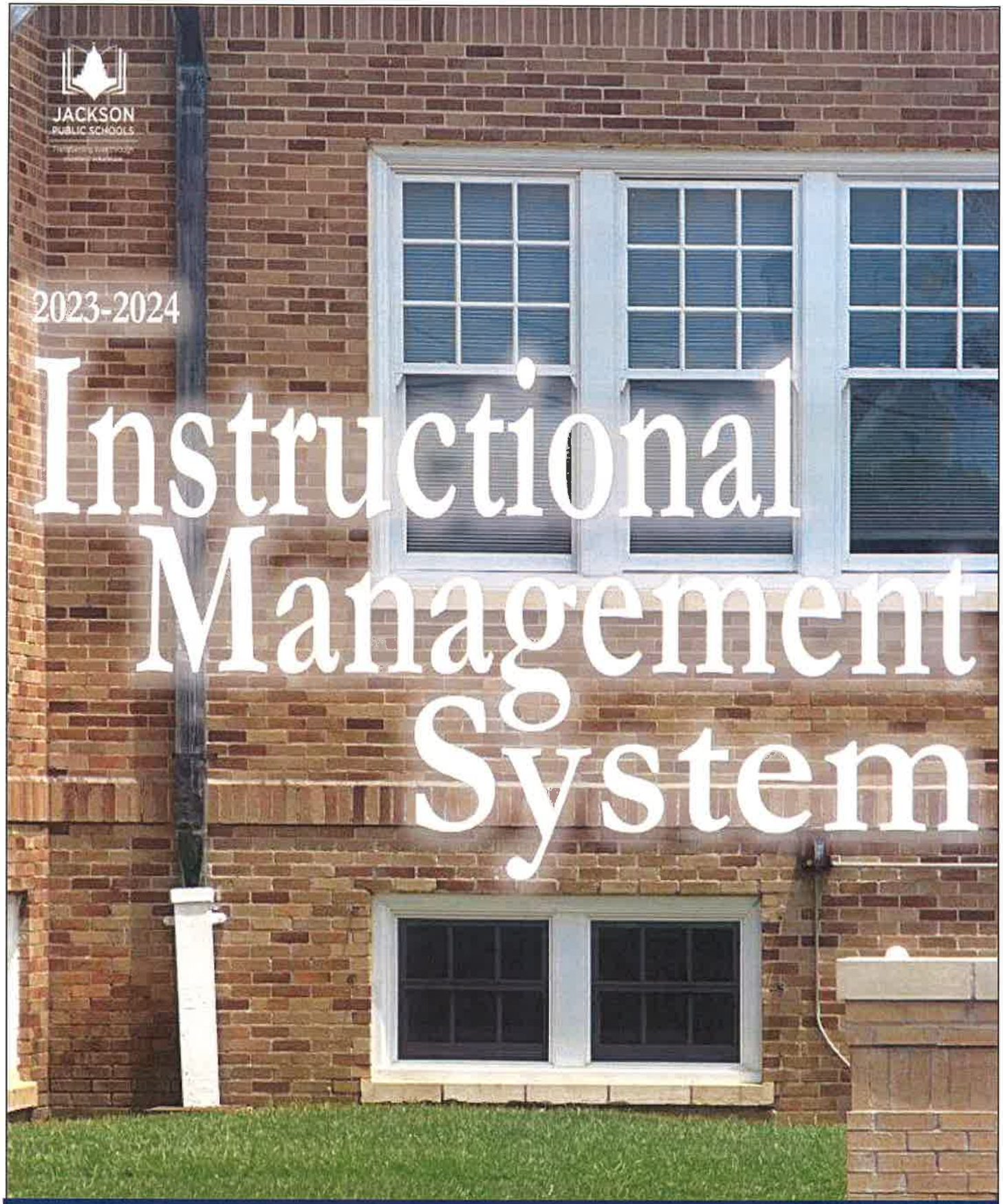


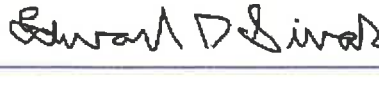
Dr. Errick L. Greene
Superintendent

2023 – 2024
Instructional Management System
Coaching Framework
Instructional Framework
Professional Learning Plan

The Jackson Public School District organizes the district's instructional efforts around the mission, vision and core values of the district.

Approved:

Dr. Errick L. Greene, Superintendent — August 16, 2023 — Date



Dr. Edward Sivak, Jr., School Board President — August 16, 2023 — Date

"Transforming Lives through an Excellent Education"

Jackson Public Schools Beliefs

Vision
At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

Mission
At Jackson Public Schools, 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, and a positive and respectful culture.

Commitment #1: A Strong Start
Scholars perform better in school and complete more years of education when they engage in high-quality early learning. We will work to ensure that every 4-year-old in Jackson has access to high-quality, full-day early learning opportunities, supporting our vision of every child entering kindergarten ready to experience school success.

Commitment #2: Innovative Teaching and Learning
In order to graduate global citizens prepared to solve the problems of tomorrow, we must embrace schooling that is radically different from current and past practices. Innovation will be encouraged in classrooms, schools, out-of-school times, and across the district, as space is created for new ideas and ways of "doing school."

Commitment #3: Talented and Empowered Teams
Scholars' achievement is improved when they are taught by educators who know them as individual learners and who can differentiate instruction in ways that ensure all scholars have access to high-quality curriculum. We are committed to improving our candidate pools and developing the capacity of the most significant school-based influences on scholar achievement: the teacher and principal.

Commitment #4: Joyful Learning Environments
Scholars learn better when they are in environments they view as safe, supportive, and positive. This means our schools and classrooms must be designed and led in ways that encourage and nurture the joy of learning, foster a sense of belonging, build trusting relationships, and encourage risk-taking and questioning that are essential to lifelong learning.

Commitment #5: A Culture of Accountability and Excellence
A culture of accountability and excellence must permeate the entire district in order for us to achieve the goals outlined in this strategic plan. Thoughtful planning, deliberate and consistent use of systems and data analysis, and a deep commitment to professional learning will enable us to build—and sustain—a districtwide culture of accountability and excellence.

The purpose of the JPS Instructional Management System is to outline 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. The activities described will clearly outline and support district efforts to: (1) streamline instructional programs PK-12; (2) increase data-based decision making; and (3) implement meaningful and consistent professional learning opportunities based on clearly defined needs.

Philosophy of Instruction

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to and enforce, district and school policy. Teachers will use the district's curricula and instructional delivery model to ensure effectiveness and consistency in implementation of instruction across the district.

Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state 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 District will provide every teacher with the most current adoption of the Mississippi Accountability Standards and the Jackson Public Schools Instructional Framework.

2023 MS Accountability Standards (revised July 17, 2023)

Source: 2023_updated_to_be_uploaded_0.pdf (mdek12.org)

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 for the 2022-2023 school year."

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.

Jackson Public School's Curriculum

The Jackson Public School District adopts the standards, competencies, and objectives found in the Mississippi College- and Career-Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula.

English Language Arts

- 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Mathematics

- 2016 Mississippi College- and Career-Readiness Standards for Mathematics

Science

- 2018 Mississippi College- and Career-Readiness Standards (MS-CCRS) for Science

Social Studies

- 2018 Mississippi Social Studies Framework

Advanced Placement

- Overviews and Course Descriptions (links to College Board)

Business and Technology

- Mississippi Business and Technology Framework (2014)

Career & Technical Education

- Curriculum Download (links to Mississippi State University Research & Curriculum Unit)

Health

- Contemporary Health K-8
- Contemporary Health 9-12

Library Media

- 2017 Mississippi Public & Nonpublic School Library Guide

Physical Education

- 2013-2014 Mississippi Physical Education Framework

Visual and Performing Arts Framework

- MS College and Career Readiness Arts Learning Standards 2017
  - Mississippi College- and Career-Readiness Arts Learning Standards for Dance 2017
  - Mississippi College- and Career-Readiness Arts Learning Standards for Media Arts 2017

- Mississippi College- and Career-Readiness Arts Learning Standards for Music 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Theatre 2017
- Mississippi College- and Career-Readiness Arts Learning Standards for Visual Arts 2017

World Languages

- 2016 Mississippi World Languages Framework

Early Childhood

- Early Learning Standards for Classrooms Serving Three-Year-Old Children
- Early Learning Standards for Classrooms Serving Four-Year-Old Children

Handwriting

SB 2273 - Cursive Writing Requirement

- 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.

Literacy-Based Promotion Act

The purpose of the Literacy-Based Promotion Act (LBPA) is to improve the reading skills of kindergarten and 1st through 3rd grade public school students so that every student completing 3rd grade is reading at or above grade level. 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.

Key Points of the Literacy Based Promotion Act

1. **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.
2. **Prevention is key.** Reading instruction must be a major focus of kindergarten through 3rd grade, as 3rd grade is the year that students transition from ***learning to read*** to ***reading to learn***. Students need strong reading skills in order to learn in all other school subjects, such as science, history, writing, and even math.

3. **Intervention is for students having reading difficulties**. Struggling readers will be identified early. Students identified as having a reading difficulty will be provided immediate intensive reading intervention that meets their specific reading needs.

4. **Retention is a last option.** 3rd grade students must meet reading standards by the end of the year in order to be promoted to the 4th grade. Students are given multiple opportunities to demonstrate sufficient reading skills for promotion.

5. **Families are the backbone of student learning**. Family involvement and understanding will be critical to students' success.

Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's 3rd 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 3rd grade, the student shall not be promoted to 4th grade.

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

Public School Requirements

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.

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 3rd 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

E. 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

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.

JPS has a long history of providing numerous systems of support. 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.

In order 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

- 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.

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 1st 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:

- Grades K-3: A student has failed one (1) grade
- Grades 4-12: A student has failed two (2) grades
- 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
- A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment
- 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.

Multi-Tiered System of Supports

PreK – 12th GRADE FLOWCHART

Are there academic or behavioral concerns about the child?

YES

- Gather supportive data (PreK: BIR; K-12: state test scores, ODRs; PreK-12: observations, screening results, concerns from another adult, etc.).
  NOTE: Remember to look at multiple sources.
- Have multiple conversations with the caregiver/ family regarding concerns about the child.

Is the concern academic in nature?

YES

ACADEMIC
Tier 2 interventions needed

NO

BEHAVIOR
Tier 2 interventions needed

→ If data indicates there are BOTH academic and behavioral concerns, be sure to create an integrated plan that addresses **BOTH ACADEMIC AND BEHAVIOR.**

NO

Tier 2 interventions not needed at this time

Does the child demonstrate deficits on any assessments (PreK: MKAS, OWL, Brigance, etc.), screeners, or in the classroom setting?

Utilize multiple data points when making decisions for intervention.

YES

ACADEMIC
Tier 2 interventions needed

NO

Tier 2 interventions not needed at this time

MISSISSIPPI DEPARTMENT OF EDUCATION

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 test scores
- Discipline data
- Universal screening
- Progress monitoring data through the RtI process
- ACT scores
- Dropout rates
- AP test scores, enrollment numbers, 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 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 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

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

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

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

Access to all curriculum documents is available through the curriculum portal on the district's intranet along with CD-ROMs or flash drives that will be available for checkout in each school library.

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 available and visible in classrooms at all times.

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 for lesson planning located on the curriculum portal page
- Teachers in grades PK-5th grade will also utilize Google Classroom to provide virtual 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 virtual
- instruction, disseminate and retrieve student work, and to communicate with students and parents.
- Lesson plans, in paper copy, will be available in instructional classrooms.
- All lesson plans will consist of standards/objectives, modeling, guided practice, student-centered learning activities, formative and informative assessments, opportunities for differentiation, and closure.
- All teachers will place copies of the current week's lesson plans in the

Curriculum Binder.

- 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.
- All teachers will plan lessons that demonstrate knowledge of content and pedagogy, meet the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs.
- All teachers will select instructional goals that incorporate higher level learning forall students.
- All teachers will plan units of instruction that align with the MS Curriculum Frameworks or Mississippi College- and Career-Readiness Standards.

Instructional Management System Revisions

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

JACKSON
PUBLIC SCHOOLS
Transforming lives through excellent education

Leadership & Instructional

Coaching Framework

Everybody Needs a Coach

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The Purpose and Impact of Coaching

Coaching is "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. The process of coaching often unlocks previously untapped sources of imagination, productivity and leadership" (International Coaching Federation).

"Coaching is a collaborative process supported by the coach who creates a safe space for exploration; and led by the client who shares what is of importance to them in order to create positive, sustainable change" (Institute of Coaching Studies).

Instructional and leadership coaching are two of the key levers associated with improving instruction and student achievement. Coaching increases the likelihood that educators adopt new teaching practices and ensures they do so with a higher degree of quality compared to those who do not receive coaching support following professional development. Research shows that "[w]hen school-based professional learning is also supported by coaching, improved student achievement is more likely" (Cornett & Knight, 2008).

Recently, a group of researchers from Brown and Harvard Universities released a compelling study examining the impact of coaching on instruction and student achievement. Not surprisingly, they learned that one-on-one coaching does indeed have a positive effect on a teachers' instructional practice (Kraft et al., 2018).

According to their study, effective coaching must be:

1. ***Individualized***: Coaching sessions are one-on-one
2. ***Intensive:*** Coaches and teachers interact at least every two weeks
3. ***Sustained***: Teachers receive coaching over an extended period of time
4. ***Focused on a specific context***: Teachers are coached on their practices within the context of their own classrooms

Research and practice indicate that coaching, when implemented effectively, can have a positive impact on lasting instructional change. A strong coaching program requires deliberate planning and a deep understanding of what coaching is and is not, in order to be most effective. This framework provides an overview of processes and structures that impact implementation of effective coaching structures for reflection and change.

Adult Learning Theory

The Role of a Coach

Many coaching programs fail to impact lasting improvement in teaching and learning because they are not grounded in a strong, shared understanding of what effective coaching is. Coaching programs are frequently implemented haphazardly, without a clear plan and, more consequentially, without an appreciation for the science behind coaching and what it takes to be successful (Stricker, 2016).

Research on coaching indicates a "consensus that instructional coaches need to combine teaching and content expertise with strong interpersonal and organizational abilities as coaches attempt to improve teachers' practice while navigating complex relationships between policy mandates, school administrators, and wary teachers" (Quintero, 2019).

In most models, coaches facilitate and guide professional learning through a combination of individual and group meetings, classroom observation, and professional development workshops. Coaches work collaboratively with teachers, executive leaders and school leaders to improve leadership capacity, curriculum implementation, instruction, and assessment.

In Jackson Public Schools (JPS), there are several staff members who serve in coaching roles, including district and building leaders, academic coaches, lead teachers, curriculum leads,

intervention leads, and others. These individuals may be supervised by central office and/or building level leaders. The following are some broad goals of coaches:

- Provide educators with ongoing, job-embedded, differentiated professional development, e.g., modeling lessons, co-teaching, collaborative planning, individual and group coaching, and observations and/or walk-throughs
- Increase educator capacity to embed evidence-based practices into their work
- Increase educator capacity to align their actions with desired outcomes
- Improve student achievement by building teacher and leader capacity

Instructional Coaches are key members of schools' Instructional Leadership Teams (ILT). In JPS, their specific responsibilities include:

- Working with teachers and leaders to collect and analyze student data; diagnose instructional, management, and/or culture needs; and identify evidence-based strategies for improving classroom culture and student achievement
- Providing feedback around instruction, classroom management, and/or classroom culture, and facilitating teacher reflection and growth
- Assisting teachers with resources, materials, tools, and information to support planning, classroom instruction, management, and culture
- Working with school leaders to design and provide professional development focused on improving alignment and delivery of the written, taught, and assessed curriculum to increase student success and close performance gaps
- Providing campus-level professional development for district initiatives
- Developing and maintaining a coaching and support schedule that reflects teachers' differentiated needs

Leadership Coaches serve in a variety of roles in the district. They help staff members in leadership positions increase their effectiveness in reaching their goals. Some specific tasks for leadership coaches in JPS include:

- Regularly scheduled check-ins to review progress towards goals, success, and challenges
- Support in planning and prioritizing work streams
- Utilizing the professional growth rubric to determine how to leverage areas of strength and focus areas
- Observe the facilitation of meetings and/or professional development to provide feedback

Several staff members and external partners serve in coaching roles in JPS. This indicates the need to not only establish clear and consistently implemented coaching practices district-wide; but also to provide guidance to school leaders and their teams as they begin or refine implementation of a coaching system in their settings.

Setting Up a Coaching System

Ideally, every school should have at least one instructional coach. If that is not possible, the ILT should develop and implement a plan to use members of the team to provide instructional coaching. In many cases, the school partners with external coaches or district level coaches. These coaches should be included in the planning of coaching distribution among staff members.

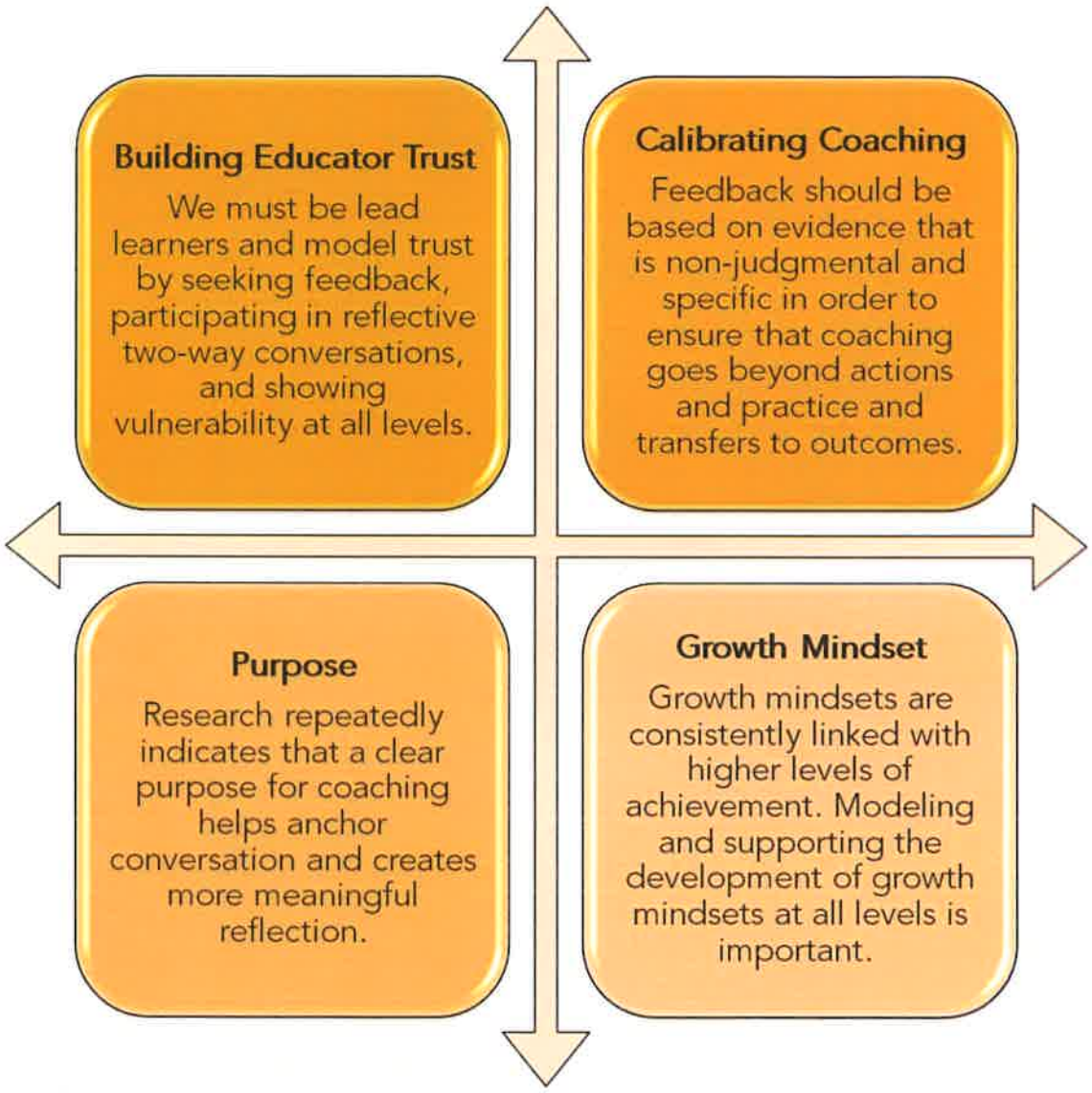
This framework is organized to start with the macro-level processes, structures, and cultures necessary to promote true reflection and change at the school or district level. It then narrows the focus to what that means at the micro-level for coaches: how to prioritize, where to begin, and what to say and do.

The primary purposes of coaching are to:

In order to fulfill these purposes, it is essential that each building and the district develop a trusting culture and structures that support coaching.

Cultural Considerations

In order for the structures and cultures to be properly established, and the coaching to translate to positive change, some key cultural considerations for coaching need to be examined:



Building Educator Trust

Creating a culture of trust is easy to acknowledge yet difficult to attain. In order for feedback to be well-received, a trusting, safe learning environment must be established first. As leaders, we must be lead learners and model trust by seeking feedback, participating in reflective two-way conversations, and showing vulnerability at all levels.

Calibrating Coaching

The success of any coaching program must be measured by its positive impact on the school's and district's outcomes. Coaching calibration is attained by the frequent examination of data. Research shows that when feedback is focused on outcomes versus educator actions, educators are less defensive and are more open to receiving coaching and implementing changes. Feedback should be based on evidence that is non-judgmental and specific in order to ensure that coaching goes beyond actions and practice and transfers to outcomes.

Purpose

Research repeatedly indicates that a clear purpose for coaching helps anchor conversation and creates more meaningful reflection. Facilitation towards goals helps learners to focus on possibilities as opposed to viewing discussions as isolated "silos" of tasks. The purpose for coaching may connect back to individual or building/district-level goals and initiatives, as outlined in *Excellence for All: The strategic plan for educating Jackson scholars, and* other important district guidance.

Growth Mindset

Growth mindsets are consistently linked with higher levels of achievement, so it is logical that modeling and supporting the development of growth mindsets at all levels is an important coaching skill.

Reflection

As you consider these four aspects of building cultural support for effective coaching, It is helpful to have your team reflect on the following questions:

- How are you currently building trust on your campus?
- How are you ensuring that feedback provided is focused on the students and outcomes?
- How is your team modeling a growth-oriented mindset?
- How do we ensure that the impact of coaching is being accurately and frequently measured by desired outcomes and student achievement?

Structures

There are a seemingly infinite number of considerations that might impact coaching. However, a synthesis of the research on the conditions that impact a school's instructional program reveals six key considerations for building and maintaining a reflective and action-oriented culture. By addressing these six considerations, it is possible to build an environment of reflection and growth.

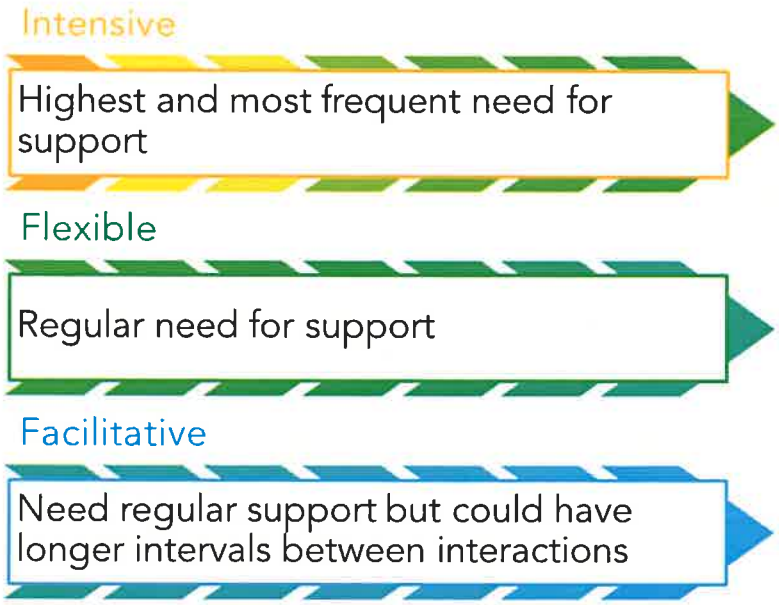
The Six Goals of Effective Coaching (below) are derived from leading research on the characteristics of effective schools (DuFour, 2004; Senge, 1994; McREL, 2003; Garmston & Wellman, 1999).

The Six Goals are built upon the idea that, before launching any kind of coaching initiative, you need to have a thoughtful implementation plan established in order to align all priorities, support progress, and measure and reflect upon successes and areas of growth. Without deliberate attention to the environment in which it occurs, coaching will be less effective, since all coaching should build the capacity to set goals, act, and reflect in the educator being coached.

Prior to building or refining a school level coaching system, the Instructional Leadership Team (ILT) should take some time to reflect on the School/Site Coaching Self-Reflection guiding questions in *Appendix A*. Your responses to these questions will guide your work, so it will be helpful to be as honest as possible in your reflections of current practice. It would be useful to examine the trends noted in the group's responses during your Instructional Leadership Team meeting in order to determine the next steps toward building or refining your existing coaching system.

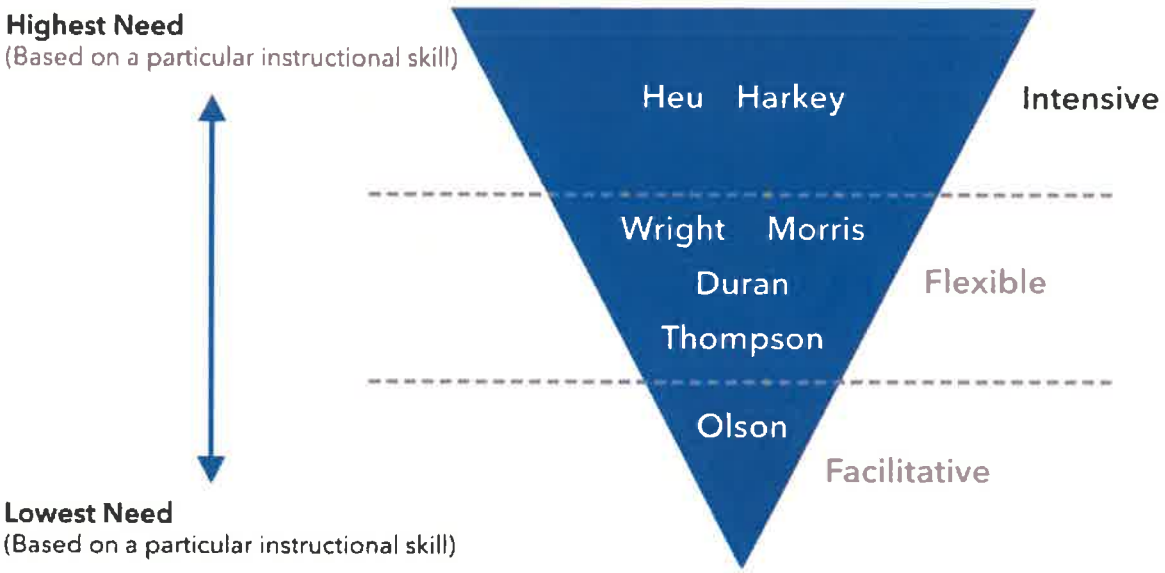
The reflection prompts in *Appendix A: School/Site Coaching Self-Reflection* will help you understand the goals described above and assess your school's needs in relation to those goals. Once you have determined the coaching assets and growth areas in your school, it will be critical for you to identify staff members who can support coaching needs. Once the school's Instructional Leadership Team (ILT) has reflected on the Six Goals of Instructional Coaching, they should devise a process to ensure that all instructional practitioners—no matter their role—have a coaching plan in place and that that plan is differentiated based on the needs of practitioners.

The ILT should analyze any observational, walkthrough, and anecdotal evidence they have to sort educators into the three categories identified below based on the support needed.



It is important to note that this prioritization is not permanent—it is flexible as educators grow. Therefore, it will be important for the team to revisit the prioritization at regular intervals (i.e., monthly or quarterly) to adjust as educators' needs change. Coaches should review all forms of data available for the people being coaches to determine progress being made and gaps. Time is always a factor when it comes to coaching and support. Therefore, it will be necessary for instructional leaders to prioritize their efforts based on highest need in relation to a particular skill versus individuals who may need less intensive support. As staff becomes more comfortable fluidly moving through the support structures, you may be able to group individuals based on need or differentiate your support as appropriate. This information can then be used to place teachers into one of three teachers. The following graphic illustrates an example of tiering coaching support in a building.

PRIORITIZING COACHING SUPPORT



Models

The following models illustrate possible coaching scenarios given differences in staffing capacity in buildings. In each model, the staff members listed in blue are serving in a coaching role.

Model 1: Dedicated ELA & Math Coach

Principal	Assistant Principal	ELA Coach
ILT Members	5 high needs teachers	All ELA Teachers
Math Coach	**Counselor**	**Interventionist**
All Math Teachers	Support Staff (non-instructional)	Support Staff (Instructional)

Model 2: No dedicated coach, coaching split among ILT and others

Principal	Assistant Principal	Teacher Leader	Teacher Leader
ILT Members	4th & 5th grade teachers	Pre-K & K teachers	1st & 2nd grade teachers
Interventionist	**New Teacher Mentor**	**Curriculum Lead (Elem ELA)**	**District Academic Coach**
Support Staff	4 new teachers	3rd grade ELA teachers	Math support for 3 teachers

Model 3: External partner provides coaching support

Principal	Assistant Principal	ELA Coach	Math Coach
ILT Members & Support Staff	Science & Social Studies teachers	ELA Teachers	Math Teachers
Teacher Leader	**Teacher Leader**	**External Reading Coach**	**External Math Coach**
Exceptional Education Teachers	4 new teachers	Content support and group learning for ELA teachers	Content support and group learning for Math teachers

If a school has external partners who provide coaching support, the ILT should determine which teachers should receive that support and how it can be supported/complemented by school-based support.

> *Example: The external partner provides science content-based support, and the teachers have a school-based coach to provide additional touchpoints and support as needed on overall instruction and classroom management.*

Once the ILT has prioritized the need for coaching and support, the next step will be for the team to develop a coaching calendar and/or schedule to ensure that the support plans are carried out. The identification of who will support each educator should be intentional; considerations include need, area of expertise, and relationships. It is not appropriate to simply divide educators up and assign them randomly to a coach. The team should think about which scheduling platforms might work best for them. Examples might include a paper calendar, an electronic calendar, and/or a virtual platform such as a Google Calendar. *See Appendix B: Sample Coaching Calendar*

Coach's Toolkit

Coaching is not something that is "done" to someone. It is as much an individual reflective process as it is a collaborative one. Coaching begins and ends with an individual's honest self-reflection of his/her own practice.

The coaching process begins with educators reflecting on their current practice and asking themselves 1) what is going well and how do I know; and 2) what needs to change for the purpose of improving student learning?

Coaching Conversations

As coaching transitions to peer-to-peer coaching and/or coach-educator coaching, the conversation will need to be purposeful. The cadence of a simple coaching conversation is intentional. It supports the development of professional rapport with the educator being coached, and guides the educator to reflect on his/her own practice. The graphic below illustrates important components of coaching conversations with the understanding that the entry point for such conversations will vary but should always be as data-driven as possible.

The coaching conversation itself is not linear, although it may start that way. Begin with the positive.

- Ask what is going well and/or making the biggest difference in their work. Those who are reflective may very well want to begin with what they will do differently "next time" for the betterment of their outcomes.
- Plan two or three (no more) intentional self-reflection questions/prompts that guide the educator to reflect on what impacted students positively. Begin with the broad and move to more focused or narrow questions, asking only what is needed. Here is an example that guides the educator to reflect on the explicit model provided during the lesson:
    - As you think about this lesson, what made the biggest impact on student learning?
    - Tell me about how you planned to present the instructional content.
    - How did you plan or develop the model for the new learning in this lesson?
- Support the conversation with specific evidence from the walk-through, lesson, etc.
- Once the educator has reflected on what went well, ask what, if refined or changed entirely, would enhance student mastery of the content in the lesson. Once again, plan two or three

intentional questions/prompts that will guide the educator to self-reflect. The educator may not know the answers to the questions, and that is okay.

- Be prepared to provide the educator with specific models/suggestions that will support the growth area. Remember, if the educator knew how to improve in the identified area, they would.
- Following the conversation, it is important for both the coach and the educator to have identified specific next steps to move the educator's practice to the next level. These action steps should be developed together and agreed on by both participants.

Feedback Protocol

In Jackson Public Schools, we utilize the AIC protocol from CT3 to deliver feedback.

Affirm

Impact

Challenge or Continue

The example below shows how the AIC protocol can be utilized in providing feedback in a coaching conversation.

When giving feedback, relate it to a strength a person has and affirm it.

"You have a strong teacher voice that resonates in the classroom."

Then tell them the impact that affirmation has on their work.

"Your voice allows students to listen to you and know when you mean business."

Close it by challenging them to use their strength to improve in a certain area…

"I challenge you to find the right times to use that voice because in certain circumstances, it comes across as yelling at students."

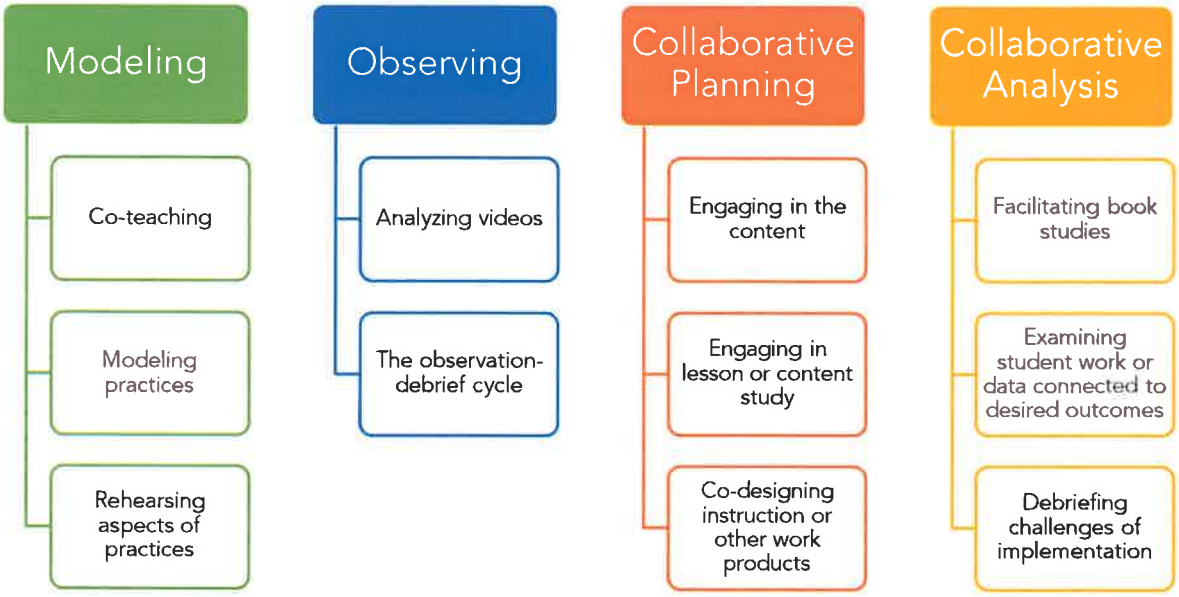
You may decide that there isn't any "challenge" per se, and you think they just need to "continue" with what they are doing.

In that case you may say:

"You are never afraid to speak up at staff meetings and share your concerns. (Affirmation). It gives me confidence that I can do that too, which is hard for me (Impact). Please continue to do that so I can use your approach as a positive, effective model. (Continue)."

The Four Professional Development Activities

The situational protocols in this section (*See Appendix C)* comprise four distinct, but intertwined, professional development activities that coaches engage in (adapted from Knight, 2007): modeling, observing, collaborative planning, and collaborative analysis.



Modeling

Modeling has become a norm in classroom instruction and in coaching. Educators can benefit from seeing an instructional strategy or process in action. Modeling can involve co-teaching, modeling instructional practice, or rehearsing aspects of instructional practice.

> *Example: The Instructional Strategy Role Play Protocol, for example, may involve a live demonstration of a strategy by the coach, followed by the educator's practice of an instructional strategy or the viewing of a video of actual classroom instruction of a colleague displaying successful use of the instructional strategy. If a coach observed a classroom and noticed that there were not accommodations made for multilingual learners or strategies utilized to help them access the material, they might determine some effective strategies for the content area that will help with the students' needs and be beneficial to all students. The coach could model the strategies in a lesson. That could be followed by a debrief and then collaboratively planning and co-teaching for the next lesson.*

Observing

Observation in the classrooms allows coaches to gather important data that will ultimately help them understand existing instructional practices to better meet educator needs and boost student achievement. For educators, participating in this activity allows them to put theory to practice, either by watching instruction modeled for them, or by being observed in their practice and provided concrete feedback. Often done as part of an observation-debrief cycle, observation also includes watching and debriefing recorded lessons of other colleagues, or of the educator themselves.

> *Example: The Classroom Observation and Walkthrough Protocol extends the cycle to include committees of colleagues observing classrooms together and debriefing afterwards, before providing feedback to the observed either individually or via a coach-compiled collection of their observations. This protocol might be used by a grade level to monitor the consistency of a management strategy across classrooms, or to observe the interdisciplinary connections that could be one of the grade-level's priorities.*

Collaborative Planning

Collaborative planning is valuable for new and veteran educators alike. New educators benefit from the ease that veteran educators are more likely to have with pacing lessons and chunking the curriculum. Veteran educators might benefit from new knowledge about current research on classroom instruction, as well as fresh ideas brought in by newer educators. Collaborative Planning is also an essential component of co-teaching.

> *Example: Collaborative planning is a way to follow up on observing or collaborative analysis and ensure that the teaching and coaching cycles continue. The Collaborative Lesson-Planning Protocol might be used after the group engages in a Group Goal-Setting Protocol that determines the collective instructional priority. A coach could work with co-teachers (a general education teacher and exceptional education teacher) to design lessons that maximize the impact of two educators in the classroom and meet the needs of all learners. The coach could help them determine the best model of co-teaching to utilize for the lesson.*

Collaborative Analysis

A coach's role in protocols featuring collaborative analysis steps is to serve as a facilitator of thought-provoking work and group discussion, as well as to help to manage the protocol process, and when appropriate, provide resources or best practices in response to data.

In protocols such as the Examining Student Work Protocol or Examining Instructional Planning Protocol, the coach is responsible for encouraging educators to present their students' work and organizing relevant data and artifacts for the group to examine. Depending on the development needs and professional development goals of the group, as well as the school's instructional

priorities, the coach may or may not participate actively in the analysis, instead asking probing questions of participating educators or redirecting the group to the focus question.

> *Example: The Examining Student Work Protocol may be used after a common grade-level assessment. Teams of educators would bring in examples of their high, medium, and low performers on the assessment as a whole, or on a certain aspect of the assessment. Similarly, the group could put their efforts towards examining the student data of one of their colleagues, which not only provides that colleague with multiple perspectives, but also provides the colleagues with an essential (but often absent) opportunity to truly understand expectations in another grade-level or content area.*

Coaching Protocols

The protocols and tools in this section each include some or all aspects of the four professional development activities (modeling, observing, collaborative planning, and collaborative analysis) in which a coach is primarily engaged. For example, the Demonstration Lesson Protocol includes all four in sequence. It begins with the coach and educator collaboratively planning a lesson. As mentioned previously, the coach then models or co-teaches instruction, while the educator observes. Next, the coach and educator collaboratively analyze the materials, teaching strategies observed, and student data generated (to ensure that the observation remains focused on student outcomes). Finally, the coach and educator analyze the key takeaways and reflect on the process, before collaboratively planning the next steps.

By contrast, a protocol like the Sharing Best Practices Protocol begins with the coach facilitating a conversation in which educators collaboratively discuss best practices and analyze any data generated from those best practices (again, to ensure that the conversation remains focused on student outcomes). Then, the coach and educators collaboratively and/or individually plan based on conclusions and reflections from the protocol conversation.

Below are 12 distinct coaching protocols that can be used to apply practices to common situations in which coaches typically engage. Protocols are included that help coaches facilitate small-group discussions as well as individual coaching conversations, data digs as well as analyzing student work, observing classrooms as well as setting goals. Additionally, the tools included help coaches think comprehensively through the planning for, facilitation of, and reflection about each protocol.

See Appendix C: Coaching Protocols

COACH'S TOOLKIT
12
PROTOCOLS
01
Classroom Observation and Feedback
02
Collaborative Lesson Planning
03
Collaborative Observation and Walkthrough
04
Collaborative Problem Solving
05
Data Gathering Classroom Observation
06
Demonstration Lesson
07
Examining Instructional Planning
08
Examining Student Work
09
Group Goal Setting
10
Instructional Strategy Role Play
11
Sharing Best Practices
12
Educator Professional Growth and Goal Setting

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Appendices

Appendix A: School/Site Coaching Self-reflection

As an Instructional Leadership Team (ILT), before you begin to build or refine your coaching system, take some time to reflect on the School/Site Coaching Self-Reflection guiding questions. Be honest. Your responses to these questions will guide your work. It would be appropriate to examine the trends noted in the group's responses during your 5-Star Instructional Leadership Team meeting in order to determine the next steps toward building or refining your existing coaching system.

Appendix B: Sample Monthly Calendar

Monthly Coaching Calendar

Appendix C: Coaches Toolkit Protocols

Protocol 1: Classroom Observation and Feedback

Protocol 2: Collaborative Lesson Planning

Protocol 3: Collaborative Observation and Walkthrough

Protocol 4: Collaborative Problem-Solving

Protocol 5: Data-Gathering Classroom Observation

Protocol 6: Demonstration Lesson

Protocol 7: Examining Instructional Planning

Protocol 8: Examining Student Work

Protocol 9: Group Goal Setting

Protocol 10: Instructional Strategy Role Play

Protocol 11: Sharing Best Practices

Protocol 12: Educator Professional Development and Goal Setting

Instructional Framework

Office of Teaching and Learning

Commitment #2 – Innovative Teaching and Learning

MISSION VISION CORE VALUES

JPS VISION

At Jackson Public Schools. We prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS MISSION

At Jackson Public Schools, we develop scholars through world-class learning experienced to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

JPS CORE VALUES

Equity
Excellence
Growth Mindset
Relationships
Relevance
Positive and Respectful Cultures

INSTUCTIONAL FRAMEWORK OVERVIEW

"The most important factor affecting student learning is the teacher. More can be done to improve education by improving the effectiveness of teachers than by any other single factor."

Sanders, W. L., & Rivers, J. C. (1996).

The purpose of the Jackson Public Schools Instructional Framework (JPSIF) is to provide a consistent system for defining the teaching and learning process. The JPSIF establishes the structure of excellence, in which high quality teaching and learning is to occur. The JPSIF also provides the expected professional practices that ensures all novice and veteran teachers, have a clear picture of the district's vision of excellence in teaching. The JPSIF describes the evidence-based teaching practices/behaviors and the student behaviors that should occur during high-level instruction. The JPSIF embeds our district's core values and what teachers should know and be able to do in the following domains:

- Domain I: Lesson Design
- Doman II: Student Understanding
- Domain III: Culture and Learning Environment
- Domain IV: Professional Responsibilities

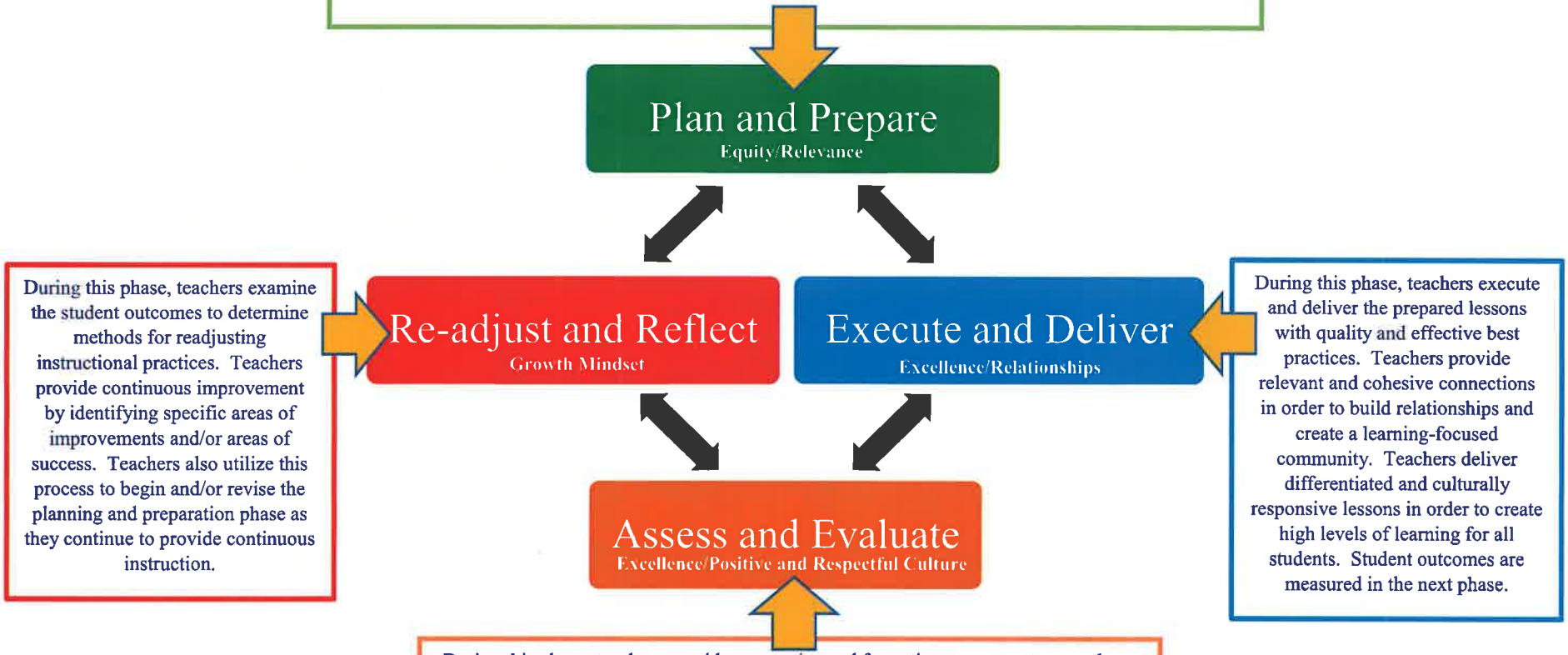
A well-articulated common instructional framework ensures greater consistency in instruction from school-to-school within the district and from grade-to-grade within each school. The JPSIF ensures increased consistency in how teaching is executed across the district. It ensures that all of our scholars receive equitable supports that is paramount to student success.

The JPSIF incorporates elements of social emotional learning to ensure teachers provide instruction that is culturally responsive. It also demonstrated opportunities for teachers to infuse the skills needed to recognize and manage emotions, develop empath for others, make good choices, establish and maintain positive relationships, and handle conflict appropriately.

The JPSIF provides a guide for improving teaching practices. To be effective at their practice, teachers must be reflective practitioners. An instructional framework builds a common language among teachers, administrators, and instructional support team members regarding expected effective practices. The JPSIF helps to establish targeted areas of strengths and areas defined within our professional learning communities and professional learning opportunities in order to support and provide quality feedback to teachers. The JPSIF describes specifics for what should take place in every school and each classroom across the district.

INSTRUCTIONAL FRAMEWORK MODEL

During Phase 1, teachers plan and prepare for quality instruction. This includes reviewing high quality materials and curricula in order develop high-level lessons, resources, and activities that are aligned to the MS-CCR Standards in order to meet the needs of all students. During this phase, teachers should also review their students' individualized data. This may include IEPS, 504 plans, ELPs, and/or end-of-the-year data. Teachers use this information to execute and deliver high quality lessons during the next phase.

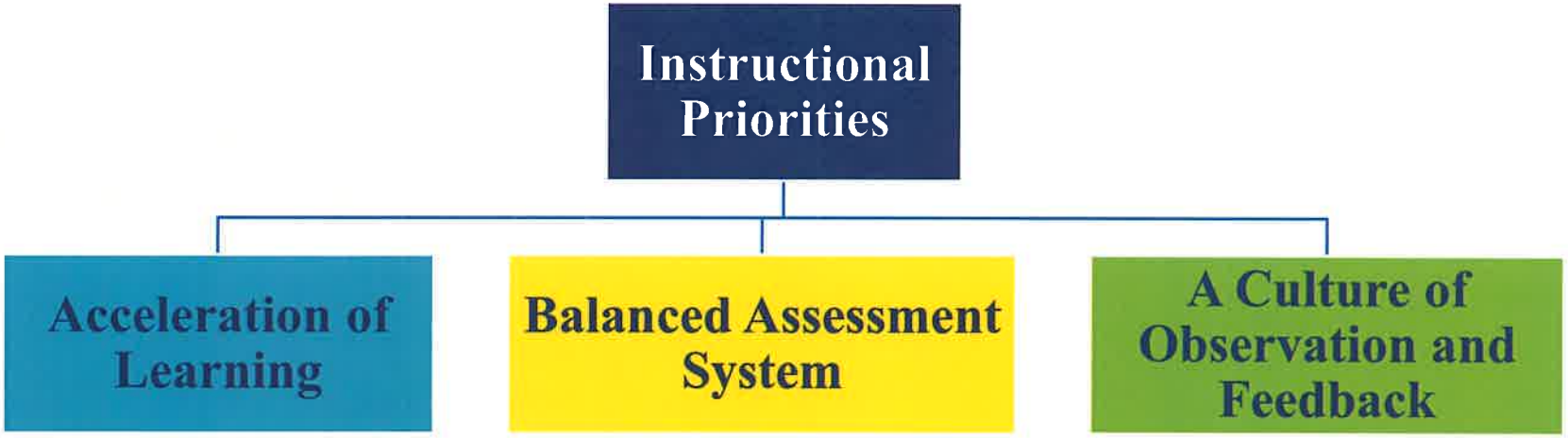


During this phase, teachers examine the student outcomes to determine methods for readjusting instructional practices. Teachers provide continuous improvement by identifying specific areas of improvements and/or areas of success. Teachers also utilize this process to begin and/or revise the planning and preparation phase as they continue to provide continuous instruction.

During this phase, teachers execute and deliver the prepared lessons with quality and effective best practices. Teachers provide relevant and cohesive connections in order to build relationships and create a learning-focused community. Teachers deliver differentiated and culturally responsive lessons in order to create high levels of learning for all students. Student outcomes are measured in the next phase.

During this phase, teachers provide summative and formative assessments to evaluate their students' levels of understanding and mastery of content. Through the utilization of the Focus Instructional Team (F.I.T.) process, PLCs, collaborations, and student conferences, teachers engage in analyzing student performance data/outcomes to improve student achievement. These processes will also inform strategic next steps for reflecting and readjusting instructional best practices.

2022-2023 INSTRUCTIONAL PRIORITIES



The JPS Deputy Superintendent's team has identified three instructional priorities for the 2021-2022 school year. This structured approach will guide all professional learning, coaching and instructional supports, as well as, provide a systematic alignment to a strategic focused effort to improve scholar outcomes.

Instructional Priority 1 – Acceleration of Learning

"Accelerating learning provides opportunities for students to learn at grade level rather than through tracking or remediation, which can narrow educational opportunities for students and might lead them to become disengaged." (USDOE Covid-19 Roadmap to Reopening Safely and Meeting All Students' Needs)
Jackson Public Schools

Instructional Priority 2 – Balanced Assessment System

*"Assessments at all levels—from classroom to state—will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making. Assessment at all levels would be linked back to the same underlying model of student learning and would provide indications of student growth over time (p. 9)." (*The seminal publication *Knowing What Students Know: The Science and Design of Educational Assessment* (National Research Council [NRC], 2001).

Instructional Priority 3 – A Culture of Observation and Feedback

"Feedback is one of the most powerful influences on learning and achievement." (Hattie & Timperley, 2007).

INSTRUCTIONAL FRAMEWORK LOOK-FORS

The teacher and student behaviors described for each instructional framework standard is not an exhaustive list and should not to be used as a checklist. The evidence of implementation look-fors provide a proficient understanding of what should occur during this phase of the teaching and learning process.
The teacher and student look-fors have been colored-coded by instructional priority. Acceleration of learning is highlighted in turquoise. The balanced assessment system is color-coded in yellow. Observation and feedback are color-coded in lime green.

Domain I: Lesson Design

Instructional Framework Standard	Core Value	Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual	
		Teacher Behaviors	Scholar Behaviors
Lessons are aligned to state standards and represent a coherent sequence of learning	• Equity • Excellence • Growth Mindset • Relevance	**The teacher's instructional practices would demonstrate lessons that are:** • aligned to the MS-CCRS Standards and incorporates district-adopted curricula. • connected to the essential questions, talking points, transitions, and high-order questions etc. • utilizing visual aids such as graphic organizers, manipulatives, and/or anchor charts • integrated with other disciplines, the arts, and technology, as deemed appropriate • utilizing stages of the learning process such as teacher modeling, concept development, checks for understanding, and multiple opportunities for student practice • utilizing evidenced-based strategies for inquiry based learning and projected-based learning as well as provide choice • culturally relevant • differentiated based on students' abilities and learning styles • organized with a clear sequence so that students can refer to the objectives, standards, essential questions, and "I can statement" • engage students in meaningful discussions that make connections between SEL and academic content • provide time for student reflection on SEL competencies • embedded SEL standards into instruction	**Based on the teacher's instructional practices, students should:** • participate in activities that yield products aligned to the MCCR standards stated in the lesson. • articulate lesson's goals beyond expected work product. • use "I Can" statements to articulate their understanding of the standards. • participate at various levels, using building blocks to move to independent practice and mastery. • exhibit productive struggle • choose challenging tasks and instructional materials • Students share perspectives on how SEL competencies connect to what they are learning

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain I: Lesson Design			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
1. Lessons have high levels of learning for all students	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • include ready enrichment and remedial activities for both higher-performing and striving students, respectively. • indicate levels of student choice regarding expected standards-aligned work products, where appropriate. • allocate major portions of time to student activities rather than to teacher talk. • highlight and/or annotate the essential questions, talking points, transitions, etc in the teacher's edition. • make clear shift during the lesson from instructor to learning facilitator. • Set high expectations and express confidence that all students can persevere through challenging questions	**Based on the teacher's instructional practices, students should:** • follow clearly delivered instructions about student groupings, differentiated activities, and expected work products. They work diligently to complete assignments within the allotted time frame. • state lesson's connections to previous material and their own experiences. • respond accurately to questions regarding lesson's connections to previous learning • take ownership of their learning during the lesson. • persevere to complete a task, individually or collectively. • provide evidence to support their answers and reflect on why the choice was made.

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain II: Student Understanding			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
2. Assists students in taking responsibility for learning and monitors student learning	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • clearly communicates lesson's goals and drives all parts of the lesson by frequently reiterating those goals and essential questions. • constantly "takes the pulse" of the class with open-ended questions that provide students opportunities to clearly articulate their level of knowledge. • employ various strategies to spur student participation, reflection, and self-assessment (including wait time, think-pair-share, think-alouds, affirmation of student contributions, etc.). • circulate throughout lesson, giving feedback to students during the learning process. • employ written or oral formative assessments (quick-writes, exit tickets, checklists, etc.). Where appropriate, provides rubrics or other measures of success for students to measure their own performance. • communicate the goal (in the form of an "I Can" statement or learning target, for example). • refer to visibly posted objectives, essential questions, "I Can" statements, anchor charts, and a clear sequence of activities. • create opportunities for students to articulate how their learning connects to their Mississippi Academic Assessment Program (MAAP) goals, their Accelerated Reader (AR) goals, their next level of learning, and their college and career choices.	**Based on the teacher's instructional practices, students should:** • articulate lesson's goals and essential questions beyond expected work product. • actively participate in the learning process (e.g. creating materials, asking "why" questions, and respectfully challenging and affirming one another). • refer to notes, interactive notebooks, past assignments, anchor charts, and examples or resources for self-corrections and guidance. • use feedback from teacher and/or peers to drive real-time adjustments to learning and output. • express how their current learning connects to their futures, spontaneously or when prompted. • co-design and lead their own approaches to learning and regular drive classroom discussion • give input when making choices about classroom projects, operations, and/or routines

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain II: Student Understanding			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
3. Provides multiple ways for students to make meaning of content	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • facilitate productive discussion and promotes academic discourse by asking clarifying, probing, and open-ended questions. • provide several avenues for students to demonstrate understanding, including, but not limited to, oral, written, and visual demonstrations, arts products, real-world examples and manipulatives, and connections to prior knowledge. • facilitate productive discussion and promotes academic discourse • provide specific frequent feedback for improvement and offers students opportunities to fix mistakes	**Based on the teacher's instructional practices, students should:** • work together collaboratively to share learning and solve problems. • ask clarifying, probing, open-ended questions. • complete a variety of activities and media to show mastery and growth, including, but not limited to, centers, partner work, and technology, by choice or teacher-driven differentiation and sequencing. • participate willingly in discussion, asking teachers and one another "why" questions driven by the lesson's essential questions. • make connections between current lesson and previous learning, their own experiences, or their future goals, on their own or when prompted. • collaborate willingly and complete a number of activities using various media in a variety of groupings • choose tasks that are appropriate to their interest and learning styles, when appropriate

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain III: Culture and Learning Environment			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
4. Manages a learning focused community	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • use language that invites participation and uses mechanisms/structures (popsicle sticks, talking chips, random generator, etc.) that encourage all students to participate and take academic risks. • refer to classroom visuals that articulate expectations about classroom participation and engagement, when appropriate. • narrate positive behaviors, and redirects quickly and specifically to particular behaviors. • use proximity control, verbal redirection, appropriate questioning strategies, and other cues to redirect and quickly address off-task student behavior. • have procedures in place to handle administrative tasks, student requests, and other interruptions without derailing instruction. • display aligned student work current unit, learning targets, or essential questions. • employ a variety of classroom management techniques to sustain a learning-focused environment. • structure opportunities for students to work collaboratively so that each student's contributions are valued. • addresses students by name • positively communicates and demonstrates warmth and enjoyment with students • affirms students' efforts and responds to their needs	**Based on the teacher's instructional practices, students should:** • concentrate, focus and display responses (body language, oral responses, questions) that show engagement, in response to the teacher's encouragement and direction. • take academic risks: they are not discouraged by wrong answers, are not embarrassed to ask questions, and use wrong answers as learning opportunities. • explain classroom or lesson expectations and procedures, when prompted. • adhere to procedures for interruptions, demonstrate an understanding of expectations for transitions, and assist with routines to maximize time on task. • share academic knowledge (e.g. in peer tutoring, modeling their understanding, keeping group work on task, assisting with routines to maximize time on task). • share their ideas, perspectives, and concerns with their teachers and their peers

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain III: Culture and Learning Environment			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
5. Manages classroom, space, time, and resources (including technology when appropriate) effectively for student learning	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • have materials classroom materials set up and readily available for the lesson prior to instruction. • embed procedures and structures for transitions so that they are well organized, efficient, and maximize instructional time. • organize a safe, hazard-free classroom for specific instructional functions to support independent, paired, small group, and whole group instruction, and ensures the space is accessible to students with disabilities. • incorporate a variety of groupings, as well as adequate opportunities for independent practice, during instruction to maintain student engagement and support the learning objectives. • close the activity/lesson with clear references to the essential questions and opportunities for students to assess and/or articulate understanding.	**Based on the teacher's instructional practices, students should:** • consistently adhere to all classroom instruction, activities, and transitions, students demonstrate behaviors that are consistent with posted expectations and procedures. • access learning materials, easily • demonstrate an understanding of individual and small group processes and consistent behaviors by working silently or cooperatively with one another, respectively.

INSTRUCTIONAL FRAMEWORK LOOK-FORS

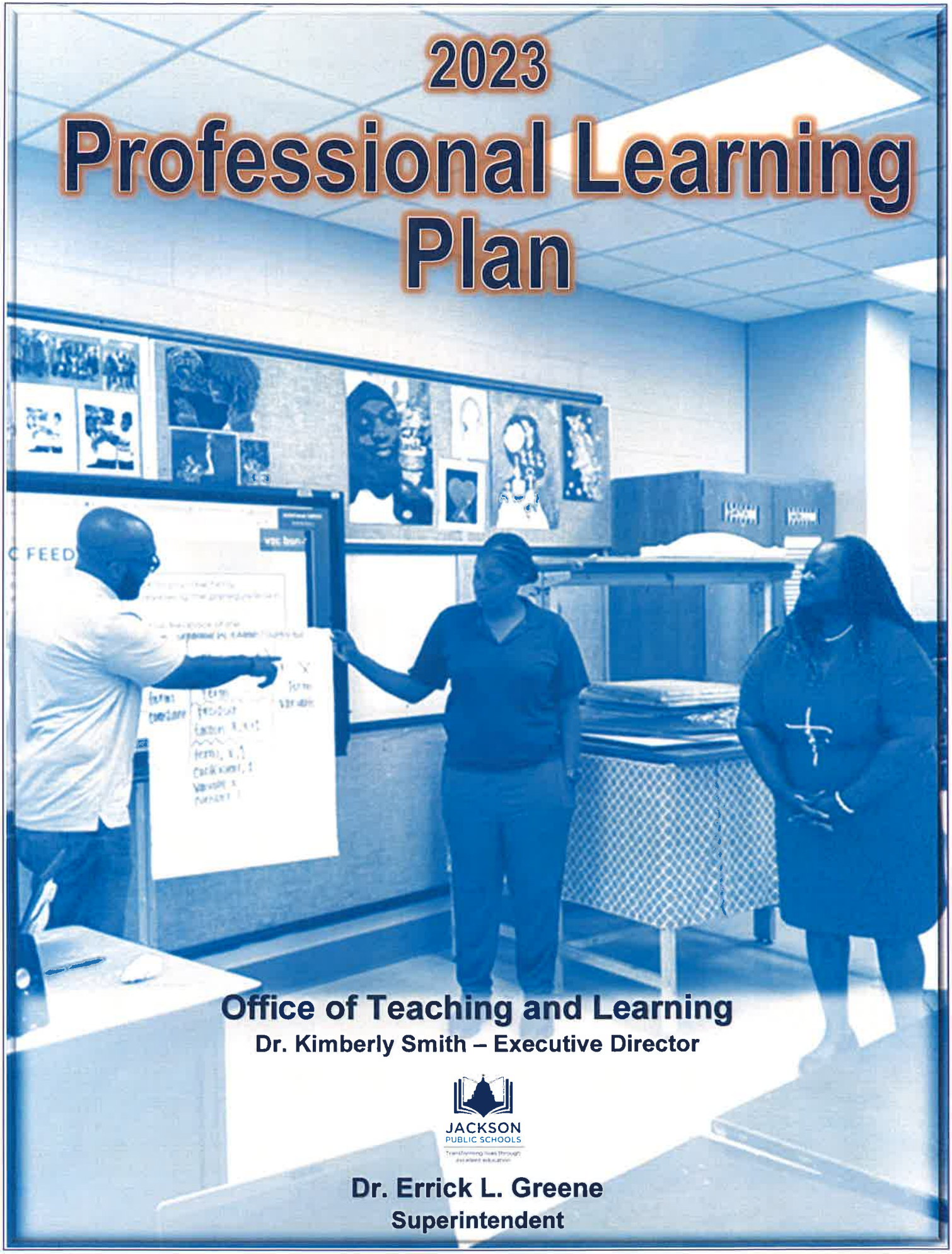
Domain III: Culture and Learning Environment			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
6. Creates and maintains a classroom of respect for all students	• Equity • Excellence • Growth Mindset • Relevance • Relationships • Positive and Respectful Culture	**The teacher's instructional practices would demonstrate lessons that:** • observe teacher interactions with students reflect genuine respect and caring and communicate an expectation of the same behavior among students • use more reinforcing comments, addresses student concerns and/or questions as soon as possible, and addresses negative behaviors calmly, objectively, and, when appropriate, privately. • do not engage in power struggles with students and refrains from the use of sarcasm and raised voice. Rather, teacher offers more positive reinforcement via verbal shout-outs or visual displays (classroom shout-outs, etc.). • use criteria such as student ability, performance, need, and specialized interests as a basis for groups. • use alternative instructional methods that enhance the learning for students with disabilities as a mechanism to teach all students. • use relevant cultural examples to encourage tolerance, as well as to make connections to the standards and content. • encourage students to share norms, traditions, and other aspects of culture relevant to the content, when appropriate. • redirect any behavior challenges respectfully and discreetly by encouraging student reflection and Tools for Life strategies.	**Based on the teacher's instructional practices, students should:** • treat the teacher and one another with respect, using language and behaviors consistent with school and classroom expectations. • support one another and volunteer to help one another. • produce group work that is collaborative, productive, and directed towards achieving academic mastery. • show tolerance and respect for norms, traditions, races, creeds, genders, and other aspects of culture different from their own. • assume responsibility for routines and procedures • monitor and regulate their behavior and emotions in the classroom • use problem-solving strategies and tools to resolve conflicts

INSTRUCTIONAL FRAMEWORK LOOK-FORS

Domain IV: Professional Responsibilities			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
7. Engages in professional learning	• Equity • Excellence • Growth Mindset • Relevance	**The teachers should participate in professional learning that:** • integrate strategies learned from school- and/or district-wide professional development sessions. • strengthen practice over time based on focused feedback from coaching sessions and observation debriefs. • engage teachers during professional learning communities, planning sessions, coaching sessions, or professional development sessions, teacher is actively engaged. They enthusiastically offer productive insights to whole- and small-group conversations and seek meaningful connection to their own classroom instruction. • Teacher meets all deadlines for department meetings, grade-level meetings, and other professional learning communities.	**Based on the teacher's professional learning, students should:** • experience higher levels of performance (achievement or otherwise) gradually improves as a result of deliberate teacher actions from professional development or focused coaching feedback.

Domain IV: Professional Responsibilities			
Instructional Framework Standard	**Core Value**	**Academic and Social and Emotional behaviors that should be evident in each class setting: traditional, hybrid or virtual**	
		Teacher Behaviors	**Scholar Behaviors**
8. Establish and maintains communication with families/guardians	• Relationships • Positive and respectful cultures • Equity	**Teachers should communicate with parents and families as evidenced by:** • communication logs and reports from school status • newsletters to promote communication • family nights and other opportunities that engage parents	**Students should be able to:** • articulate how and whether teacher communicates positive updates to their families/guardians. • participate in various activities that promote cultural diversity

2023 Professional Learning Plan



Office of Teaching and Learning

Dr. Kimberly Smith – Executive Director

JACKSON PUBLIC SCHOOLS

Dr. Errick L. Greene
Superintendent

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District Overview: Mission, Vision, and Core Values

JPS Mission

At Jackson Public Schools, we prepare scholars to achieve globally, to contribute locally, and to be fulfilled individually.

JPS Vision

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

JPS Core Values

At Jackson Public Schools, we believe in the importance of equity, excellence, growth mindset, relationships, relevance, and positive and respectful cultures.

Equity

Our vision of equity, put simply, is "all means all." We ensure equity by celebrating each scholar's individuality, interests, abilities and talents; providing each scholar in each school with equitable access to high-quality instruction, courses, and resources; and holding high expectations for all scholars to graduate college-ready and career-minded. Similarly, we recognize and value the individual abilities, experiences and talents of our staff; providing all staff with equitable access to opportunities for development and growth; and ensuring that such opportunities are provided through clear and transparent processes.

Excellence

High expectations for our scholars help to prepare them for college and career paths. High expectations from and for all adults foster ownership, consistency, and transparency. Every member of our district performs with an attention to detail and the quality that each task demands in order to achieve great outcomes.

Growth Mindset

Our leaders—scholars and staff—thrive in environments where belief in their abilities is affirmed. Everyone in the organization embraces the ideal that effort and perseverance lead to success.

Relationships

It is essential to develop relationships through mutual respect of culture, social context, and community. This allows us to create a community of safety, trust, productive vulnerability, and genuine connection as we celebrate successes and value opportunities for constructive feedback.

Relevance

Scholars experience relevant education that is engaging, motivating, and inspiring, leading to a lifelong commitment to learning. Our scholars must learn to connect with each other, the larger community, and the 21st-century world, ultimately developing agency to contribute to positive change in Jackson, in Mississippi, and in the world.

Positive & Respectful Cultures

Scholars and staff thrive in learning environments where growth and achievement are the highest priorities and climates are safe, positive, and respectful. These environments engage and excite all scholars, leaving them hungry for more knowledge. All adults contribute to a positive and respectful culture allowing them to experience more productivity, increased retention, and joy at work.

District Overview: Demographics

Jackson Public Schools is the third-largest school district in Mississippi, serving nearly 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 7 high schools, 9 middle schools, 30 elementary schools, and 4 special program schools comprising the District's 50 school sites. These schools are divided into 7 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)

The following is a list of our schools and their current accountability levels:

Student Demographic Information

JACKSON PUBLIC SCHOOLS	Jackson Public School District Ethnic and Gender Makeup														
Race	White		Black		Asian		American Indian		Pacific Islander		Hispanic				
Gender	M	F	M	F	M	F	M	F	M	F	M	F	Male	Female	Total
Total	172	133	8,423	8,274	11	12	2	3	0	1	368	354	8,977	8,779	17,753
Percentages	1.7		94.1		0.1		0.03		0.01		4.1		50.6	49.5	

District Overview: 2023 Accountability Ratings

Jackson Public Schools: 598 – C

JACKSON PUBLIC SCHOOLS	Jackson Public Schools State Report Card				
SY 2022 Accountability Ratings			SY 2023 Accountability Ratings		
School Name	Total Points	Grade	School Name	Total Point	Grade
Bailey Middle APAC School	473	A	Bailey Middle Apac School	479	A
Casey Elementary School	523	A	Casey Elementary School	547	A
Clausell Elementary School	354	C	Clausell Elementary School	482	A
Galloway Elementary School	413	B	Galloway Elementary School	466	A
Green Elementary School	326	D	Green Elementary School	536	A
John Hopkins Elementary School	526	A	John Hopkins Elementary School	487	A
Key Elementary School	506	A	Key Elementary School	494	A
Lake Elementary School	438	B	Lake Elementary School	533	A
McWillie Elementary School	581	A	McWillie Elementary School	536	A
North Jackson Elementary School	356	C	North Jackson Elementary School	465	A
Northwest Middle School	447	A	Northwest Middle School	535	A
Barack H Obama Elementary School	662	A	Barack H Obama Elementary School	525	A
Raines Elementary School	307	D	Raines Elementary School	479	A
Shirley Elementary School	417	B	Shirley Elementary School	538	A
Spann Elementary School	427	B	Spann Elementary School	450	A
Ida B. Wells APAC School	574	A	Ida B. Wells APAC School	614	A
Boyd Elementary School	297	D	Boyd Elementary School	422	B
Callaway High School	689	B	Callaway High School	746	B
Forest Hill High School	597	C	Forest Hill High School	680	B
Jim Hill High School	630	C	Jim Hill High School	703	B
Johnson Elementary School	340	C	Johnson Elementary School	421	B
Isable Elementary School	338	C	Isable Elementary School	422	B
Murrah High School	622	C	Murrah High School	707	B
Pecan Park Elementary School	405	B	Pecan Park Elementary School	410	B
Timberlawn Elementary School	380	B	Timberlawn Elementary School	429	B
Van Winkle Elementary School	372	C	Van Winkle Elementary School	423	B
Walton Elementary School	329	C	Walton Elementary School	408	B
Wilkins Elementary School	360	C	Wilkins Elementary School	547	B
Baker Elementary School	362	C	Baker Elementary School	358	C
Lanier High School	546	D	Lanier High School	635	C
Oak Forest Elementary School	309	D	Oak Forest Elementary School	361	C
Provine High School	523	D	Provine High School	618	C
Smith Elementary School	354	C	Smith Elementary School	372	C
Sykes Elementary School	314	D	Sykes Elementary School	373	C
Wingfield High School	541	D	Wingfield High School	604	C
Bates Elementary School	323	D	Bates Elementary School	319	D
Chastain Middle School	290	D	Chastain Middle School	315	D
Kirksey Middle School	308	D	Kirksey Middle School	284	D
Marshall Elementary School	267	F	Marshall Elementary School	343	D
Whitten Middle School	290	D	Whitten Middle School	271	D

JACKSON PUBLIC SCHOOLS	Jackson Public Schools State Report Card				
SY 2022 Accountability Ratings			SY 2023 Accountability Ratings		
School Name	Total Points	Grade	School Name	Total Point	Grade
Blackburn Middle School	238	F	Blackburn Middle School	217	F
Brinkley Middle School	288	F	Brinkley Middle School	243	F
Cardozo Middle School	233	F	Cardozo Middle School	231	F
Powell Middle School	215	F	Powell Middle School	242	F
Dawson Elementary School	407	B	Dawson Elementary School	517	*
Lester Elementary School	607	A	Lester Elementary School	253	*
McLeod Elementary School	340	C	McLeod Elementary School	452	*
Peeples Middle School	388	B	Peeples Middle School	350	*

Professional Learning Plan Overview

Professional Learning Mission

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 ***JPS Strategic Plan***:

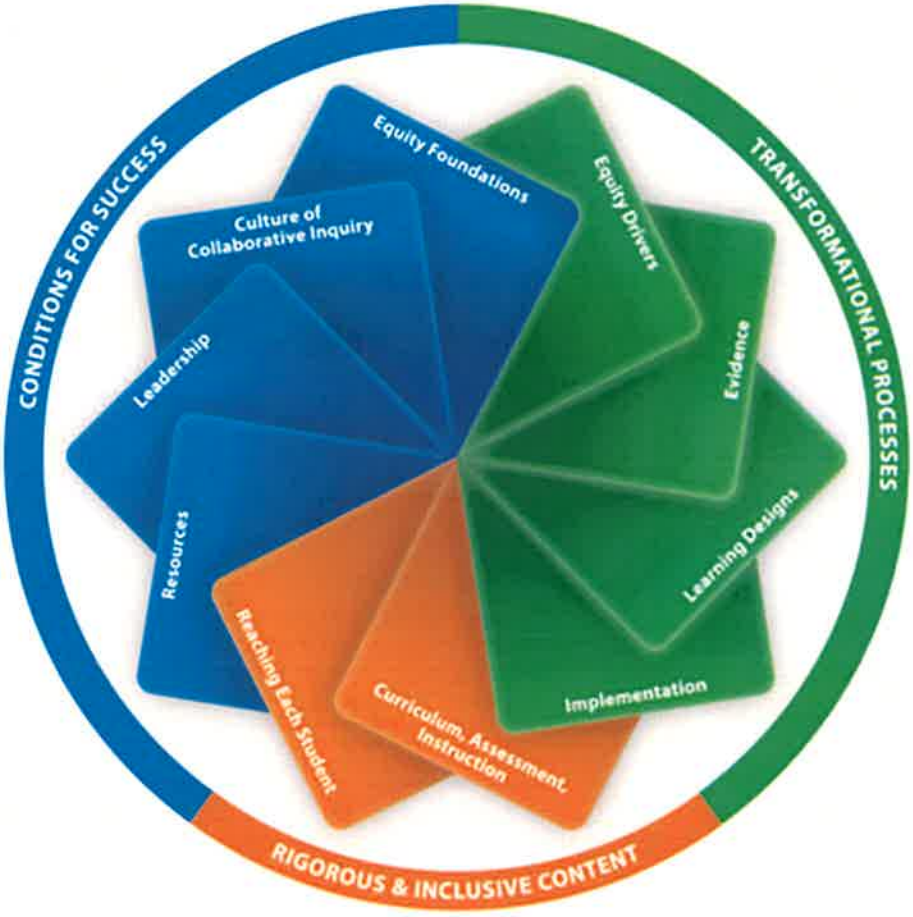
- Commitment #1: A Strong Start
- Commitment #2: Innovative Teaching and Learning
- Commitment #3: Talented and Empowered Teams
- Commitment #4: Joyful Learning Environments
- Commitment #5: A Culture of Accountability and Excellence

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

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

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.

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.

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.

Recruitment and Retention Efforts

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.

Data Analysis

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 2023 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.

2023 – 2024 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

Date	Type of Professional Learning	Intended Audience
July 19 – 21	Math Institute Pre-Kindergarten Symposium	All Teachers and Staff
July 25 – 27	Leadership Institute	All School Level Administrators
July 31 – August 1	Back to School Teacher Institute	All Teachers and Staff
August 4	District Convocation	All Staff
August 29	80% Professional Learning Day	All Teachers and Staff
September 15	100% Professional Learning Day	All Teachers and Staff
September 21	Administrators' Professional Learning Day	Assistant Principals
September 24	Administrators' Professional Learning Day	Principals
September 26	80% Professional Learning Day	All Teachers and Staff
October 19	Administrators' Professional Learning Day	Assistant Principals
October 26	Administrators' Professional Learning Day	Principals
October 31	60% Professional Learning Day	All Teachers and Staff
November 16	Administrators' Professional Learning Day	Assistant Principals
November 28	80% Professional Learning Day	All Teachers and Staff
November 30	Administrators' Professional Learning Day	Principals
December 14	Administrators' Professional Learning Day	Principals

January - June

Date	Type of Professional Learning	Intended Audience
January 8	District Convocation	All Staff
January 18	Administrators' Professional Learning Day	Assistant Principals
January 25	Administrators' Professional Learning Day	Principals
January 30	80% Professional Learning Day	All Teachers and Staff
February 16	100% Professional Learning Day	All Teachers and Staff
February 22	Administrators' Professional Learning Day	Principals
February 27	60% Professional Learning Day	All Teachers and Staff
March 21	Administrators' Professional Learning Day	Assistant Principals
March 26	Administrators' Professional Learning Day	Principals
March 28	60% Professional Learning Day	All Teachers and Staff
April 18	Administrators' Professional Learning Day	Assistant Principals
April 25	Administrators' Professional Learning Day	Principals
May 30 – 31	Professional Learning Days	All Teachers and Staff
June	End of the Year Leadership Institute	All Principals

Professional Learning Plan

The Jackson Public School's Strategic Plan, *Excellence for All*, has outlined the specific goals to accomplish by the end of 2024. To ensure our success, we must be intentional about monitoring our progress toward achieving the goals established in our new strategic plan. We recognize that scholar outcomes and experiences are the ultimate measures of our success. The table below outlines our academic goals and professional learning activities that will be implemented through out the 2023-2024 school year for all staff.

District Goals	Professional Learning Activity	Indicators of Success	Resources Needed	How?	Duration
Goal 1: To increase the capacity of our school leaders in core content areas aligned to the MS-CCRS and best practices for providing actionable feedback to support teachers	School leaders engage in ongoing professional learning activities that enable them to build their capacity of the instructional tools and resources needed to support staff and provide actionable feedback	Professional Growth System Rubric Results Observational Data Results Student Performance Results Feedback Results	HQIM Instructional resources and tools Assistant Supts. OTL Instructional Coaches Cross-functional Departments External Partners	Monthly Leadership Meetings Monthly Divisional meetings Quarterly FIT Meetings	July 2023 to June 2024
Goal 2: To increase the capacity of teachers and paraprofessionals in core content areas aligned to the MS-CCRS and best practices to support, implement, and facilitate engaging teaching and learning to increase student achievement	Teachers engage in ongoing professional learning activities that enable them to build their capacity of designing and implementing to provide high-quality differentiated lesson that promote high levels of engagement and mastery to increase student achievement	Professional Growth System Rubric Results Observational Data Results Student Performance Results Feedback Results	HQIM Instructional resources and tools School leaders OTL Instructional Coaches Cross-functional Departments External Partners	Weekly PLCs District PL Days (60%, 80%, and 100%) Monthly Content Sessions	July 2023 to June 2024

Appendices

Appendix A	**Comprehensive Needs Assessment Data Results**
Appendix B	**2023 Spring MAAP Assessment Survey Results**
Appendix C	**2023 BOY iReady Diagnostic Results**
Appendix D	**Professional Learning Action Plan Template**

Appendix A – C.N.A. Survey Results

JACKSON PUBLIC SCHOOLS

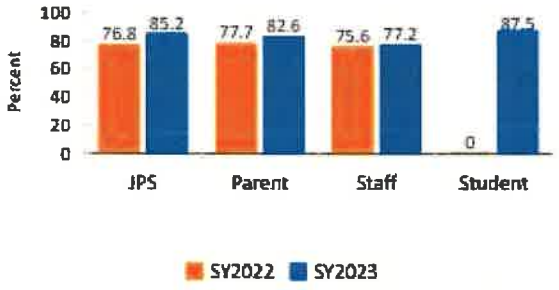
JPS THRIVE School Climate Report
Comprehensive Needs Assessment

Jackson Public School District

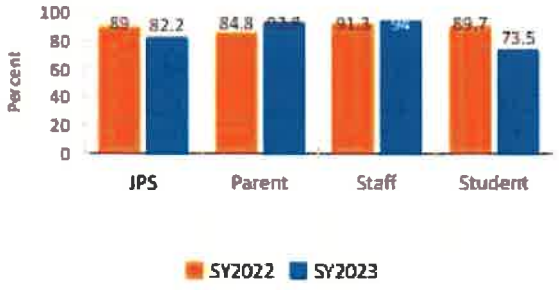
662 South President
Jackson, MS 39201
(601)960-8700

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

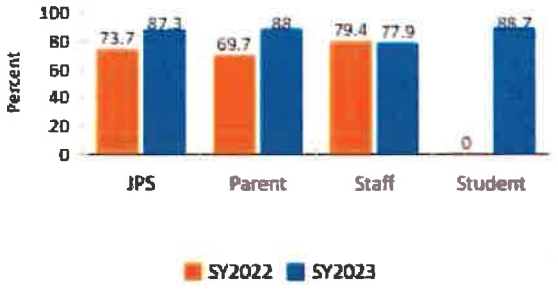
2. **I am satisfied with the quality of the educational program offered to students in our school or district.**



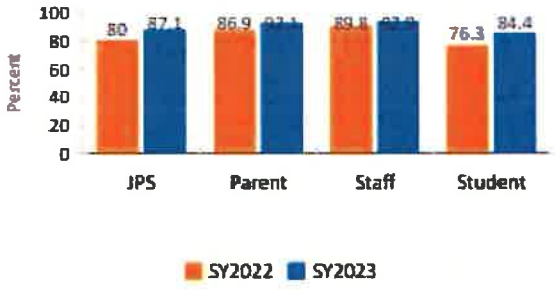
3. **Teachers hold high expectations and provide instructional activities in which students can take an active role in their own learning.**



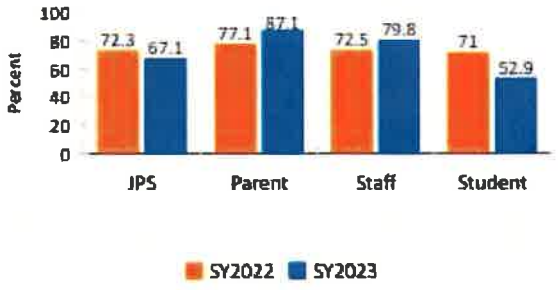
4. **The programs of this school or district meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).**



5. **Parents feel welcome in our school or district.**



6. **I am satisfied with the parent and family engagement activities in my school.**

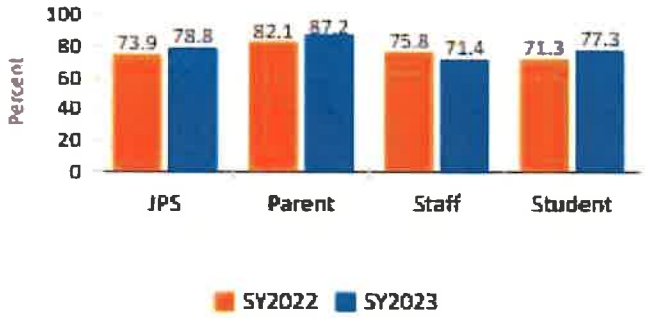


age

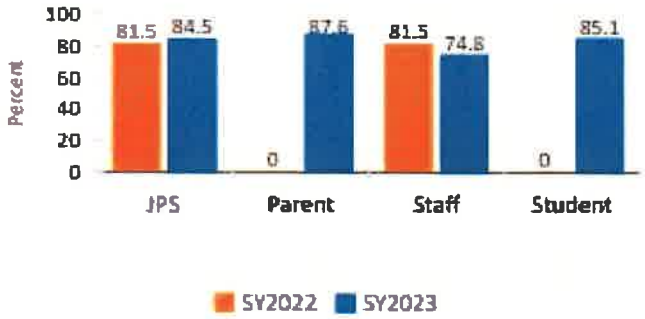
Jackson Public School District

662 South President
Jackson, MS 39201
(601)960-8700

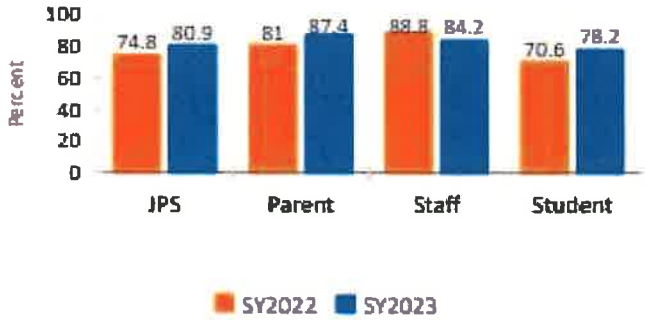
7. Our school or district provides students and teachers with a safe and orderly, clean, and well-maintained environment for learning.



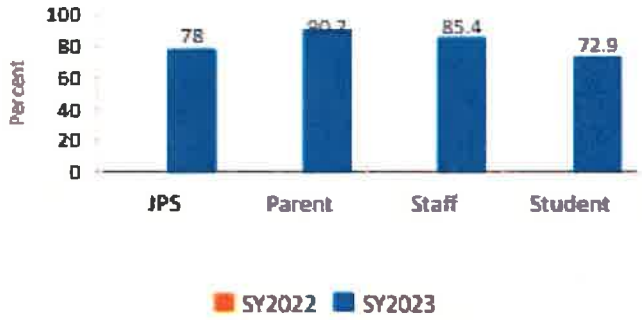
8. My school or district has effective procedures for addressing school safety.



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 the students.

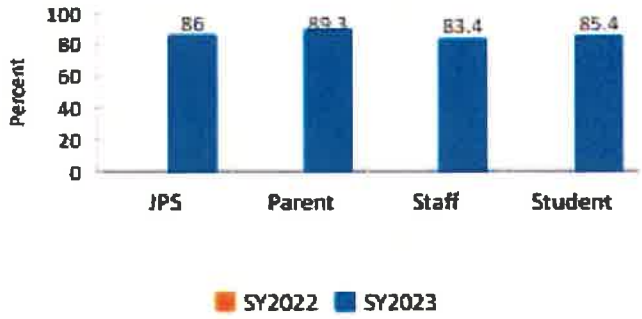


10. My child's academic performance has improved since joining the after-school program.



11. I would recommend this after-school program to other families.

12. Overall, how satisfied are you with the educational experience your child has received this year from the school?



District Report Card 2022 - 2023

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

C Jackson Public School District

Jackson, MS

662 S. President Street
Jackson, MS 39225

Dr. Errick L. 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.

Proficiency		Growth		Growth Lowest 25%	
State	51.9%	State	75.1%	State	70.0%
District	30.4%	District	71.1%	District	81.6%

English

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

Proficiency		Growth		Growth Lowest 25%	
State	46.6%	State	64.3%	State	55.2%
District	34.3%	District	58.6%	District	58.4%

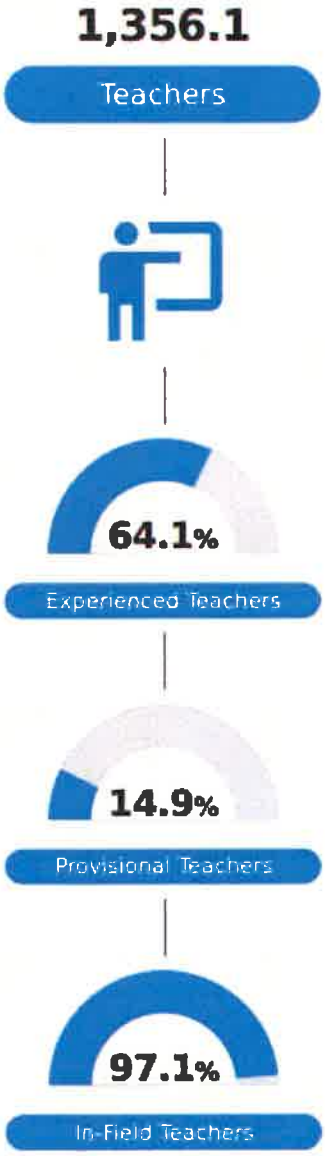
Other Measures

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

US History Proficiency		Science Proficiency		College & Career Readiness	
State	71.3%	State	58.6%	State	48.9%
District	56.1%	District	40.0%	District	21.8%

Acceleration		Graduation Rate		English Learners	
State	73.5%	State	88.9%	State	13.2%
District	65.0%	District	84.1%	District	13.8%

Teacher Data



Detailed Assessment and Other Data

Student Performance

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

Math

Level 1	Level 2	Level 3	Level 4	Level 5
State 0-10%	State 11-20%	State 21-30%	State 31-40%	State 11-20%
District 8.7%	District 28.0%	District 33.2%	District 23.9%	District 6.2%
Minimal	Basic	Passing	Proficient	Advanced

English

Level 1	Level 2	Level 3	Level 4	Level 5
State 8.3%	State 17.0%	State 29.7%	State 29.3%	State 15.7%
District 15.1%	District 22.9%	District 30.2%	District 23.1%	District 8.6%
Minimal	Basic	Passing	Proficient	Advanced

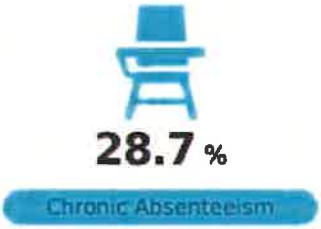
Science

Level 1	Level 2	Level 3	Level 4	Level 5
State 11.4%	State 11.9%	State 20.8%	State 33.6%	State 22.3%
District 23.7%	District 17.0%	District 21.6%	District 26.6%	District 11.1%
Minimal	Basic	Passing	Proficient	Advanced

Student Assessment Participation

Discipline

Other Data



Appendix C – iReady BOY Diagnostic Results

iReady Reading

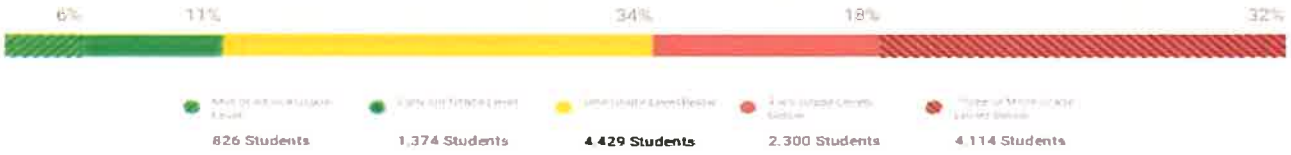
Diagnostic Results

i-Ready

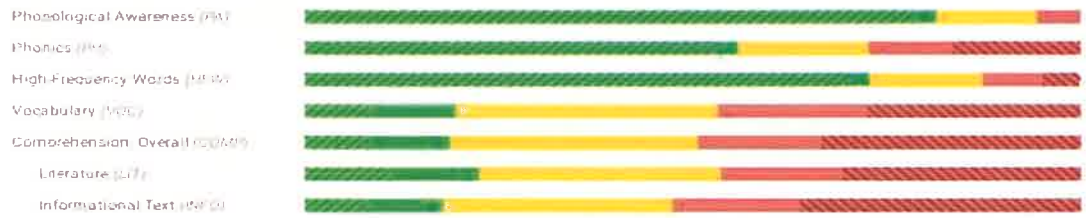
School	All Schools
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **13,043/16,902**



Placement by Domain



iReady Math

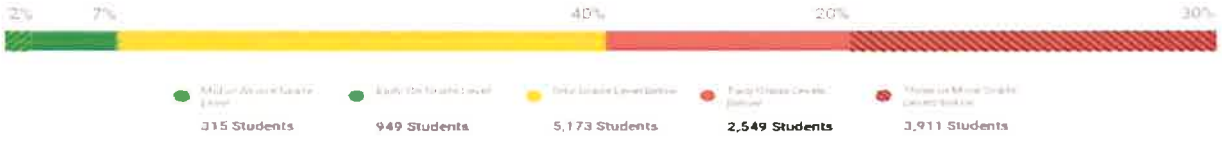
Diagnostic Results

i-Ready

School	All Schools
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **12,897/16,881**



Placement by Domain

Appendix D – Planning Template

JACKSON PUBLIC SCHOOLS

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