachers and Staff
July 21-22	Leadership Institute	All School Level Administrators
July 23-July24	Back to School Teacher Institute	All Teachers and Staff
July 25	District Convocation	All Staff
August 26	80% Professional Learning Day	All Teachers and Staff
September 12	100% Professional Learning Day	All Teachers and Staff
September 23	80% Professional Learning Day	All Teachers and Staff
September 25	Administrators' Professional Learning Day	Principals and Leaders
October 28	80% Professional Learning Day	All Teachers and Staff
October 30	Administrators' Professional Learning Day	Principals and Leaders
November 14	100% Professional Learning Day	All Teachers and Staff
November 20	Administrators' Professional Learning Day	Principals and Leaders
December 11	Administrators' Professional Learning Day	Principals and Leaders

January – June 2026

Date	Type of Professional Learning	Intended Audience
January 16	100% Professional Learning Day	All Teachers and Staff
January 22	Administrators' Professional Learning Day	Principals and Leaders
January 27	80% Professional Learning Day	All Teachers and Staff
February 13	100% Professional Learning Day	All Teachers and Staff
February 24	80% Professional Learning Day	All Teachers and Staff
February 26	Administrators' Professional Learning Day	Principals and Leaders
March 24	80% Professional Learning Day	All Teachers and Staff
March 26	Administrators' Professional Learning Day	Principals and Leaders
April 23	Administrators' Professional Learning Day	Principals and Leaders
April 28	80% Professional Learning Day	All Teachers and Staff
May 27	Professional Learning Day	All Teachers and Staff
June	End of the Year Leadership Institute	All Principals and Leaders

Appendices

Appendix A	Comprehensive Needs Assessment Data Results
Appendix B	Spring MAAP Assessment Survey Results
Appendix C	BOY iReady Diagnostic Results
Appendix D	Professional Learning Action Plan Template



Appendix A – CNA Survey Results



THRIVE School Climate Report Comprehensive Needs Assessment

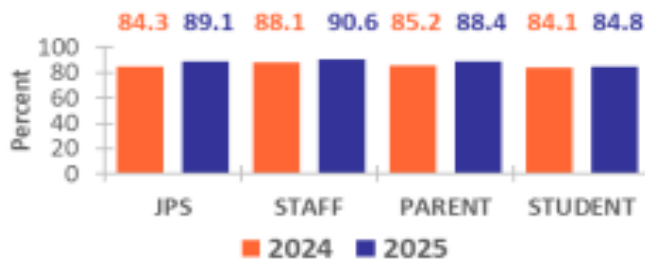
Jackson Public Schools

662 S. President Street
Jackson, Mississippi 39201
(601) 960-8700
<https://www.jackson.k12.ms.us/Jackson>



Dr. Errick L. Greene
Superintendent

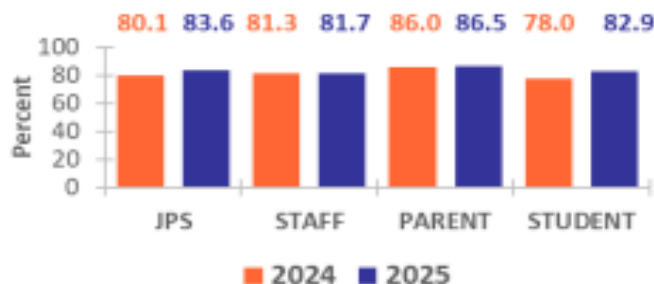
1. Leaders have established processes to develop the vision, mission, and strategic goals to improve student outcomes.



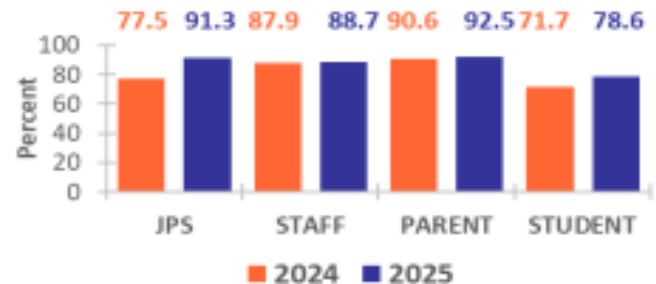
4. The programs of this school or district meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).



2. I am satisfied with the quality of the educational program offered to students in our school or district.



5. Parents/students feel welcome in our school or district.



3. Teachers hold high expectations and provide instructional activities in which students can take an active role in their own learning.



6. I am satisfied with the parent and family activities at my school.





Jackson Public Schools

662 S. President Street
Jackson, Mississippi 39201
(601) 960-8700
<https://www.jackson.k12.ms.us/Jackson>



Dr. Errick L. Greene
Superintendent

7. Our school or district provides students and teachers with a safe and orderly, clean, and well-maintained environment for learning.



9. I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students and the level of concern that is shown for students.



8. My school or district has effective procedures for addressing school safety.



10. Overall, how satisfied are you with the educational experience at your (your child's) school?



Transforming lives through
excellent education.

662 SOUTH STATE STREET
JACKSON PUBLIC SCHOOL DISTRICT
EXCEPTIONAL EDUCATION
INSTRUCTIONAL TELEVISION
JPSD BOARDROOM

Appendix B – MAAP Assessment Results



District Report Card 2024 - 2025

For more detailed information, please visit <https://msrc.mdek12.org>.



Jackson Public School District

Jackson, MS



662 South President Street
Jackson, MS 39201



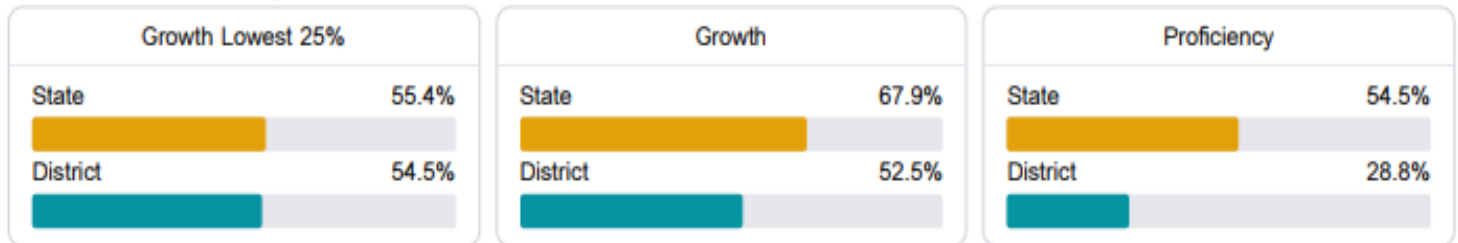
Erick Greene
ergreene@jackson.k12.ms.us

School Accountability Grade Components

Mississippi's accountability system assigns "A" through "F" letter grades for schools and districts. Grades are based on student achievement, student growth, student participation in testing, and other academic measures.

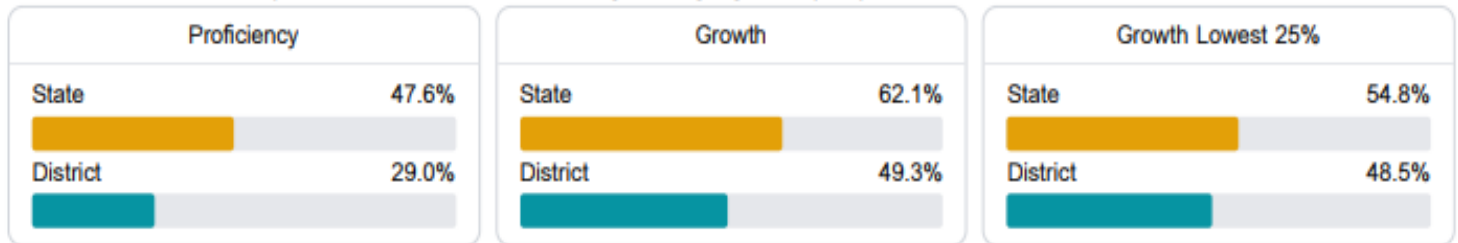
Math

Measurements of student performance on the statewide math assessment.



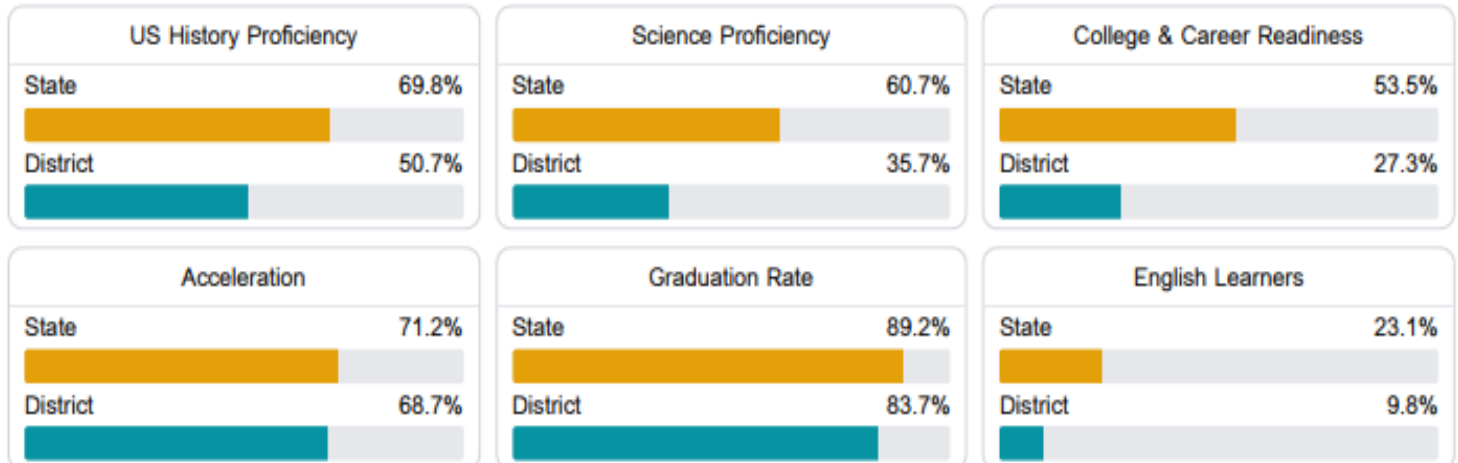
English

Measurements of student performance on the statewide English language arts (ELA) assessment.



Other Measures

Other measurements of student performance that factor into the accountability grade.

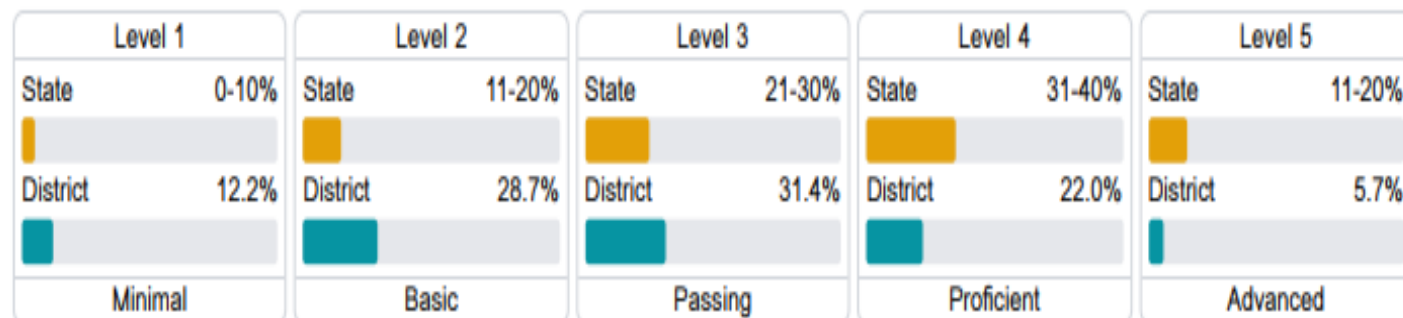


Detailed Assessment and Other Data

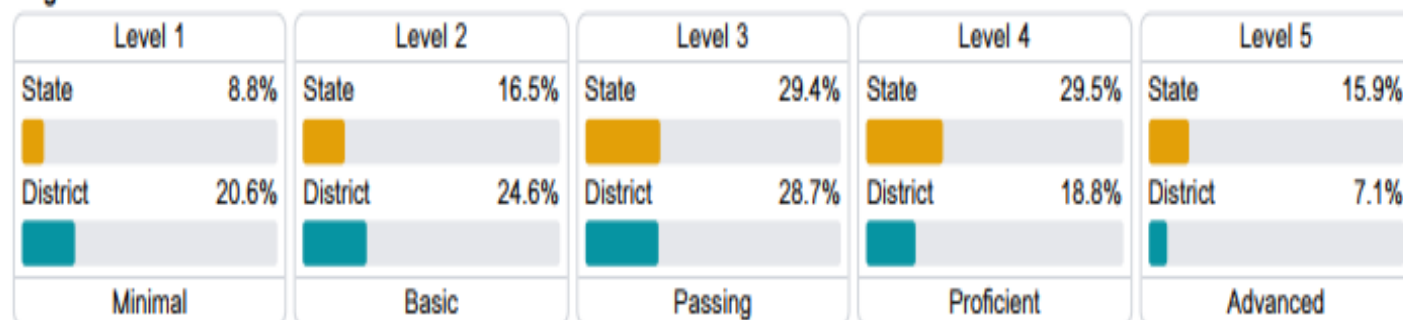
Student Performance

The following information shows each level of student performance on statewide assessments.

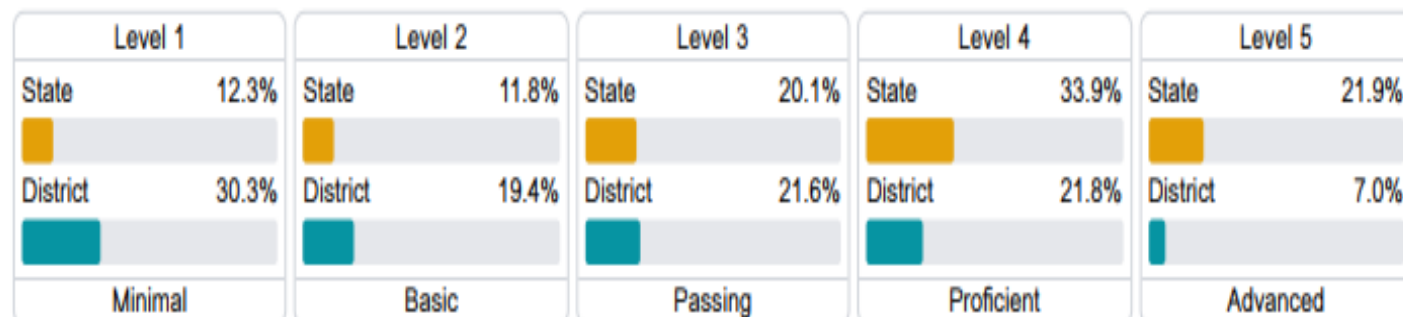
Math



English



Science



Student Assessment Participation



Appendix C – Individual Teacher Planning Template



Individual Professional Learning Action Plan Worksheet

School Year 20____-____

Name:		Position:		
School/Department:		Years of Experience in Position:		
Action Plan		Record of Completion		
PROFESSIONAL LEARNING STRATEGIES (read, write, research, participate in, observe, attend, collect, develop, mentor, evaluate...)	RESOURCES/ SUPPORTS NEEDED	EVIDENCE OF COMPLETION (folder, material, notes, journal, log, video, certificate)	EARNED NUMBER OF CLOCK HOURS	DATE ACHIEVED
I will:				

(continued)



JACKSON
PUBLIC SCHOOLS

Individual Professional Learning Action Plan

School Year 20____-____

Name:	Position:
School/Department:	Years of Experience in Position:

GOAL AREA:

(i.e., Instruction, Classroom Management, Interpersonal Skills, Professional Responsibilities, Communication, Leadership Development, Job-Specific Training)

School Improvement Goal:
Personal Growth Goal:

Desired Outcomes

Personal: <i>(area of self-improvement of knowledge/skills/performance, products, evidence of learning, use of skills acquired)</i>
Student Impact: <i>(connection/contribution to the learning environment)</i>