



JACKSON
PUBLIC SCHOOLS

Transforming lives through
excellent education

— 2026-2027 —

INSTRUCTIONAL MANAGEMENT SYSTEM



RIGOROUS INSTRUCTION

High-quality teaching
and learning for
all students



EMPOWERED EDUCATORS

Supporting and developing
a high-performing
workforce



DATA-INFORMED DECISIONS

Using data to drive
instruction and improve
student outcomes



STRONG PARTNERSHIPS

Engaging families and the
community to support
student success



Dr. Errick L. Greene, Superintendent



JACKSON PUBLIC SCHOOLS

Transforming lives through
excellent education



VISION

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



MISSION

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

CORE VALUES

At Jackson Public Schools, we believe in the importance of:



EQUITY



EXCELLENCE



GROWTH
MINDSET



RELATIONSHIPS



RELEVANCE



POSITIVE &
RESPECTFUL
CULTURE

JPS COMMITMENTS

1



INNOVATIVE
TEACHING AND
LEARNING

2



TALENTED
INDIVIDUALS
AND TEAMS

3



JPS JOY

4



ORGANIZATIONAL
EFFECTIVENESS

5



STRONG
FINISH



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2026-2027 Instructional Management System

The procedures outlined in the 2026-2027 Instructional Management Plan are aligned to the most recent edition of the Mississippi Accountability Standards, revised by the Mississippi Department of Education in June 2026.

The instructional program is aligned to the district's mission, vision, core values, and strategic goals to ensure a consistent focus on academic excellence. The high-quality instructional resources, processes, and systems of support is developed to ensure every scholar can achieve success.

Our instructional priorities are Acceleration, Balanced Assessment, and a Culture of Observation and Feedback. This year, our primary focus will target a key strategy of acceleration – **WRITING**. Writing helps scholars to think more critically, organize their thoughts, and connect new ideas to prior knowledge.

This plan has been reviewed by our stakeholders and approved by our Jackson Public School District Board of Trustees.

Mrs. Barbara Hilliard
School Board President

Dr. Errick L. Greene
Superintendent

Dr. Kimberly Smith
Academic Supports
Assistant Superintendent

Effective: September 2, 2026

JPS INSTRUCTIONAL MANAGEMENT SYSTEM

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PURPOSE OF THE JPS INSTRUCTIONAL MANAGEMENT SYSTEM

AND ALIGNMENT TO JPS BOARD APPROVED POLICIES



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 JPS 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.



Consistency: The IMS promotes consistency across the district to ensure that all scholars receive equitable educational opportunities.



ALIGNMENT TO MISSISSIPPI ACCOUNTABILITY STANDARDS

The Instructional Management Plan is in alignment with the most current revision of the Mississippi Public School Accountability Standards dated **June 2026**.

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 JPS BOARD-APPROVED POLICIES

The Jackson Public School Board has approved policies that govern the JPS Instructional Program. The board approved policies provide the foundation for this plan and ensure alignment with district expectations, procedures, and accountability for instructional success.



Board approved policies can be found on our District's website by clicking the link:



<https://www.jackson.k12.ms.us/about-us/school-board/board-approved-policies>



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CORE CURRICULUM AND CORE INSTRUCTIONAL RESOURCES

The 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.



Office of 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's Language – FUNdations - McGraw-Hill Study Sync
 Mathematics	2016 Mississippi College- and Career-Readiness Standards for Mathematics	- Curriculum Associates Ready Math - Savvas
 Science	2018 Mississippi College- and Career-Readiness Standards (MS-CCRS) for Science	- Accelerate Learning - McGraw-Hill - Savvas
 Social Studies	MS-CCRS for Social Studies 2022	Savvas
 Advanced Placement	Overviews and Course Descriptions	The College Board
 Business and Technology (Academic)	MS Business Technology Framework (2023)	- McGraw-Hill - Savvas
 Career and Technical Education	MS Business Technology Framework (2023)	Savvas 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)	
 World Languages	World Languages Framework 2016	McGraw-Hill
 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	WayFinder
 K-12 WORKFORCE DEVELOPMENT RESOURCES	Career Readiness, Employability Skills, Industry Certifications, and Career Exploration Aligned to MS-CCRS and State Standards	- ACT WorkKeys® - Career Coach (Naviance) - Mississippi Work-Based Learning Program - Industry-Recognized Certifications (e.g., AWS, Microsoft, S/P, ServSafe, CNA) - CTE Pathways and Work-Based Learning - Apprenticeships and Career Exploration Events



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MISSISSIPPI 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 implemented in our district:



- 1 Instruction in cursive reading and writing should begin in third grade and should be implemented across the curriculum.



- 2 Students should create readable documents through legible cursive handwriting by the end of the fifth grade.



- 3 Students must pass a district-constructed test demonstrating competency in both reading and writing cursive with proficiency in fifth grade.



- 4 The cursive writing assessment window will be May 1st – May 20th, and students will be allowed one (1) opportunity to retest.



- 5 Graded assessments should be kept on file for two (2) years.



STRONG READERS = STRONG LEADERS
— Every Scholar. Every Day. —





PURPOSE OF THE MISSISSIPPI 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 2018-2019 school year, a student scoring at the lowest two (2) achievement levels 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.

STRONG READERS = STRONG LEADERS = BRIGHTER FUTURES



EARLY SKILLS
Strong Start



**FOCUSED
INSTRUCTION**
Daily Impact



**SUPPORT
EVERY STUDENT**
No Child Left Behind



**READING
SUCCESS**
Future Ready



STRONG LEADERS
Stronger
Mississippi



MISSISSIPPI 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.



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:



1. 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.



2. 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.



3. POSSIBILITY OF RETENTION – Retention is the last option. Third grade students must be 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.



4. 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.



5. PROFESSIONAL LEARNING: The LBPA emphasizes the importance of professional learning for educators. Teachers need effective knowledge, tools and strategies to effectively teach reading.



6. SOCIAL PROMOTION – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.



7. 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.





MISSISSIPPI 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.



THE INDIVIDUALIZED 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

- Limited English proficient student who has less than two years of instruction in an English Language Learner program

or

- Limited English proficient student who has more than two years of instruction in an English Language Learner program

B

- A student with a disability whose individual education plan (IEP) indicates that participation in the statewide accountability assessment program is not appropriate, as authorized under state law

or

- Student receiving a significant medical emergency.

C

- A student with a disability who participates in the state annual accountability assessment and who has an IEP or a Section 504 plan that reflects that the individual student has received intensive remediation for two years but still demonstrates a deficiency in reading or was previously retained in kindergarten or first, second, or third grade

or

- A student that receives Dyslexia therapy, conducted outside of school hours according to MS code 37-173-21

D

- A student who demonstrates an acceptable level of reading proficiency on an alternative standardized assessment approved by the State Board of Education [77]

E

- A student who received intensive intervention in reading for two or more years but still demonstrates a deficiency in reading and who previously was retained in kindergarten or first, second, or third grade for a total of two years and has not met exceptional education criteria





MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Every Scholar. Every Classroom. *Every Opportunity to Succeed.*



WHAT IS MTSS?

MTSS is an integrated framework that combines Response to Intervention (RtI) for academics and behavior to meet the academic, behavioral, and social-emotional needs of every scholar.

- ✓ High-quality instruction for all
- ✓ Early identification of needs
- ✓ Data-informed interventions
- ✓ Continuous monitoring and support



MTSS IN JACKSON PUBLIC SCHOOLS

MTSS aligns with Mississippi College- and Career-Readiness Standards to ensure equitable support and success for all scholars.



High-quality core instruction



Differentiated and student-centered learning



Academic, behavioral, and social-emotional supports



Equitable opportunities for every scholar

THREE TIERS OF SUPPORT



If strategies at Tier I and Tier II are not successful after approximately 16 weeks, the student is referred to the **District's MET Team** for problem-solving and intervention.

THE MTSS TEAM

A school-based team of professionals who collaborate to identify needs, plan interventions, monitor progress, and adjust supports.



Parents are invited and encouraged to participate in the collaborative planning process.

THE MTSS PROCESS



If adequate progress is not demonstrated after approximately 16 weeks of intensive intervention, the MTSS Team may refer the student to the **District's MET Team** for further consideration.. The MET Team may suggest other interventions or recommend evaluation for a possible educational disability under IDEA.

JACKSON PUBLIC SCHOOLS IS COMMITTED TO



Research-Based Practices



Data-Driven Decisions



Collaborative Partnerships



Timely Interventions



Equitable Supports



Student Success

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

EVERY SCHOLAR. EVERY CLASSROOM. *EVERY OPPORTUNITY TO SUCCEED.*



OUR COMMITMENT



All scholars that need targeted or intensive support beyond core instruction will receive appropriate, timely interventions developed and monitored using state and district MTSS guidelines. Interventions are documented using district MTSS processes. Parents are involved in intervention planning and receive progress updates (minimally each 9 weeks).



All teachers and instructional staff are responsible for the success of students they serve. Interventions should be collaboratively developed, progress should be monitored, and additional support should be provided as needed.



LEGAL BASIS

In accordance with Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016), this policy ensures that the behavioral and academic needs of every student are met through an instructional model designed to address student learning with quality classroom instruction and opportunities for intervention.

Mississippi Department of Education (MDE) requires every school district to follow a three-tiered instructional model:



TIER 1

Quality classroom instruction based on Mississippi Curriculum Frameworks



TIER 2

Focused supplemental instruction



TIER 3

Intensive interventions specifically designed to meet individual student needs



THE MTSS TEAM (MTSS)

If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the MTSS Team. The MTSS is the problem-solving unit responsible for interventions developed at Tier 3.



Each school must have an MTSS Team implemented in accordance with MDE guidelines.



The chairperson shall be the school principal or their designee.



The designee may not be an individual whose primary responsibility is special education.



Parents are always invited and encouraged to participate in the collaborative planning process.



INTERVENTIONS WILL BE:

- ✓ Designed to address the deficit areas
- ✓ Evidence based
- ✓ Implemented as designed by the MTSS
- ✓ Supported by data regarding the effectiveness of the intervention



All interventions are documented using district MTSS processes and procedures.



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.



MTSS TIMELINE & REVIEW PROCESS



1. REFERRAL
If Tier 1 and Tier 2 strategies are unsuccessful, student is referred to the MTSS.



2. IMPLEMENT
The MTSS must develop and begin implementation of intervention(s) within two weeks of referral.



3. REVIEW 1
A documented review of the intervention(s) must be conducted no later than 8 weeks after implementation.



4. REVIEW 2
A second review must be conducted no later than 16 weeks after implementation to determine success.



IF INTERVENTION(S) ARE UNSUCCESSFUL:

The student will be referred for a comprehensive assessment for possible educational disability under IDEA.



PURPOSE

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.



INTENSIVE INTERVENTION REQUIREMENTS



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.



DYSLEXIA SCREENING

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)



UNIVERSAL READING SCREENING

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 MTSS for interventions as specified in Response to Intervention guidelines developed by MDE if **any of the following events occur**:



REFERRAL CRITERIA

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



TIMELY REFERRAL IS REQUIRED

Referrals to the MTSS 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.



INTERVENTION EXPECTATIONS



Interventions are developed and monitored using state and district MTSS guidelines.



All interventions are documented using district MTSS processes and procedures.



Parents are involved in developing intervention plans and receive updates on progress (minimally each 9 weeks).



All teachers and instructional staff are responsible for student success and monitor progress to provide additional support.

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)



The 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.

MAAP WILL ASSESS STUDENTS IN:



GRADES 3-8
ENGLISH LANGUAGE
ARTS



GRADES 3-8
MATHEMATICS



5TH & 8TH
GRADE SCIENCE



ALGEBRA I



BIOLOGY



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. The Jackson Public School District uses the Power School platform to input grades for students. Parents are eligible to view grades as needed by creating a parent account. Any revision of grades is done so in accordance with State Board policy 403, House Bill 696, and the JPS Board Approved policies.

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 MTSS 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,
and Biology.





Transforming lives through
excellent education

SHARED COMMITMENT TO SCHOLAR SUCCESS



It is the expectation for all stakeholders of Jackson Public Schools to demonstrate a strong commitment for providing scholars 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.



THE ASSISTANT SUPERINTENDENTS 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.
- Support principals and teachers in their roles of delivering and managing curriculum and professional learning;
- Provide support for analysis and interpretation of assessment data.

OUR CORE VALUES



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EXECUTIVE DIRECTOR OF TEACHING AND LEARNING, EARLY CHILDHOOD DIRECTOR AND DIRECTOR OF LIBRARY SERVICES **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 grade level 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 professional learning 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



ALL INSTRUCTIONAL COACHES **WILL:**

- Prepare and collaborate on the development of the curriculum and instructional resources for use by teachers and support staff
- Provide observations, instructional coaching and descriptive feedback to teachers to support high-quality teaching and learning
- Assist teachers in the selection and use of instructional materials
- 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

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SHARED COMMITMENT TO SCHOLAR SUCCESS



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



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

OUR CORE VALUES



EXCELLENCE



RELEVANCE



GROWTH MINDSET



POSITIVE AND
RESPECTFUL CULTURE



EQUITY



EXCELLENCE

TRANSFORMING LIVES THROUGH EXCELLENT EDUCATION



MANAGING THE INSTRUCTIONAL MANAGEMENT SYSTEM



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 and related resources on the district's website/curriculum portal.
- All principals will have access to the curriculum portal that includes a complete set of standards/frameworks relative to their schools.
- All instructional staff will have a copy of the standards/frameworks and related resources for all areas taught.
- Principals will verify that teachers have and are using these documents through instructional observations and lesson plan review.



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 tested areas.
- Each principal will maintain access to the most current and complete set of pacing guides and sample assessment items relative to his/her school.
- Each instructional staff member will have copies and access to 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, lesson plans will include instructional lessons and activities that can be implemented in traditional (face-to-face), hybrid and/or virtual platforms aligned with the adopted curricula 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-5 will utilize Google Classroom to provide synchronous and asynchronous instruction, disseminate and retrieve student work, and to communicate with students and parents. Teachers in grades 6-12 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.
- 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.



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**.



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