

INSTRUCTIONAL GOALS

This Board believes that all children can learn and is committed to high levels of achievement for all scholars in the District. The following goals apply to the District's program of instruction:

ACADEMIC GOALS

1. Mastery of basic skills and fundamental processes;
2. Acquisition of basic knowledge and skills needed to comprehend and express ideas through words, numbers, and symbols;
3. Ability to utilize all available sources of information;
4. Ability to think rationally, use problem solving skills, and apply logic and skill of enquiry;
5. Acquisition of a general fund of knowledge, including information and concepts in mathematics, literature, natural and social sciences; and
6. Development of positive attitudes towards intellectual activity including curiosity and a desire for further learning.

VOCATIONAL GOALS

1. Career and vocational education;
2. Ability to select and prepare for an occupation that will be personally satisfying and suitable to one's skills and interests;
3. Ability to make decisions based on awareness and knowledge of career options;
4. Acquisition of skills and specialized knowledge that will help prepare one to become economically independent; and
5. Positive attitudes towards work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

SOCIAL AND CIVIC GOALS

1. Understanding and appreciation of cultures and beliefs different one's own;
2. Interpersonal understanding and self-realization;

3. Understanding of how members of a family function within different family patterns;
4. Acquiring knowledge of various value systems and the influence on an individual and society;
5. Ability to assess realistically, and live in accordance with personal potential, strengths, and limitations
6. Development of productive and satisfying relationships with others based on respect, trust, cooperation and caring
7. Knowledge of the history and basic workings of government, economics, politics, and social systems
8. Development of a commitment to be civic-minded and socially responsible in one's endeavors

PROFILE OF A JPS GRADUATE

On July 18, 2019, the Board of Trustees approved a new strategic plan titled “Excellence for All” which includes the “Profile of a JPS Graduate” document. The Profile reflects the Board’s aspiration that each graduate of the District will embody qualities and accomplishments that fall under three competencies: Communication & Critical Thinking, Collaboration & Citizenship, and Content Mastery & Digital Literacy. These competencies reflect the fast-changing world in which District graduates will become productive citizens and compassionate leaders. The Profile of a JPS Graduate is used to support the development of relevant assignments, coursework, and impactful service-learning opportunities.

MISSISSIPPI DEPARTMENT OF EDUCATION

It is the responsibility of the Mississippi Department of Education to provide an instructional program and establish guidelines and procedures for managing such program in the public schools as part of the State Program of Educational Accountability and Assessment of Performance as prescribed in Miss. Code Ann. Section 37-3-46.

Public school districts may (a) elect to adopt the instructional program and management system provided by the State Department of Education; or (b) elect to adopt an instructional program and management system which meets or exceeds criteria established by the State Department of Education for such. This provision shall begin with the courses taught in Grades PK-8 which contain skills tested through the Mississippi Academic Assessment Program (MAAP) and shall proceed through all secondary school courses mandated for graduation and all secondary school courses. Other state core objectives must be included in the district's instructional program as they are provided by the Mississippi Department of Education along with instructional practices, resources, evaluation items and management procedures. Districts are encouraged to adapt this

program and accompanying procedures to all other instructional areas.

The Department shall provide that such program and guidelines, or a program and guidelines developed by a local school district which incorporates the core objectives from the curriculum structure are enforced through the performance-based accreditation system. It is the intent of the Legislature that every effort be made to protect the instructional time in the classroom and reduce the amount of paperwork which must be completed by teachers. The Mississippi Department of Education shall take steps to ensure that school districts properly use staff development time to work on the districts' instructional management plans.

1. The Mississippi Department of Education shall provide such instructional program and management guidelines which shall require for every public school district that:
 - a. All Courses taught in Grades K-8 which contain skills which are tested through the Mississippi Academic Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.
 - b. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the District.
 - c. The set of objectives provided by the Mississippi Department of Education must be accompanied by suggested instructional practices and resources that would help teachers organize instruction to promote student learning of the objectives. Objectives added by the school district must also be accompanied by suggested instructional practices and resources that would help teachers organize instruction. The instructional practices and resources that are identified are to be used as suggestions and not as requirements that teachers must follow. The goal of the program is to have students to achieve the desired objective and not to limit teachers in the way they teach.
 - d. Standards for student performance must be established for each core objective in the local program and those standards establish the District's definition of mastery for each objective.
 - e. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local instructional program, the District shall take action to improve student performance.
2. The Mississippi Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports

that classroom teachers are required to prepare. The Jackson Public School District has adopted the Paperwork Reduction Policy.

3. This section shall not be construed to limit teachers from using their own professional skills to help students master instructional objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

SOURCE: Mississippi School Boards Association, Jackson Public School District
LEGAL REF: Miss. Code Ann. §37-3-49; Mississippi Public School Accountability 2016 Standards 20, 26, and 27
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AMENDED: