



JEFFERSON ELEMENTARY SCHOOL Literacy Plan 2025-2026

Section 1: Literacy Goals & JPS Literacy Vision and Mission Statement

Jefferson Parish Schools strives to provide the education our students deserve to succeed in life and make our world a better place. It is our vision in Jefferson Parish for all students to become proficient readers and lifelong learners in order to prepare them for a life of success.

The literacy mission of Jefferson Parish Public Schools is to produce proficient lifelong readers. We will provide students with purposeful literacy instruction by equipping teachers with the skills needed to support literacy development through purposeful professional development focusing on the Science of Reading. Teachers will receive intentional coaching in order to provide high-quality reading instruction to build the foundation for strong readers. Students will be given opportunities to receive differentiated reading instruction that targets their individualized literacy needs. Students will be afforded opportunities to extend their learning beyond the classroom through family engagement and community partnerships.

☐ 24-25 DIBELS Data

Based on last year's DIBELS, 65% of K-3 students scored at or above grade level. This year we will grow to 70%.

Kindergarten	1st Grade	2nd Grade	3rd Grade
BOY: 20 % MOY: 36% EOY: 59%	BOY: 45% MOY: 39% EOY: 58%	BOY: 54% MOY: 51% EOY: 70%	BOY: 48% MOY: 52% EOY: 69%

Section 2: Explicit Instruction, Interventions, and Extensions

What are we doing to help your child?

Teachers of students PK-3 are trained in researched-based early literacy strategies, such as kinesthetic letter sound and name acquisition via the Heggerty program and a systematic program of reading skills acquisition rooted in their training in the Science of Reading (AIM Institute for Learning and Research). All grades PK-8 utilize high-quality instructional materials, such as Frog Street (PK), CKLA (1st-2nd), and Guidebooks 3.0 (3rd-8th). Our librarian supports classrooms in building a love of reading and volume of reading by helping students to find high-quality, high interest books aligned to their personal interests, reading levels and reading goals through the Accelerated Reading program, and students are motivated to read and finish books frequently by the reward system embedded in the program. As well, we strive to stock our libraries and classrooms with multi-leveled books aligned to the topics students are studying so that students can build background knowledge of the curriculum content by reading books on their individual reading levels. In addition, all students engage in a daily 30-minutes of Acceleration to target individual learning goals with a focus on prerequisite skills that a student may be missing and need to reach grade-level mastery. Teachers use this time to specifically address the students who are below and well below grade-level in mastery of learning targets. Our ESL teachers and ESL coach are trained in the SIOP model of sheltered instruction for English Learners, and some of our ESL teachers are Science of Reading trained, as well, to assist students with interrupted formal education in gaining skills they missed in lower grades.

Section 3: Ongoing Professional Growth

What are we doing to support our teachers?

Teachers and administrators engage in job-embedded, on-going professional development via weekly cluster meetings that deepen their knowledge of instructional best practices and hone their ability to utilize all parts of their curriculum with efficacy. Our leadership team model and support teachers in effective progress monitoring of students' literacy skills. Teams analyze student data to address





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challenges of groups and individuals and to identify and build on student strengths, supporting teachers in how to be most effective in addressing student need..

Section 4: Family Engagement Around Literacy and Communication

How will we communicate with you and keep you involved?

Parents will receive letters after student literacy skills are assessed in Beginning, Middle, and End of Year state DIBELs testing for students in K-3. In addition, teachers in grades K-3 send weekly trackers home daily to communicate student progress. All students receive interim reports at the four-week mark each quarter and report cards at the end of each quarter. This year, students will keep their own data trackers to record their progress.

