

2025-2026

Instructional Management System



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

Dr. Errick L. Greene

Superintendent

District Approval

2025-2026 Instructional Management System

The procedures described in this plan are aligned with the most recent revision of the Mississippi Accountability Standards, published by the Mississippi Department of Education in March 2025. The Jackson Public School District structures its instructional initiatives in alignment with the district’s mission, vision, core values, and strategic goals—ensuring a consistent focus on academic excellence and the holistic development of every scholar.

This plan is approved by our JPSD School board and executed by all district stakeholders.



Mrs. Barbara Hilliard, School Board President



Dr. Errick L. Greene, Superintendent

Effective: 8/5/2025

Vision

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

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.

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JPS Core Values

Equity

Excellence

Growth Mindset

Positive and Respectful Culture

Relationships

Relevance

JPS Strategic Commitments

Commitment 1: Innovative Teaching and Learning


Commitment 2: Talented Individuals and Teams

Commitment 3: JPS Joy

Commitment 4: Organizational Effectiveness

Commitment 5: A Strong Finish

Our Philosophy of Instruction



In Jackson Public Schools, we believe the philosophy of instruction refers to the underlying beliefs, principles, and theories that guide how educators approach teaching and learning. It encompasses how we align our beliefs, pedagogy, and data to the resources, methods and strategies used to facilitate learning. Furthermore, we believe instruction should be student-centered and focused on the goal of mastering the curricula of the district which is aligned to MS-College and Career Readiness Standards. Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the standards, utilizing effective methods of instructional delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The Office of Teaching and Learning provides every school and department with access to the most current adoption of the Mississippi Accountability Standards and the Jackson Public Schools Instructional Framework via the district's website.

Purpose of the Instructional Management System

The purpose of the Jackson Public Schools Instructional Management System (IMS) is to provide a structured framework for teachers and leaders to effectively execute consistent high-quality instruction. The plan is aligned to the Mississippi Accountability Standards and outlines a plan of activities, strategies, and resources used to focus the efforts of the district in achieving instructional success as defined by the state and federal accountability models.

This plan endeavors to provide the following:

- **Organization and Structure:** The IMS aids in organizing instructional activities, materials, and resources in a systematic manner to ensure a coherent approach to teaching;
- **Clear Communication:** The IMS is designed to provide clear communication on what should be taught (MS-CCRS), what we use to teach (high-quality instructional materials), who is responsible for instruction (district and school level), and how we intervene (MTSS);
- **Curriculum Implementation:** The IMS outlines how the curriculum will be delivered, including instructional methods, assessments, and adaptations for diverse learners;
- **Instructional Support for All:** The IMS serves as a reference and support tool for teachers and leaders. It provides guidance on managing instructional time, incorporating technology, and differentiating instruction;
- **Continuous Improvement:** The IMS allows for reflection and adjustment based on ongoing assessment data and feedback, promoting continuous improvement in teaching practices; and
- **Consistency:** The IMS promotes consistency across the district to ensure that all scholars receive equitable educational opportunities.

Alignment to the 2024 MS Accountability Standards

The Instructional Management Plan is in alignment with the most current revision the Mississippi Public School Accountability Standards dated March 2025.

STANDARD 20 - This document enables the Jackson Public School District to meet the following instructional management requirements identified in the Miss. Code Ann. §§ 37-349(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.



Alignment to the JPS Board Approved Policies

The Jackson Public School Board has approved policies (Section I) that govern the JPS Instructional Program. The board approved policies can be found on our District's website by clicking the this link: <https://www.jackson.k12.ms.us/about-us/school-board/board-approved-policies>.

The JPS Curriculum

The Jackson Public Schools’ Curriculum provides a coherent set of high-quality instructional materials that are cognitively and developmentally appropriate, aligned to the MS-College and Career Standards (MS-CCRS). The curriculum provides structured, rigorous, and relevant lessons that engage students in critical thinking processes. It defines the learning outcomes that are to be met through mastery and transferable skills. The JPS Curriculum provides guidance to encourage differentiation and equitable lessons for all students. For a complete listing of the district’s instructional resources, please contact the Office of Teaching and Learning at 601-960-8355 or visit the Office Teaching and Learning website.

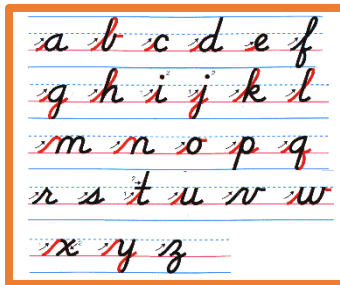
Core Subject Area	MS-College and Career Readiness Standards	High-Quality Instructional Materials and Resources
English/Language Arts	2016 Mississippi College- and Career-Readiness Standards for English Language Arts	Great Minds – Wit and Wisdom Wilson Learning- Foundations McGraw-Hill Study Sync
Mathematics	2016 Mississippi College- and Career-Readiness Standards for Mathematics	Curriculum Associates Ready Math Savass
Science	2018 Mississippi College- and Career-Readiness Standards (MS-CCRS) for Science	Accelerate Learning McGraw-Hill Savass
Social Studies	MS-CCRS for Social Studies 2022	
Advance Placement	Overviews and Course Descriptions	The College Board
Business and Technology (Academic)	MS Business Technology Framework (2023)	McGraw-Hill Savass
Career and Technical Education	MS Business Technology Framework (2023)	Savass and McGraw-Hill
Health	Contemporary Health K-8 Contemporary Health 9-12	McGraw-Hill
Physical Education	2013 Physical Education Standards	
Library Media	Library Learning Standards	
The Arts	Dance (2017) Media Arts (2017) Music (2017) Theatre (2017) Visual Arts (2017)	McGraw-Hill
World Languages	World Languages Framework 2016	
Early Childhood	Early Learning Standards for Pre-K	MS Beginnings McGraw-Hill Building Blocks ReThink Ed
Computer Science	College and Career Readiness Standards (2018)	
Social and Emotional Learning	Social and Emotional Learning	ReThink Ed

Cursive Writing Guidance

Mississippi Senate Bill SB 2273 (2017) - Cursive Writing Requirement

This bill was enacted by the State Board of Education to ensure instruction in cursive writing is a part of the basic elementary education curriculum. The following is the guidance our district follows to ensure this requirement is executed in our district:

- Instruction in cursive reading and writing should begin in 3rd grade and should be implemented across the curriculum.
- Students should create readable documents through legible cursive handwriting by the end of the fifth grade.
- Students must pass a district-constructed test demonstrating competency in both reading and writing cursive with proficiency in 5th grade.
- The cursive writing assessment window will be May 1st -May 20th, and students will be allowed one (1) opportunity to retest.
- Graded assessments should be kept on file for two (2) years.



The Literacy-Based promotion Act (LBPA)

The Mississippi Literacy-Based Promotion Act (LBPA) was enacted with the primary purpose of improving reading proficiency among students in Mississippi. There is a strong focus on the foundational skills in grades kindergarten through third grade. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.



The LBPA places an emphasis on grade-level reading skills, particularly as students progress through kindergarten to 3rd grade. Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state-wide assessment for 3rd grade will not be promoted to 4th grade unless the student qualifies for a good cause exemption.

The LBPA was amended in 2016 and includes changes such as an Individual Reading Plan (IRP) and increased expectations for 3rd grade students beginning in 2018-2019.

Keypoints of the Literacy Based Promotion Act

The **Mississippi Literacy-Based Promotion Act** will help ensure that every student reads at or above grade level by the end of 3rd grade. The act is part of a statewide effort called **Strong Readers = Strong Leaders** to improve literacy among all school children. The following are key take-a-ways from the LBPA:

- **Prevention is Key** - Reading instruction must be a major focus of kindergarten through third grade. Third grade is the year that students transition from *learning to read* to *reading to learn*. Students need strong reading skills to learn in all other school subjects, such as science, history, writing, and even math.
- **Effective Interventions and Remediation** – Effective intervention and remediation are required for students having reading difficulties. Struggling readers must be identified early through universal screeners. Students identified as having a reading difficulty will be provided immediate intensive reading intervention that meets their specific reading needs. Remediation must take place to help sustain learning.
- **Possibility of Retention** – Retention is the last option. Third grade students must meet reading standards by the end of the year to be promoted to the fourth grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion – 1 initial assessment and two retest opportunities.
 - *Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's third grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for third grade, the student shall not be promoted to fourth grade.*
- **Parental Notification and Engagement:** The LBPA requires schools to notify parents or guardians if their child is at risk of retention due to reading deficiencies. Parents are also involved in creating individualized reading improvement plans for their children. Family support is the backbone to helping students succeed.
- **Professional Learning:** The LBPA emphasizes the importance of professional learning for educators. Teachers need effective knowledge, tools and strategies to effectively teach reading.
- **Social Promotion** – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.
- **Accountability:** The LBPA holds schools accountable for ensuring that students achieve reading proficiency by the end of third grade, with monitoring and reporting requirements in place.

If a K-3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

- Determination of a substantial deficit in reading;
- Description of student services and supports presently provided;
- Description of proposed supplemental instruction and support to remediate the student's deficit areas;
- Strategies for parents to use to help students at home; and,
- Notification that the student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade.

Provide intensive reading instruction and immediate intervention to each K-3 student who exhibits a substantial deficiency in reading at any time.

Keypoints of the Literacy Based Promotion Act

Individual Reading Plan

The intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following:

- The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- The goals and benchmarks for growth;
- How progress will be monitored and evaluated;
- The type of additional instructional services and interventions the student will receive;
- The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

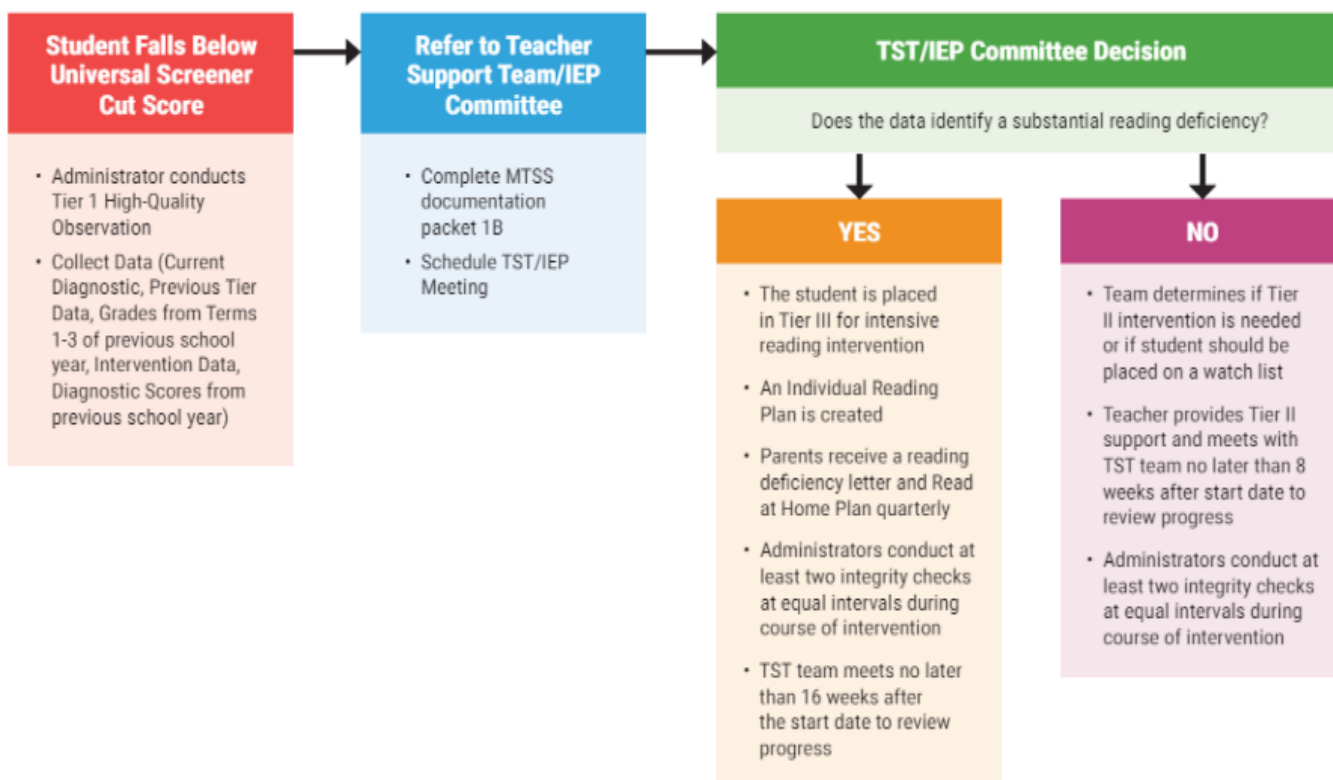
Good Cause Exemptions

A third grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- A. Limited English Proficient students who have had less than two (2) years of instruction in English Language 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 Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading **OR** was previously retained in kindergarten or 1st, 2nd, or 3rd grade;
- D. Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and

Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in kindergarten or 1st, 2nd, or 3rd grade for a total of two (2) years and have not met exceptional education criteria.

Multi-Tiered System of Supports

LBPA FLOWCHART GRADES K-3

Multi-Tiered System of Supports (MTSS) is the integration of Response to Intervention (RtI) for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RtI (*MDE, Office of Elementary Education*). The district recently adopted a new framework to guide the implementation of interventions.

In the Jackson Public School District, the MTSS is an integrated, comprehensive framework that focuses on Mississippi College & Career Readiness standards, quality core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is emerging nationally as an effective strategy to support every student. The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The school-level Teacher Support Team (TST) process has been a vital component of the student success initiative in Jackson Public Schools since 1998. The TST is a school-based team of educational professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school.

The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers, and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed. Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the TST may be made by parents, teachers, or other school personnel. The TST process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and adjusts the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired progress, TST should refer the student to the District Teacher Support Team (DTST) for further consideration.

The DTST may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.

Jackson Public Schools has a long history of providing numerous systems of support with varied resources. These include the interventions within the MTSS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

To support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy, the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffold, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system;
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs;

Multi-tiered System of Supports

- All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks)
- All teachers who support students in Tier I instruction, as well as instructional staff that provide supplemental support are responsible for the success of the students they serve. Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support as needed.

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:

- A. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
- B. Tier 2: Focused supplemental instruction
- C. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal, as the school's instructional leader, or the principal's designee. The designee may not be an individual whose primary responsibility is special education.

Interventions will be:

- designed to address the deficit areas
- evidence based
- implemented as designed by the TST
- supported by data regarding the effectiveness of the intervention

Teachers should use progress monitoring to:

- determine if students are making adequate progress
- identify students as soon as they begin to fall behind
- modify instruction early enough to ensure each student gains essential skills

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. The TST must conduct a documented review of the interventions no later than eight weeks after implementation, to determine success of the intervention(s). A second review must be conducted no later than 16 weeks after implementation of the intervention(s) to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.

Multi-tiered System of Supports

In accordance with the Literacy-Based Promotion Act of 2013, each public-school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:

- performance on a reading screener approved or developed by the MDE, or
- locally determined assessments and teacher observations conducted in kindergarten and Grades 1 through 3, or statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.

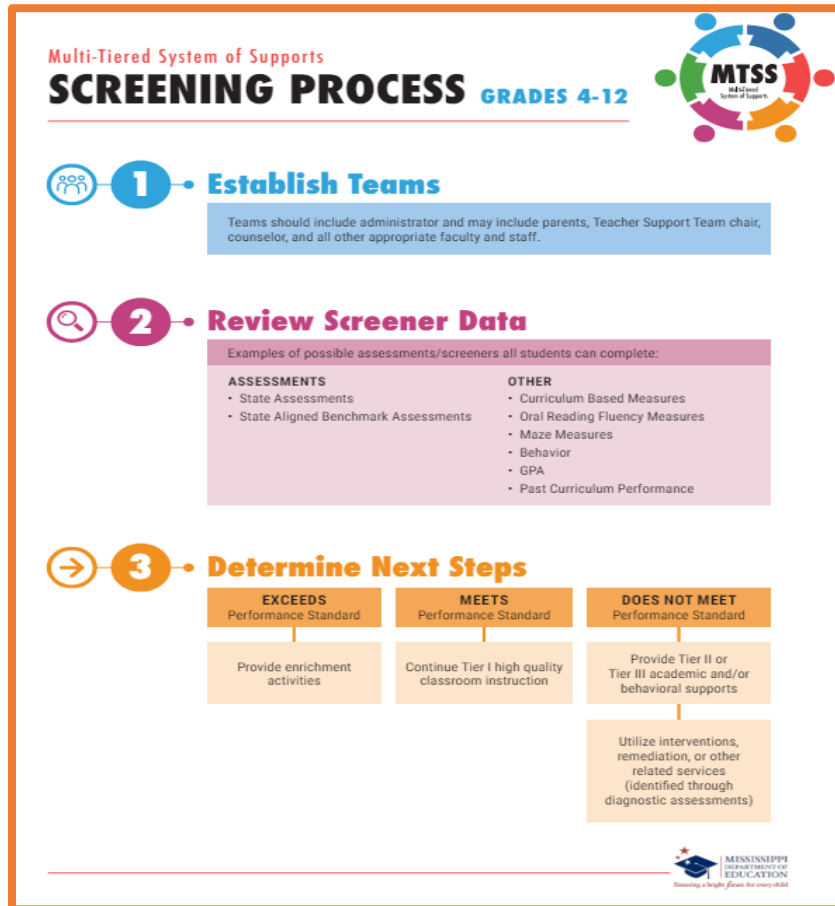
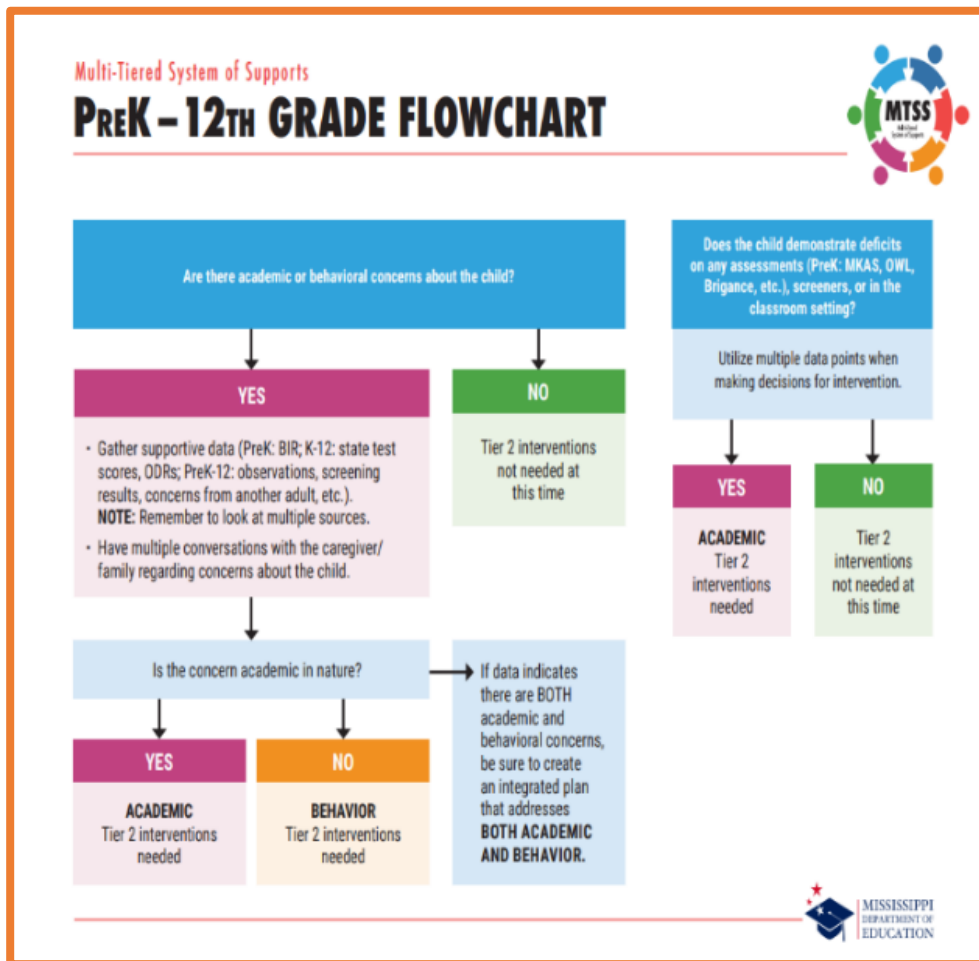
A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:

- phonological awareness and phonemic awareness
- sound symbol recognition
- alphabet knowledge
- decoding skills
- encoding skills
- rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud)

All students in kindergarten and 1st through 3rd grade shall be administered a state approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- A. Grades K-3: A student has failed one (1) grade
- B. Grades 4-12: A student has failed two (2) grades
- C. 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
- D. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- E. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act

Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above.



Mississippi Academic Assessment Program (MAAP)

Mississippi Academic Assessment Program (MAAP) is designed to measure student achievement on the Mississippi College-and Career-Readiness Standards (MS-CCRS) for English Language Arts and Mathematics and to provide valid and reliable results to guide instruction through data driven instruction. The MAAP will assess students in grades 3-8 in English Language Arts and Mathematics, Algebra I, and English II.

Student Achievement

Student achievement will be measured using various tools and data points. Teacher grades are expected to reflect school board and state board policy. Grades are available for viewing using SAM's Active Parent. Changing of student grades shall be done in accordance with State Board policy 403 and House Bill 696 (attached). Beyond classroom grades, the following will be closely monitored to measure student achievement:

- State Assessment Scores
- Discipline and Behavior Data
- Universal screening
- Progress monitoring data through the RtI process
- ACT Assessment Results
- WorkKeys Assessment Results
- Dropout rates
- AP test scores, enrollment data, and participation rates
- IBDP test scores, enrollment number, and participation rates
- Dual enrollment, enrollment numbers, and participation rates
- District-wide common assessments in ELA and Math grades 3-8, Science grades 5 and 8, English II, Algebra I, Biology, and U.S History



Stakeholder Expectations

It is the expectation for all stakeholders of the Jackson Public School District to demonstrate a strong commitment for providing students with foundational knowledge and skills that are essential to their success in a globally connected society.

School 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.

Superintendent will:

- Implement board policies related to curriculum
- Report to the board concerning implementation
- Oversee the work of district staff in accomplishing their responsibilities

Deputy Superintendent will:

- Develop and implement a vision for the district's instructional and curriculum services and setting a vision and goals for the instructional process, aligned with the district Strategic Operating Plan, to ensure rigorous and standards-aligned instruction and instructional supports in every classroom, for every JPS student.
- Work collaboratively with cross-departmental teams in Data and Accountability, Exceptional Education, and Teaching and Learning to ensure support of all teachers and the effective delivery of instructional programs and services.
- Build and lead a highly effective, innovative academic services department that is assessed on the ability to continually improve instructional practices.
- Oversee a continuous improvement process to ensure systemic shifts in instructional practice and student achievement in every classroom.
- Ensure that initiatives for school leaders and school teams are coordinated and integrate both academic content and instructional strategies.
- Establish a culture of high expectations and shared responsibility for equitable access to high-quality, culturally relevant instruction.

The Assistant Superintendents will:

- Provide district-wide professional learning opportunities 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 learning;
- Provide support for analysis and interpretation of assessment data

Executive Director of Teaching and Learning, Early Childhood Director and the Instructional Supports Director will:

- Ensure that the district’s curriculum is aligned to the MS College- and Career- Readiness Standards and Frameworks as well as other initiatives that enhance student achievement
- Facilitate curriculum development centered on the district’s school improvement initiatives
- Utilize organizational strategies to establish a coherent plan for school effectiveness and improvement
- Participate in ongoing review of proposed programs to assess the effectiveness and alignment with current district initiatives
- Keep abreast of developments in curriculum and instruction, and provide leadership in determining their appropriateness for inclusion in the district’s educational program
- Communicate the approved curriculum to the professional staff and maintain a list of approved instructional materials
- Work with principals and teacher committees in organizing and coordinating gradelevel and department meetings, in order to enhance horizontal and vertical continuity and articulation of the instructional program throughout the district
- Direct creation of and edits for publication all curriculum guides and materials prepared by and to be distributed to the instructional staff
- Work with the Office of Research, Enrollment and Accountability regarding renewing and evaluating results of school and district-wide data to influence curriculum decisions
- Assume responsibility for the district textbook management process
- Analyze district data to be used for improving instructional practices and student achievement

Executive Director of Climate and Wellness, Executive Director of Exceptional Education, and the Director of EL and Special Populations will:

- Support the Office of Teaching and Learning in coordinating building efforts to enrich climate, Positive Behavior Intervention and Supports (PBIS), and social-emotional supports
- Develop, coordinate, and deliver on-site workshops, training, and support sessions to ensure appropriate leadership development for principals, teachers, and other staff
- Utilize student, school, and district information to make data-driven decisions
- Provide communication, support, and technical assistance to school and district personnel.
- Ensure an equitable education for all students

Curriculum Leads and Instructional Coaches will:

- Prepare or oversee the preparation of the curriculum for use by regular grade-level teachers
- Provide observations, instructional coaching and descriptive feedback to teachers as requested by appropriate authority
- Advise and assist teachers in the selection and use of instructional materials
- Study and evaluate, and as appropriate, recommend to the Executive Director of Teaching and Learning, adoption of instructional materials, methods, and programs
- Coordinate and/or conduct, in cooperation with curriculum team, teachers and principals, cross-curricular planning and instruction
- Analyze test scores to provide instructional strategies based on individual school and teacher needs

Instructional Leaders/Principals/ Assistant Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of curriculum
- Ensure the effective delivery of the district curriculum to improve and monitor student learning
- Ensure that student progress is regularly reported to parents in a clear, understandable manner
- Participate in professional development for Principals and Assistant Principals
- Identify the school leadership team and its roles and responsibilities when implementing the curriculum
- Ensure that maximization of all instructional time
- Identify the coaching support and supervision plan for instructional staff
- Establish a professional development plan for instructional staff based on data analyses and aligned with the Learning Forward Standards for Professional Learning
- Establish a school-wide schedule for grade-level and/or team meetings to collaborate, discuss, analyze, and plan to solve problems, make recommendations and develop instructional strategies and interventions based on student assessment data
- Utilize data to measure achievement progress
- Ensure teacher compliance with established assessment and pacing guides
- Develop school-wide schedule for classroom observations
- Adhere to the Mississippi Educator Professional Growth System to monitor the instructional program by providing teachers and principals with clear, specific, actionable, and timely feedback to inform continuous improvement
- Utilize results of observations and feedback to make determinations regarding teacher instructional effectiveness
- Encourage teacher attendance at scheduled JPSD and other related professional development workshops
- Allocate funds for research-based curriculum resources
- Assist teachers in developing effective classroom management processes

Teachers and School-Level Instructional Staff will:

- Incorporate the MS College- and Career-Readiness Standards and Framework found within the district's curriculum to provide effective, proven instructional strategies 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
- Communicate strengths and weaknesses to students, parents, and others as appropriate
- Participate in district, campus, and personal professional development

Instructional Management System

Document Management

Curriculum

- The Executive Director of Teaching and Learning will ensure the availability of all MS College- and Career-Readiness Standards and Frameworks for PK- 12 science, social studies, mathematics, English/language arts, foreign language, physical education, health; the arts, other elective courses on the approved course list, suggested teaching strategies, sample test items (if applicable), and performance level descriptors on the district's website/curriculum portal.
- All principals will have access to the curriculum portal that includes a complete set of all standards/frameworks relative to their schools. The portal will include all curriculum standards/frameworks, suggested teaching strategies, resources, sample items (if applicable), and performance level descriptors in order to review lesson plans and aid teachers.
- All instructional staff will have a copy of his/her curriculum standards/framework for all areas taught by the staff member in all appropriate grade levels. In addition, instructional staff will have for use, copies of suggested teaching strategies, sample items, ancillary materials, scaffolding documents, and performance level descriptors (where applicable).
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.
- The Curriculum Binder will be always available and visible in classrooms.

Pacing Guide

- The Office of Teaching and Learning staff will ensure the availability of the most current and complete set of pacing guides, suggested teaching strategies, and assessment items (where applicable) for grades K-8th in the areas of English/language arts and math, 5th and 8th grade science, Algebra I, English II, Biology I and U.S. History.
- Each principal will maintain access to the most current and 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 and access of standards/frameworks, pacing guides 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

- In case of emergency closures due to weather, environmental or global emergencies, lesson plans will include instructional lessons and activities that can be implemented in the traditional (face-to-face), hybrid and/or virtual platforms that are aligned with the adopted curricula for each content area/grade band located on the curriculum portal page.
- Teachers in grades PK-12th grade will utilize a common template or process for lesson planning located on the curriculum portal page.
- All lesson plans will be aligned to the MS-CCRS standards/objectives and include modeling, guided practice, student-centered learning activities, formative and informative assessments, opportunities for differentiation, and frequent checks for understanding. Lesson plans will also incorporate district supported high-quality instructional materials to support high-quality instruction and interventions.

- All teachers will have lesson plans accessible in the classroom, print or electronic, at the discretion of the respective Assistant Superintendent.
- Teachers in grades PK-5th grade will also utilize Google Classroom to provide synchronous and asynchronous instruction, disseminate and retrieve student work, and to communicate with students and parents. Teachers in grades 6th -12th grade will utilize the Canvas Learning Management System to provide synchronous and asynchronous instruction, disseminate and retrieve student work, and to communicate with students and parents. Please note, the learning management systems should be used **weekly** for synchronous and asynchronous instruction.
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- Lesson plans will be submitted weekly or biweekly to the building level principal or his/her designee for approval.
- Principals will have access to lesson plans for each teacher and maintain on file (hardcopy or electronically) for one year.
- All teachers will be trained by the building level administrators on the components of the lesson plan template or the process for lesson planning. such as lesson annotation.



Instructional Management System Revision Process

The district shall re-evaluate and revise the Instructional Management System at the end of each school year to make changes to any instructional processes and to determine if there have been any changes to the State's standards and/or frameworks and provide document updates accordingly.