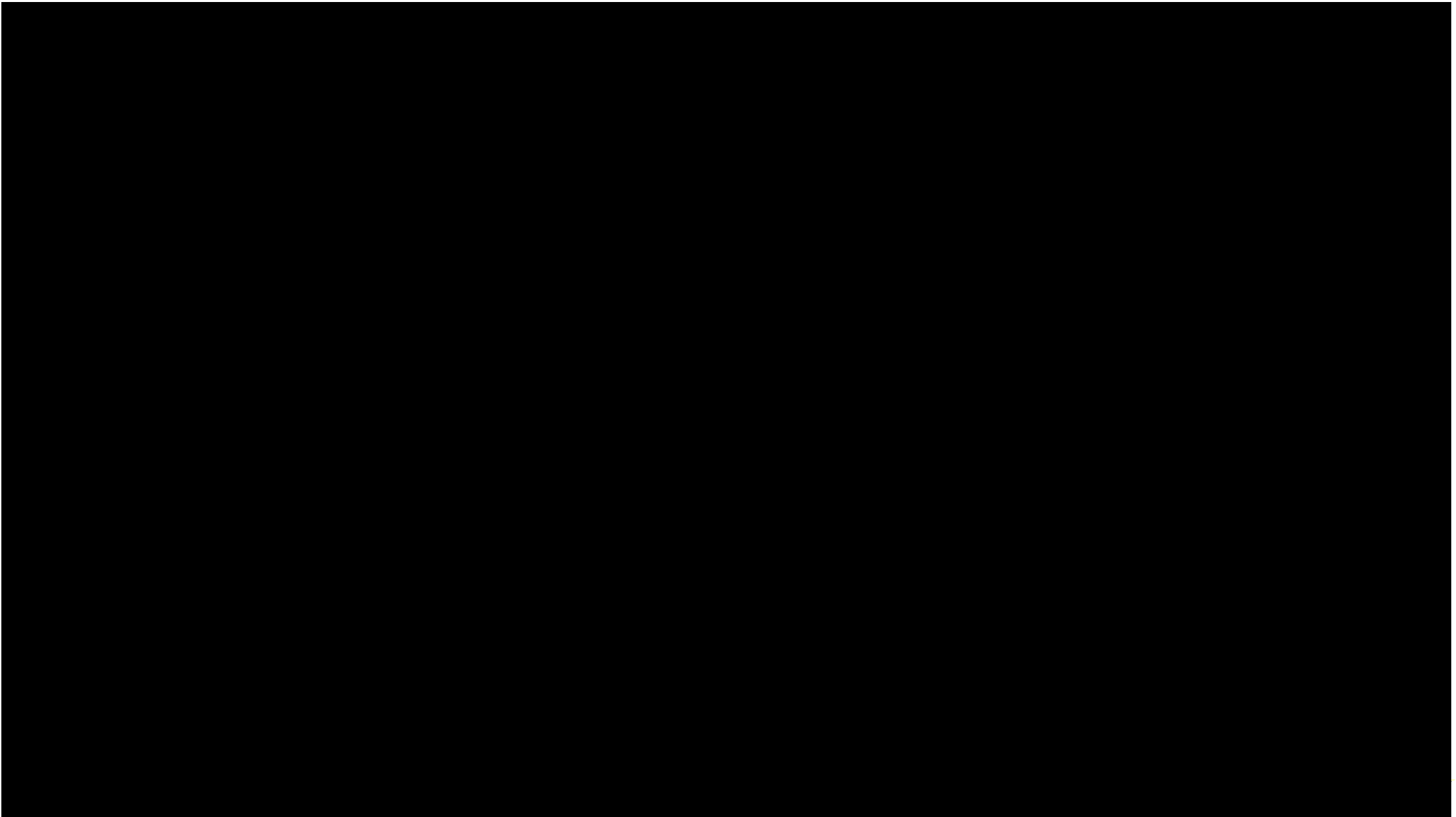


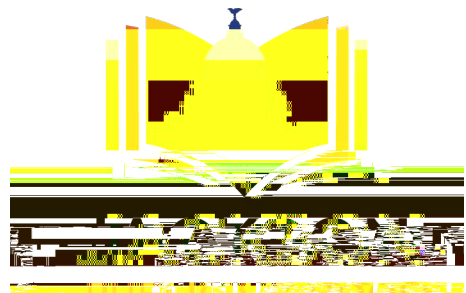
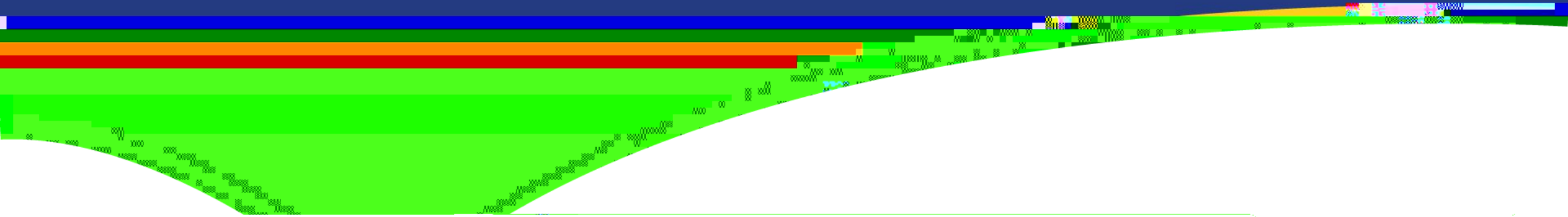




Item V: Superintendent's Report

Errick L. Greene. Ed.D.





Jackson Public Schools Commitment 4: Joyful Learning Environments

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Jackson Public Schools Vision and Mission

Vision-

Mission

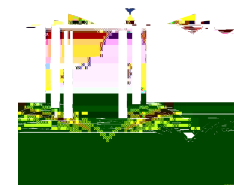
Core Values -



Objectives

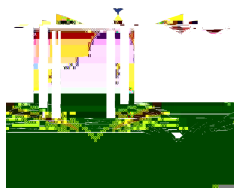
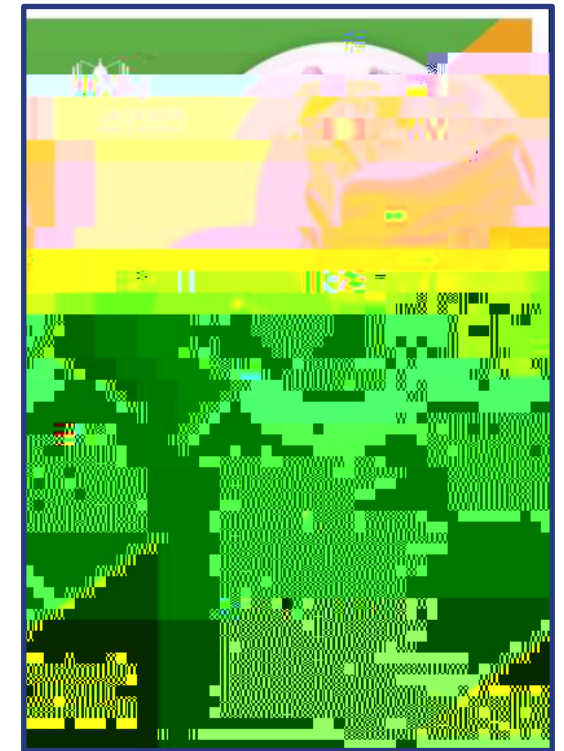
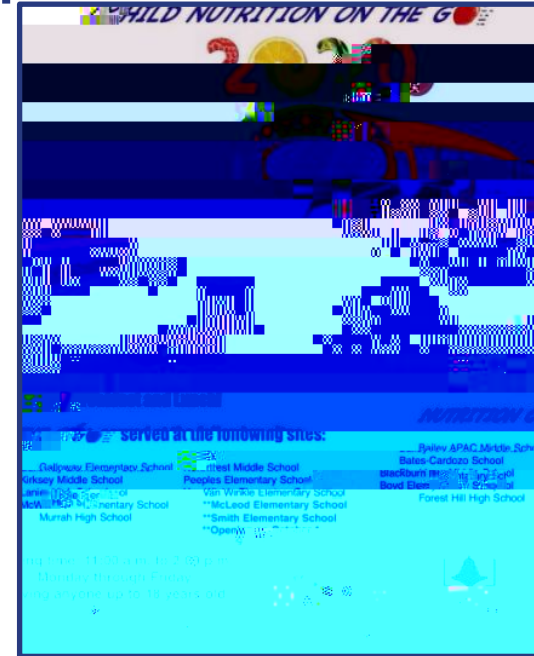
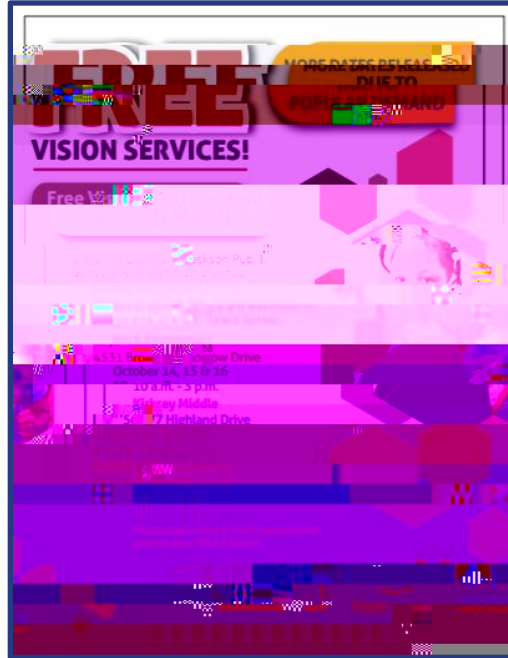
**Share updates on
key initiatives**

**Analyze & compare
current data trends
with 2018-2019,
2019-2020 school
years**





Engaging families to support scholars well-being and development



! Engaging families to support



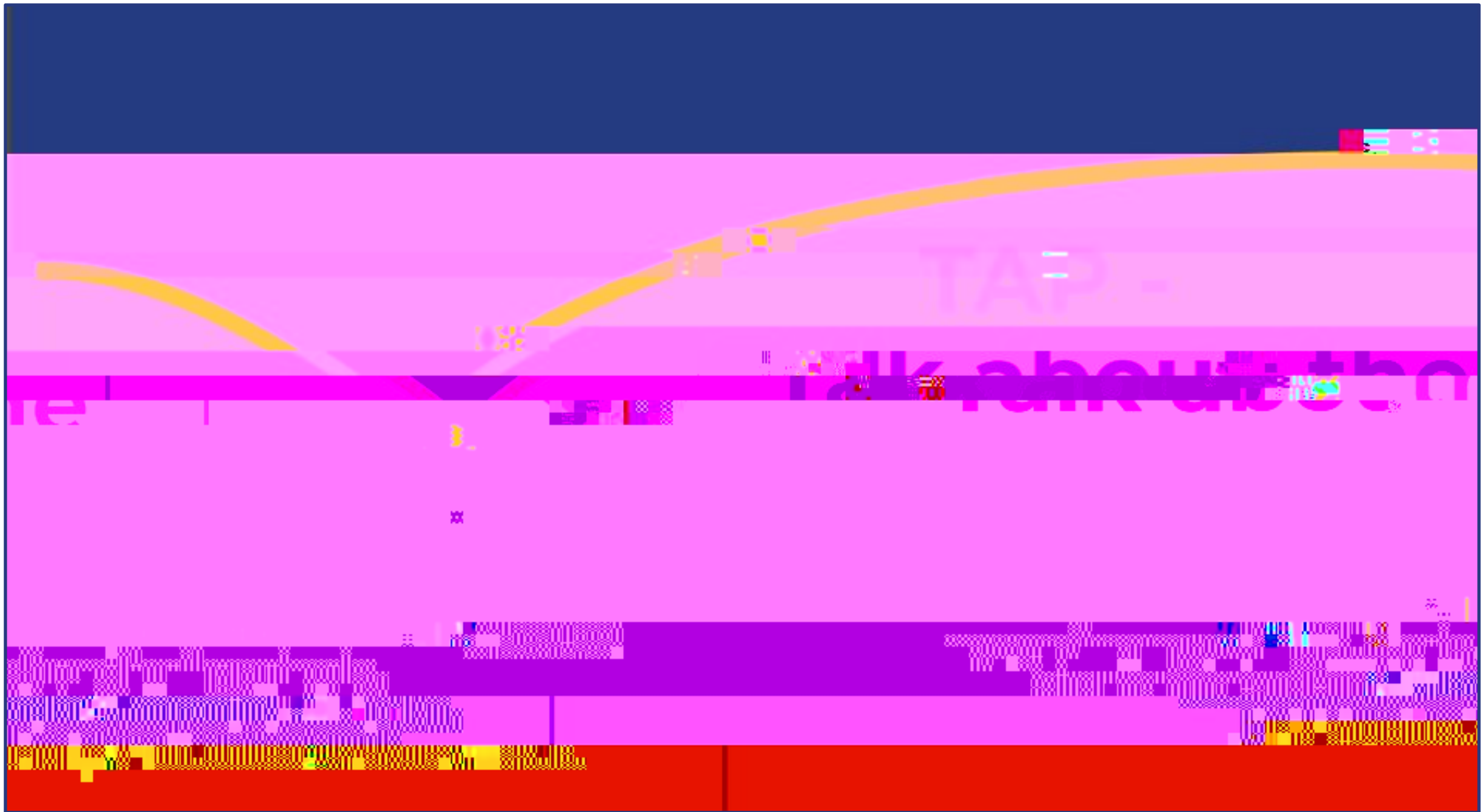


District accountability model for school climate and wellness

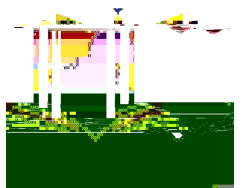
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- RÚÙÁæã { ã } ã•c^!•ÁæÁÔ [{] : ^@^ } •ãç^Áß^^ã•ÁcÉ••^•• { ^ } cÁc [Áæ||Á•cæ\^@ [|ã^!•Á c [Á * æ ~ * ^Á•æcã•~æ&cã [} Á [~Á~æ&ã|ãcã^•ÉÁ•æ~^c^ÉÁæ } ãÁ!^|æcã [} •@ã] •Áà^c , ^^ } Á•cæ~Á æ } ãÁ•c ~ ã^ } c•É
- V@^ÁU~ã&^Á [~ÁÔ|ã { æc^Áæ } ãÁ Y ^|| } ^••Á& [] ã ~ &c•ÁÔ ~ |c ~ !^Áæ } ãÁÔ|ã { æc^Á Y æ | \ •Áã } Á [!ã^!Ác [Á] : [çãâ^Á• ~] [!cÁc [Á•&@ [[|•Áã } Ác@^Á!Á•] ^&ã~ã^ãÁæ!^æ•Á [~Á } ^^ãÈ

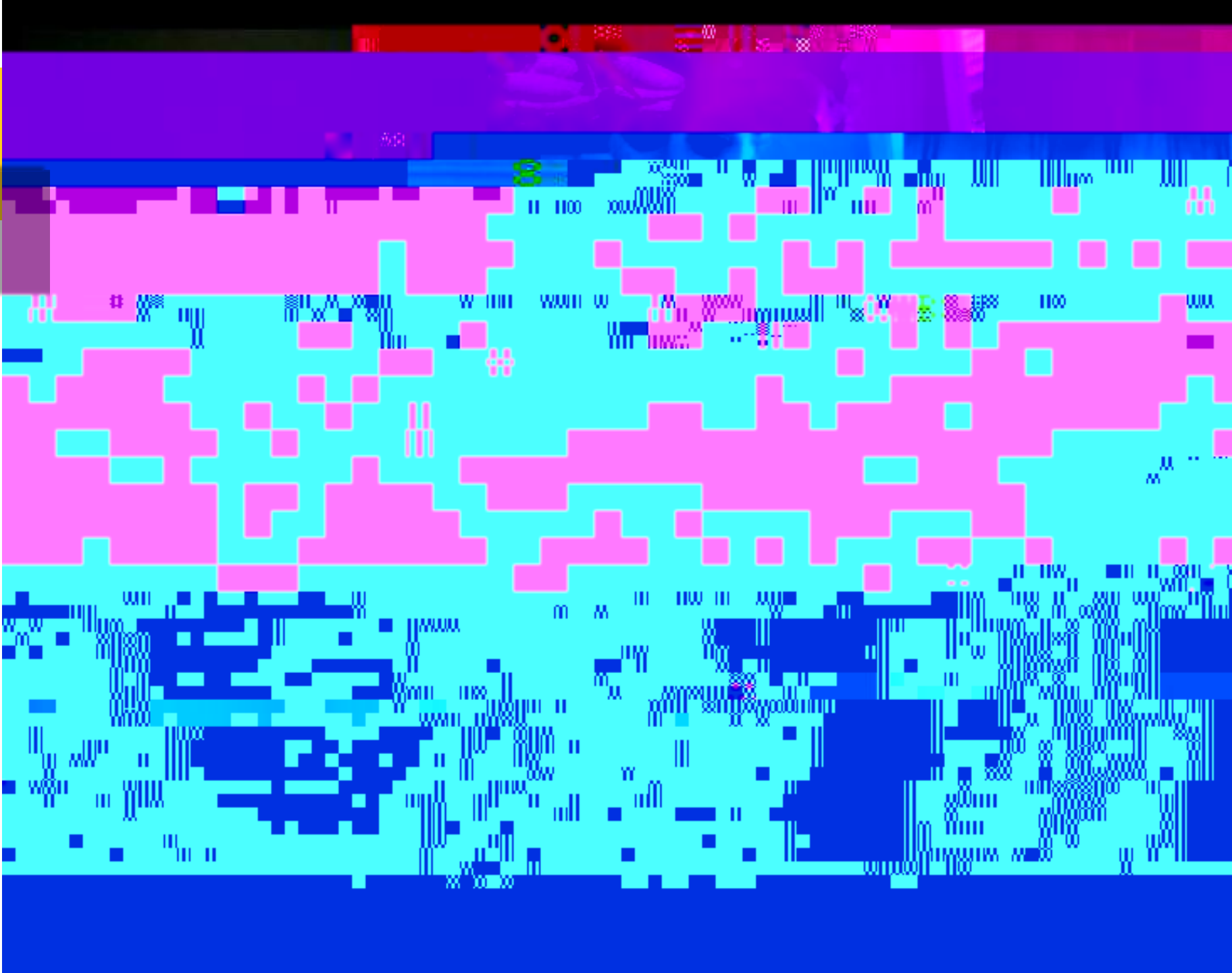




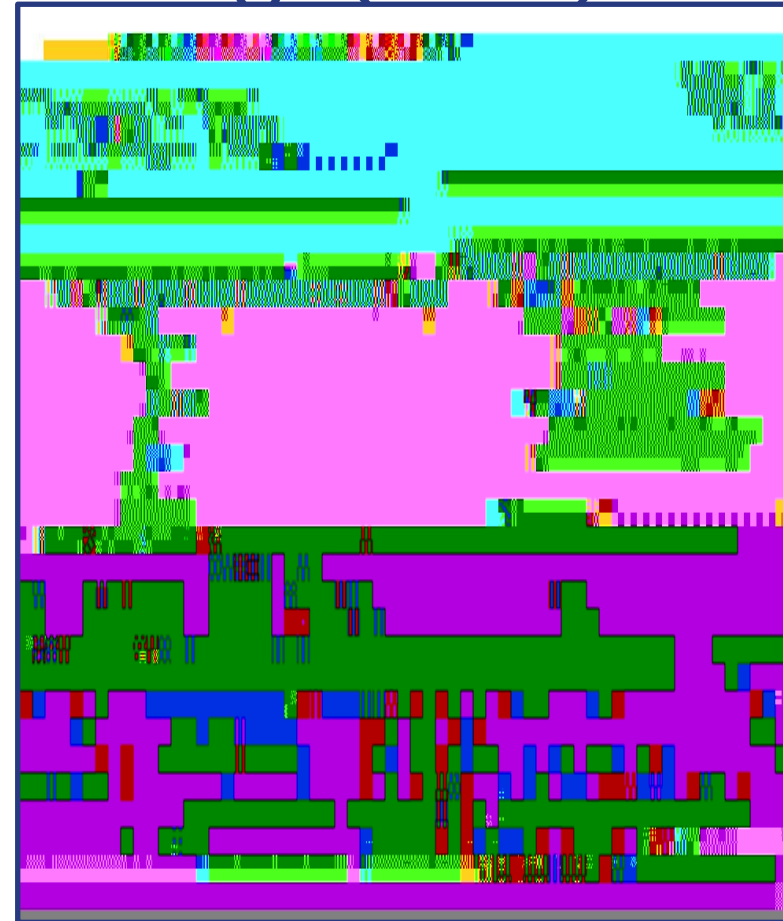
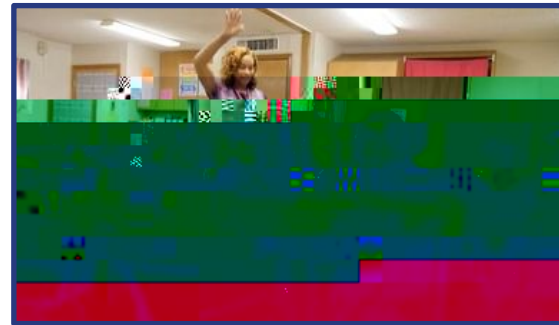
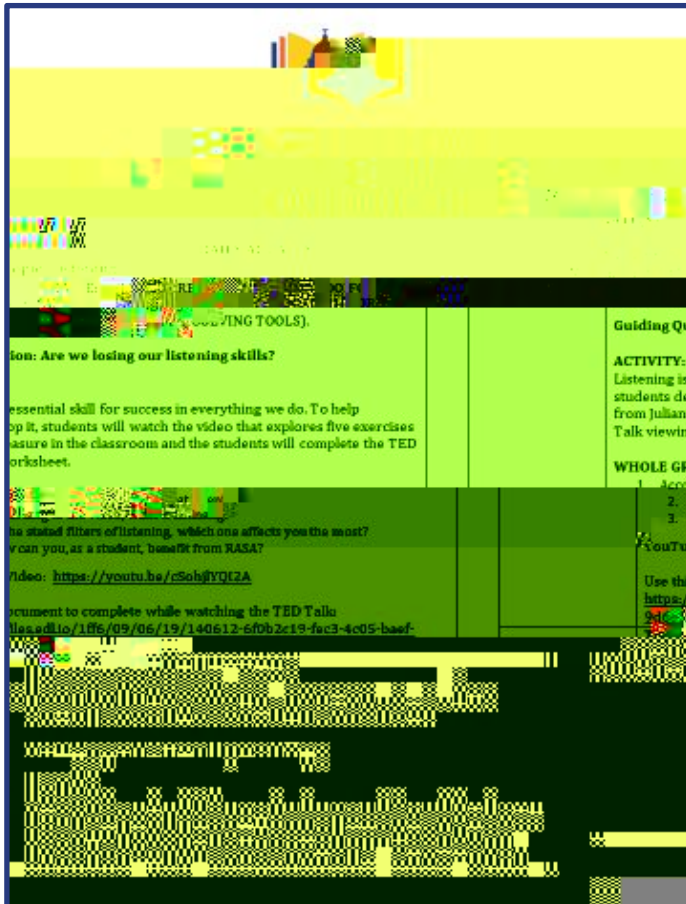








Researching and implementing a district-wide framework to address Social-Emotional Learning (SEL)

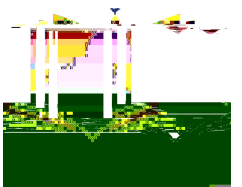
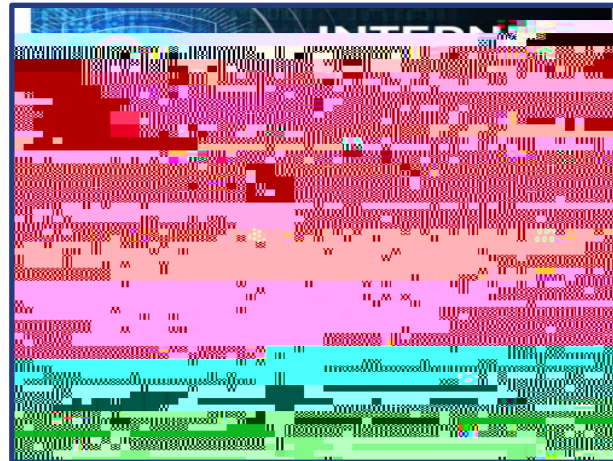
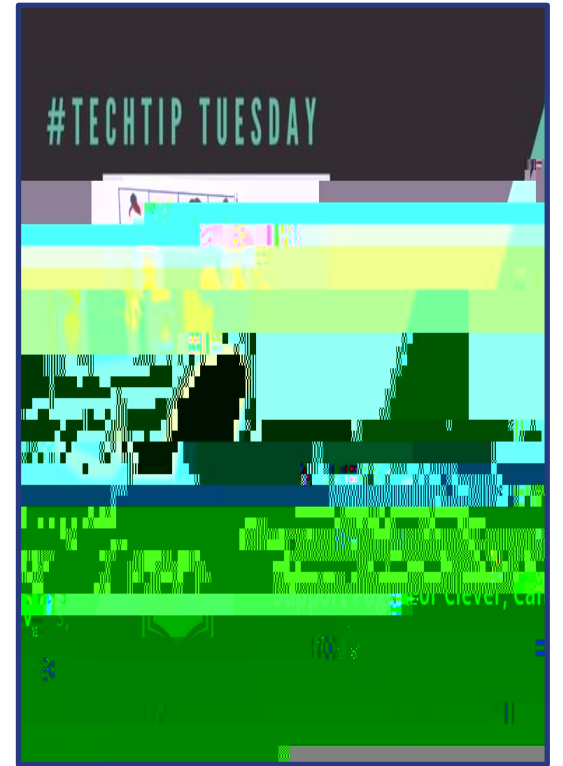
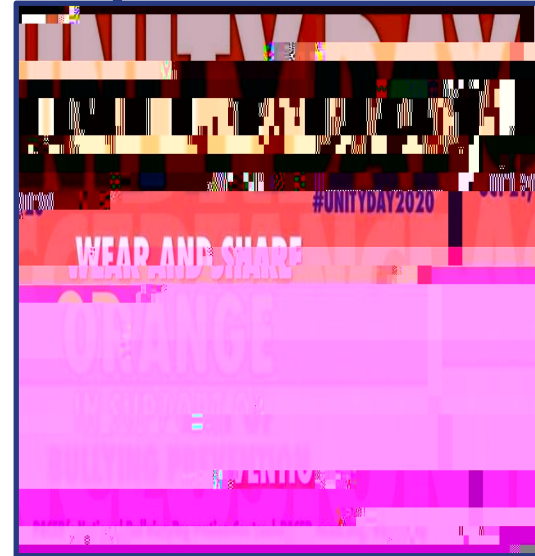
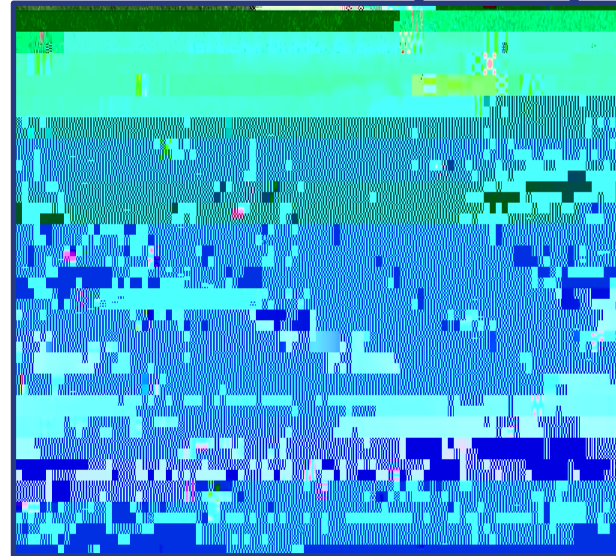


Researching and implementing a district-wide framework to address Social-Emotional Learning (SEL)

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- R Ú Ù Á [~ ã & ^ • Á Á] ! [ç ã â ^ Á â ã • c ! ã & c Á æ } â Á • & @ [[| Á | ^ ç ^ | Á] ! [~ ^ • • ã [} æ | Á â ^ ç ^ | [] { ^ } c È



Fostering learning experiences that are fun and deeply engaging



Top 5 Infractions

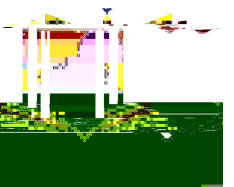
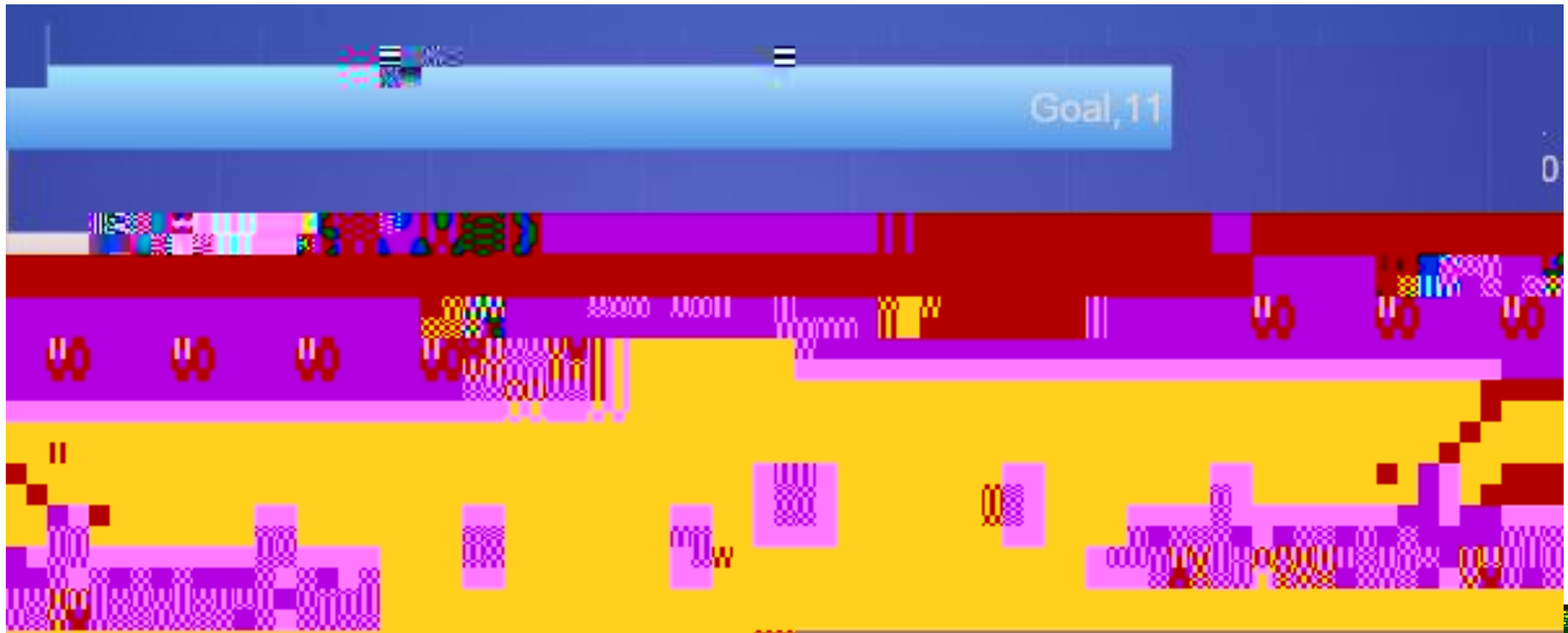
# of Infractions	Discipline Infraction
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Total Suspension Comparison





ON TRACK - Strategic Plan Goal: 10% or fewer students suspended by 2024



Key Takeaways

“ disciplinary infractions are
down

“

“ ON TRACK

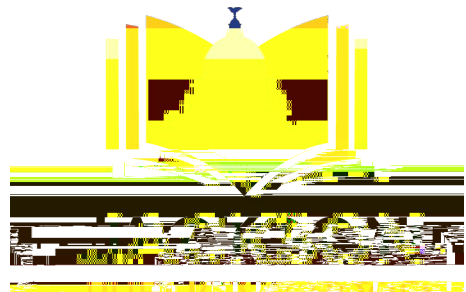


Questions?

Amanda D. Thomas



Overview of the Teacher and School Leader (TSL) Grant



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JPS Core Value s

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Insight Education Group and Jackson Public Schools

Project I.G.N.I.T.E.

(Innovation Generation by Network Improvement Teams of Educators)

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Partnership Overview

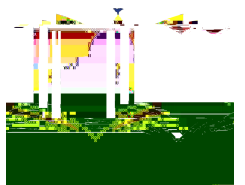
Partnership between Insight Education Group and 4 school districts across Texas, Mississippi, Florida, and New York

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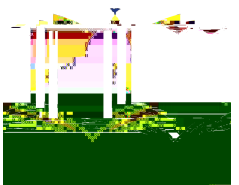
Partnership Overview (continued)

Collaborate in a Network Improvement Community (NIC) to focus on critical levels impacting student achievement

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Participating JPS Schools (9 Schools)

- **Barack Obama Magnet School**
- **Bates Elementary School**
- **Galloway Elementary School**
- **Pecan Park Elementary School**
- **Van Winkle Elementary School**
- **Blackburn Middle School**
- **Brinkley Middle School**
- **Cardozo Middle School**







Questions Comments

2020 Benchmark 1 Data Review

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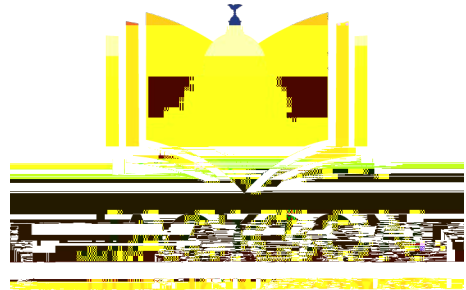
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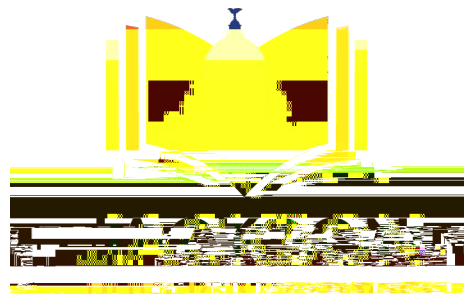
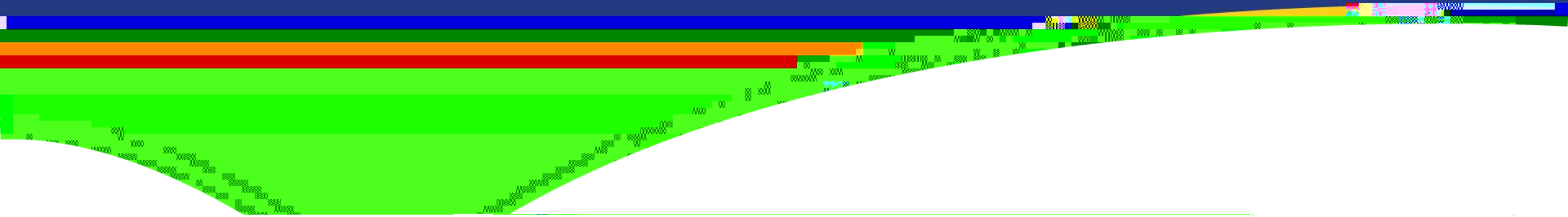
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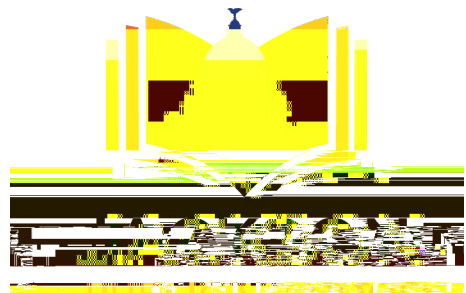
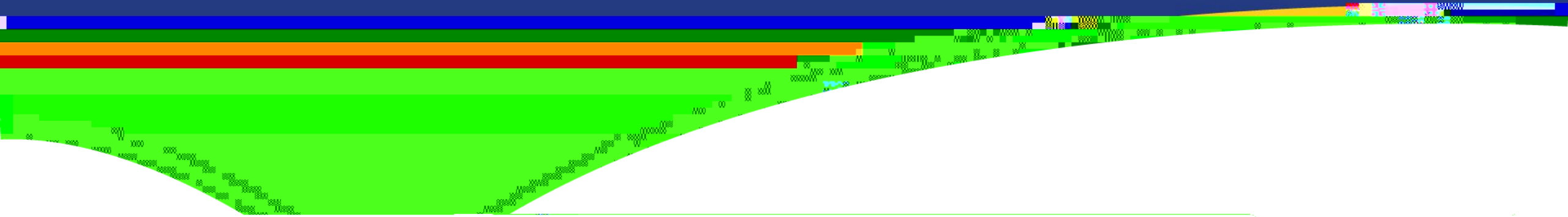
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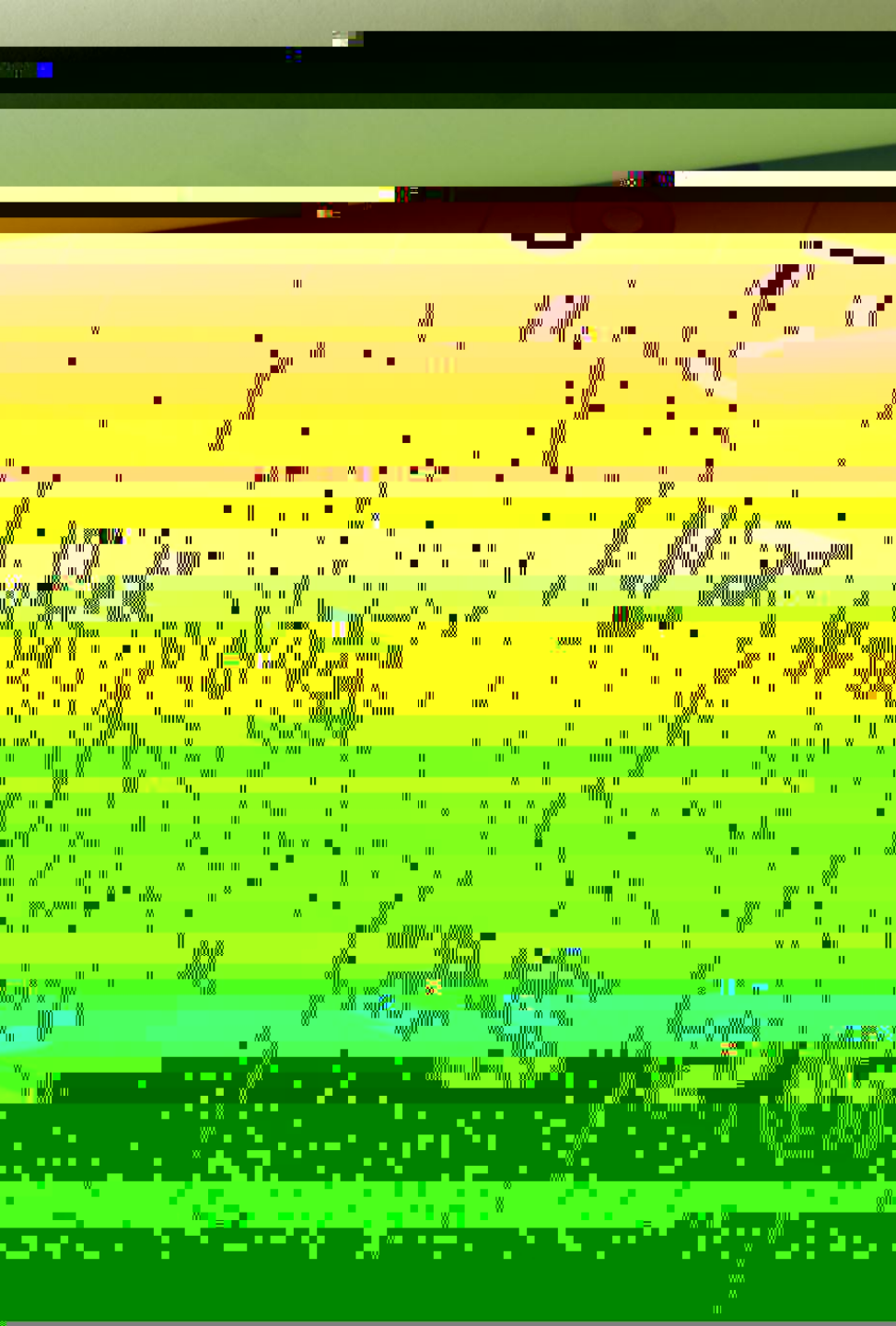


JPS Vision and Mission









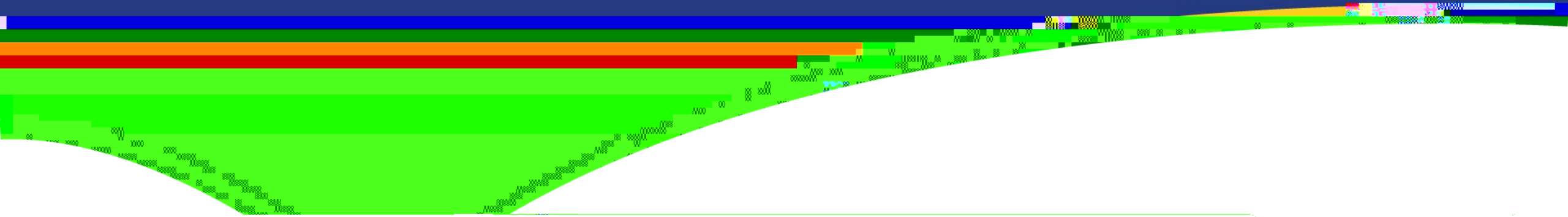
District Assessment Administration Dates

- *Pre-Assessments
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 -
- *Benchmark 1
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- Benchmark 2
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- Benchmark 3
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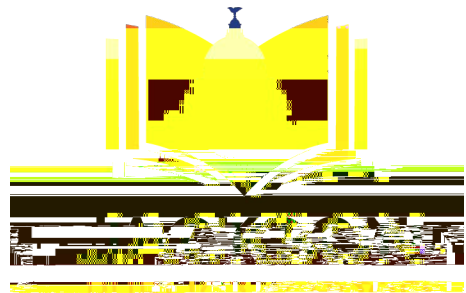
District Assessment Population





Elementary

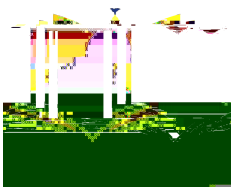
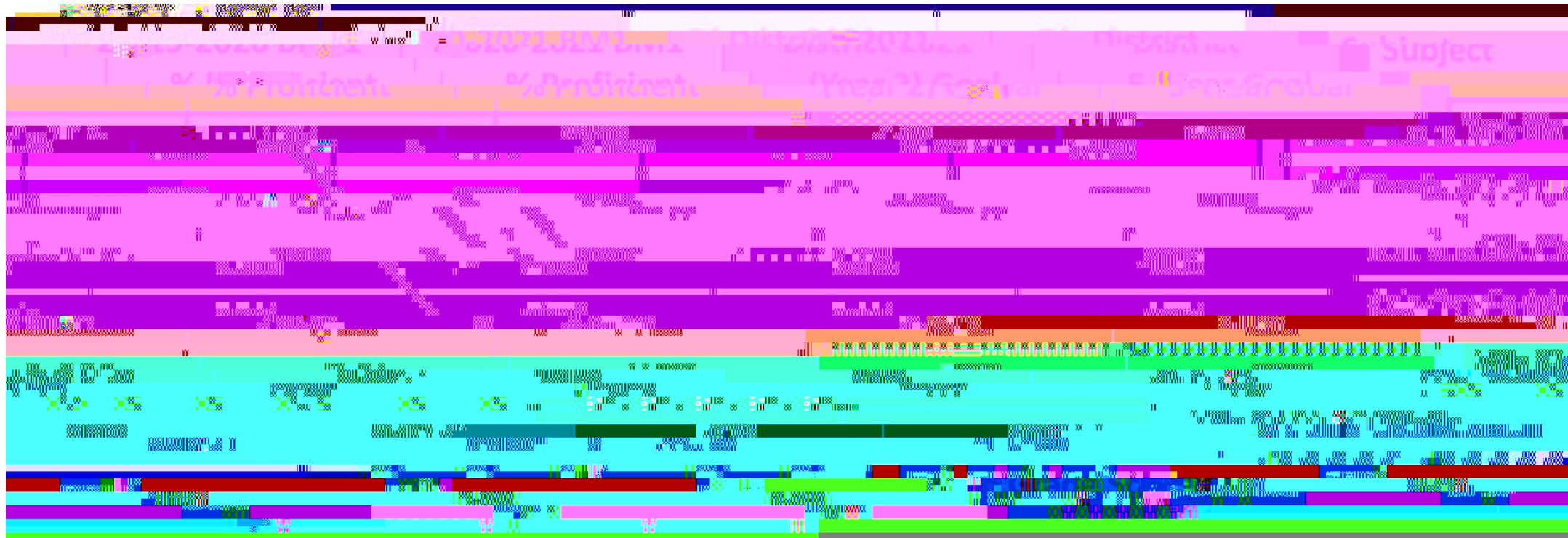
English/Language Arts, Mathematics, and Science



Participation Rates



2019 vs. 2020 Benchmark # 1

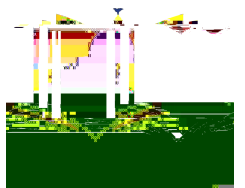


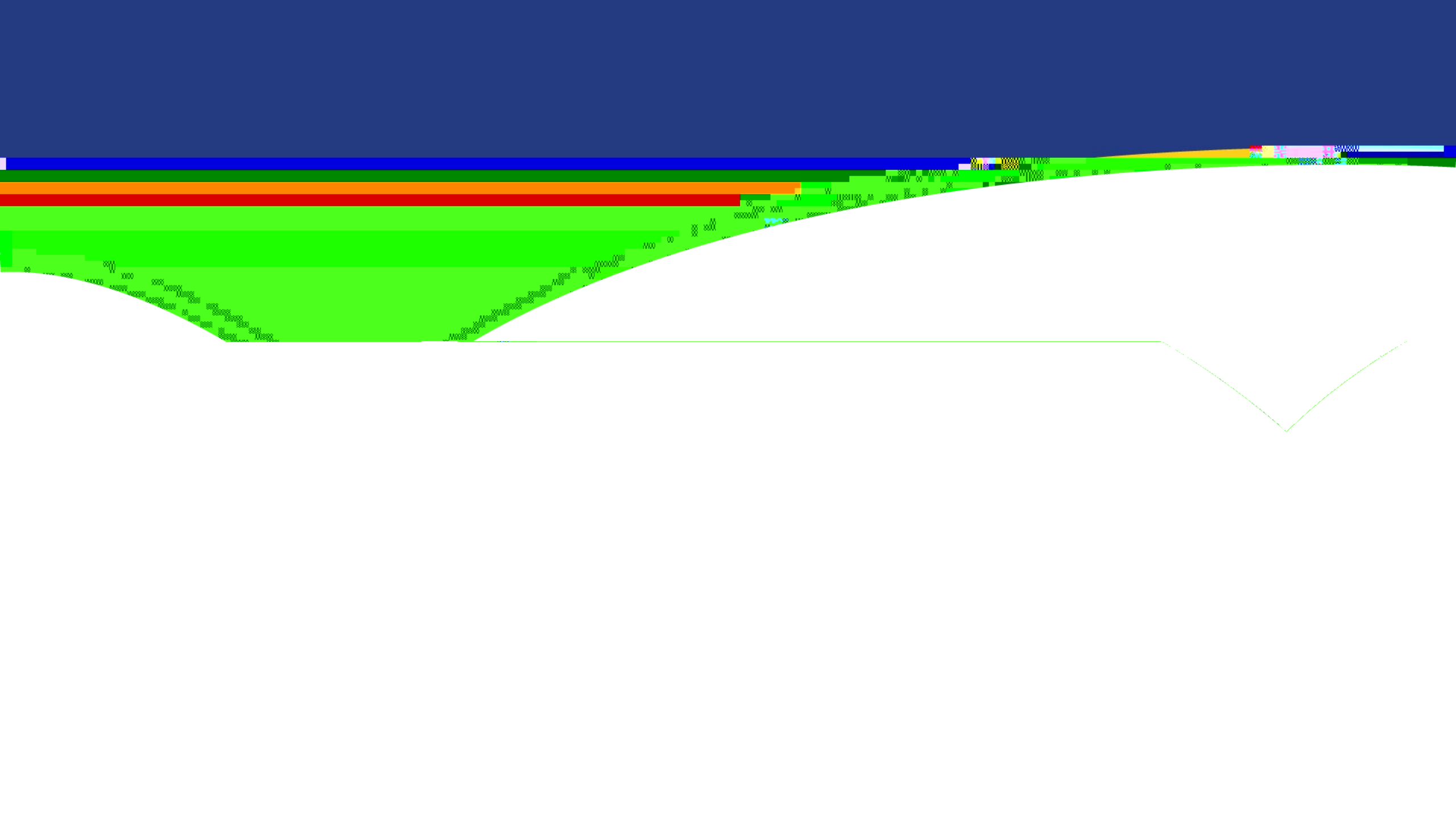
Benchmark I Data



Benchmark I Comparison

Subject	2019-2020 BM1		2020-2021 BM1	
6th Grade ELA	PEÔ[~}cKÁFÍJĪ	GÍÃ	PEÔ[~}cKÁFÊGFH	FÌÃ
6th Grade Math				





Benchmark I Data



Benchmark 1 Comparison



English/Language Arts (3rd - 8th and Eng. II)

Standards that Indicate a Probable Strong Foundation

Standards that Indicate Probable Supports are







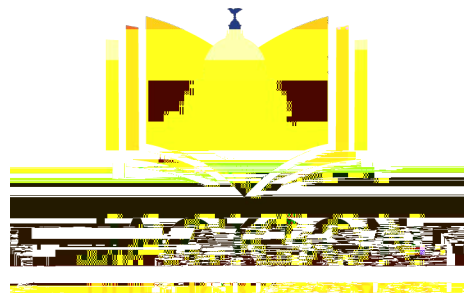
Mathematics (Algebra I)

Standards that Indicate a Probable Strong Foundation

Standards that Indicate Probable Supports are Needed

Middle School	High School	Middle School	High School
<p>Create $\hat{\sim} \sim \text{æcã [} \bullet \acute{A}$ $\text{æ} \} \grave{a} \acute{A} \grave{a} \} \hat{\sim} \sim \text{æ} \grave{a} \text{cã} \wedge \bullet \acute{A} \grave{a} \} \acute{A}$ $[\} \wedge \acute{A} \zeta \text{æ} ! \grave{a} \text{æ} \grave{a} \wedge \acute{A} \text{æ} \} \grave{a} \acute{A}$ $\sim \bullet \wedge \acute{A} \text{c} @ \wedge \{ \acute{A} \text{c} [\acute{A} \bullet [\zeta \wedge \acute{A}$ $] ! [\grave{a} \wedge \{ \bullet \grave{E}$</p>			





Sample Assessment Items

BM1 – 3rd Grade Math

Standard: OA.1

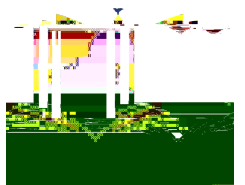
Which situation represents the expression $8 + 3$?

B. There are 8 cars in a parking lot. Then 3 more cars arrive.

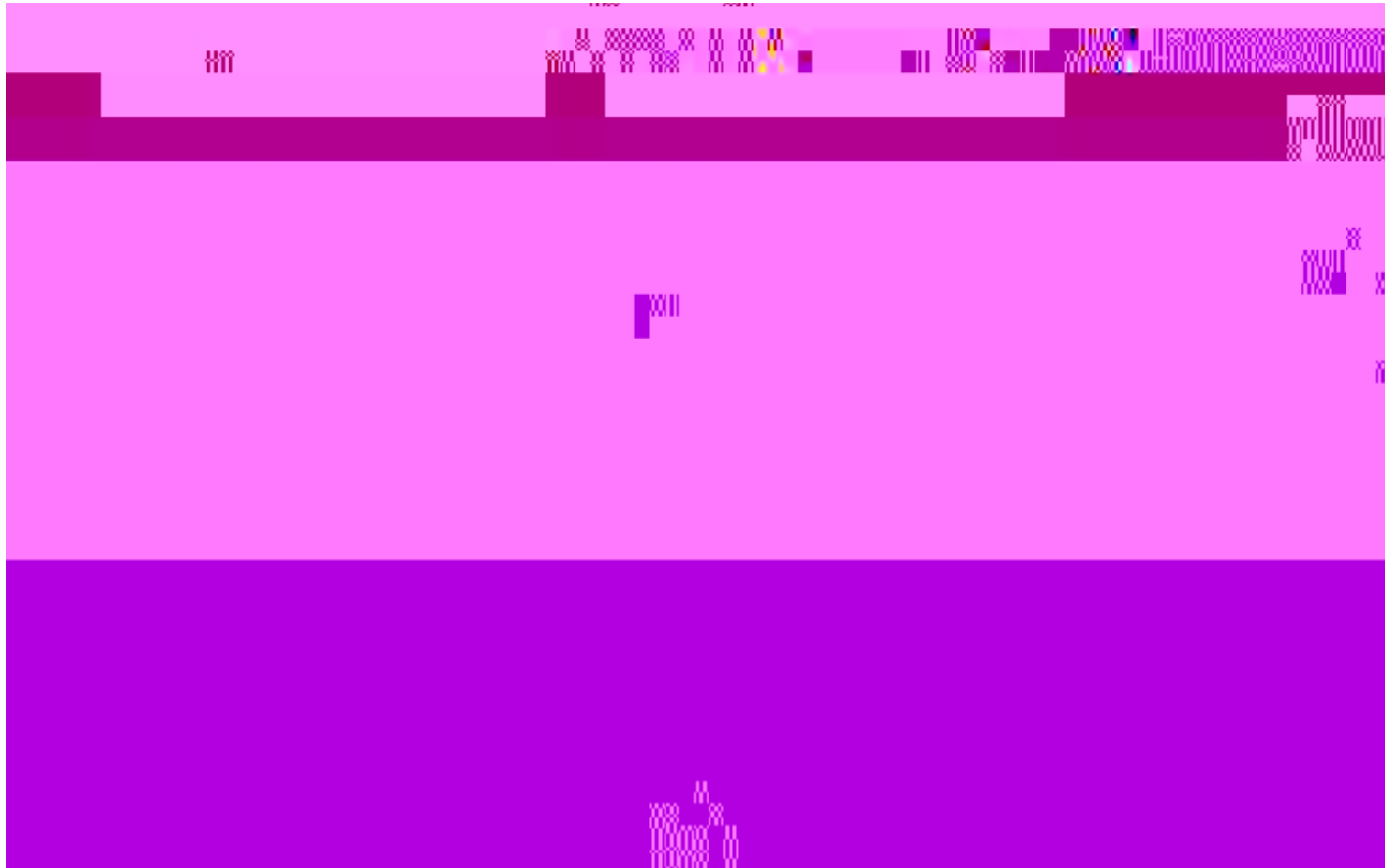
C. There are 8 cars in a parking lot. Then 3 cars are added to the parking lot.

Response Distribution

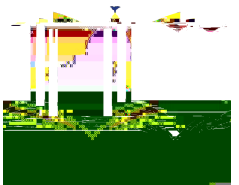
A	40%
B	29%
C	31%



BM1 – 7th Grade Math



BM1 - Algebra I Assessment Item



FIT: Performance Errors and Misconceptions



FIT Analysis (Algebra I Assessment Item)

Misconceptions:

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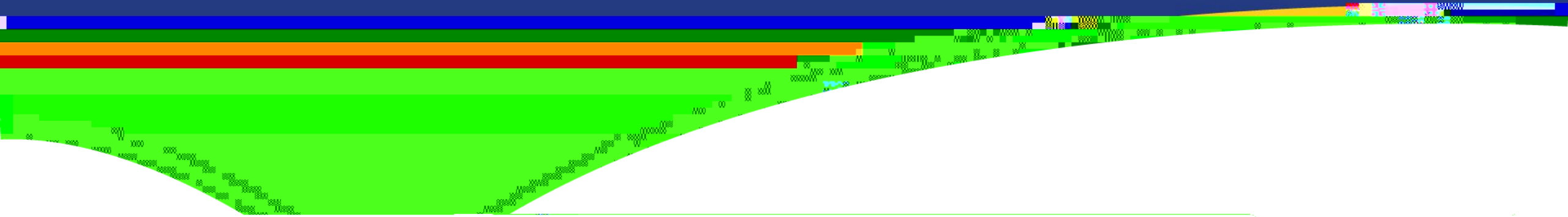
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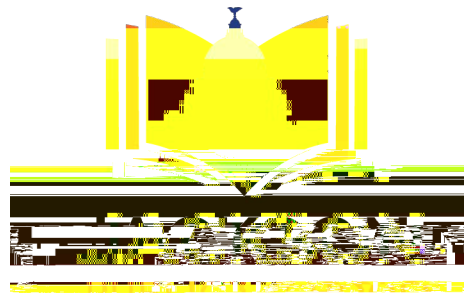
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Next Steps



Next Steps

- fi t e



Next Steps, Continued

- Continue to effectively utilize the MTSS process to
 -
 -

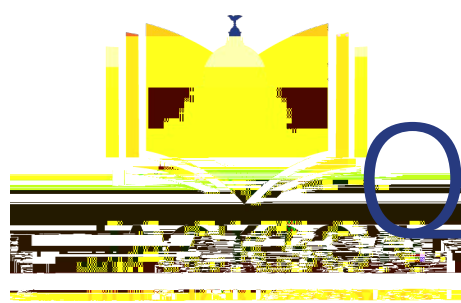
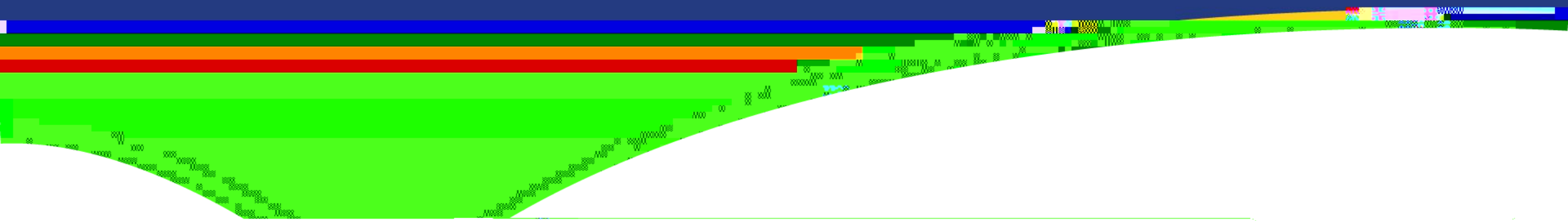


Additional Layer of Support for Third Grade Scholars

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Questions and Comments

Item VI:



Item VII: Information Items Only



Item IX: Consent Agenda Items – Finance (Sharolyn Miller)

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Item X:

Consent Agenda Items – General
(Laketa Marshall-Thomas)



Item XI: Consent Agenda Items – Personnel- General

A. Lyons)

(Saundra



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