



Jackson
Public
Schools

PROJECT 75

From the Page to Power
**Our JPS Strategic
Early Literacy Plan**





Project 75: From Page to Power

Jackson Public Schools Early Literacy Action Plan

Goal: Increase first-time passage rates on the Third Grade MAAP Literacy Assessment to **75% or greater** by Spring 2026.

Background

The Literacy-Based Promotion Act (LBPA) ensures that all Mississippi students are reading on grade level by the end of third grade. Jackson Public Schools (JPS) is committed to ensuring scholars not only meet this benchmark but are also positioned for lifelong literacy success. In 2025-2026, Project 75 will serve as our strategic vehicle to drive improved reading outcomes by addressing root causes, aligning interventions, and building educator capacity.

Based on data from Spring 2025, 55.1% of JPS third graders passed the LBPA on their first attempt. After two re-test opportunities, the passage rate grew to nearly 70%. Project 75 looks to cement these stronger passage rates at the first testing opportunity.

Core Strategies

1. Deep Alignment of Interventions to Student Deficits

- Utilize diagnostic and formative assessment iReady data to tailor Tier II and Tier III interventions to individual student needs.
- Regular data reviews between principals, interventionists, and instructional staff to adjust support in real time, supported by Office of School Support program implementation managers and Lead Interventionists.
- Mandate Tier III supports for all scholars who receive a Good Cause Exemption (GCE) other than D (i.e., those who pass the retest).
- Scholars with GCE D must receive sustained Tier II interventions and ongoing progress monitoring.



2. Strengthen Coordination Between School Leaders and Interventionists

- Launch biweekly (twice monthly) data check-ins between principals and interventionists to ensure alignment and responsiveness to scholar needs. These meetings will be facilitated by the Lead Interventionists at schools with the highest number of prior reading retentions (Bates, Oak Forest, Pecan Park, Shirley, Wilkins).
- Implement a system for reviewing student folders and tracking the fidelity of intervention plans.
- Initiate targeted professional development with school interventionists to provide aligned, small group interventions once universal screening data has been analyzed (in addition to computer based programs).
- Institute consistent use of the CORE Phonics Survey to diagnose specific learning gaps following the analysis of the iReady universal screener data.

3. Build Educator Capacity in Foundational Literacy

- Provide job-embedded professional development focused on the explicit decoding instruction:
 - Phonemic
 - Phonics and decoding
 - Fluency
- Include modeling and co-teaching of foundational skills in all schools with regular feedback on the core Foundations instructional program.
- Strengthen vocabulary acquisition through the regular teaching of Tier II vocabulary words in the Wit & Wisdom curriculum and Geodes decodable readers.
- Through the Opportunity Culture literacy pilot, utilize a Train-the-Trainer model to share foundational skills development in early elementary professional development (80% early release days and 100% PD Days).
- Offer specific PD on effective implementation of Tier II and Tier III interventions, with follow-up coaching.

4. Strategic Student Placement and Instructional Planning

- Prioritize placement of retained third-grade scholars with high-performing teachers who demonstrate success in early literacy instruction.



- Develop and pilot alternative instructional routines for third-grade retainees to accelerate growth.
- Create **transitional classrooms** for scholars retained twice under GCE E to provide age-appropriate, intensive literacy support and prevent overage/dropout risks.

5. Strengthen Progress Monitoring and Accountability Systems

- Design and deploy a district-wide tool to track:
 - Retained students and GCE recipients across years
 - Intervention history and progress data
- Hold all academic support teams (academic coaches, interventionists, special educators) accountable for clear support plans with measurable impact.

Early Warning and Upstream Interventions

6. Proactive Support in First & Second Grade

- Conduct a comprehensive review of first and second-grade literacy proficiency data to identify gaps in:
 - Letter-sound correspondence
 - Text-level fluency
 - Oral reading comprehension
- Provide additional instructional support and small group interventions for second-grade students below benchmark.
- Use second-grade data to project third-grade risk and assign early interventions.
- Provide mandatory afterschool for retained and struggling 2nd and 3rd grade scholars.

7. Family Engagement to Support At-Home Reading Engagement

- Launch Family Literacy Nights, Parent Academy workshops, and individualized Home Reading Plans.
- Expand two-way communication with families through text updates, newsletters, and observation opportunities.
- Partner with community organizations to extend literacy opportunities beyond school hours (Mississippi Children's Museum, Junior League of Jackson, JPS Partners in Education School Adopters, etc.).



Implementation Timeline

Phase	Key Actions	Timeline
Launch & Planning	Finalize diagnostic tools, professional development plan, and tracking systems	Fall 2025
Mid-Year Review	Data review meetings, intervention adjustments, educator coaching intensifies	Winter 2026
Test Readiness Push	Final round of targeted support, simulations, family literacy engagement	Spring 2026

Success Metrics

- Increase first-time MAAP reading passage rate to **≥75%**.
- Decrease the number of GCE E and twice-retained students by **25%**.
- 100% of GCE recipients are receiving **aligned** Tier II/III interventions.
- 100% of schools with regular principal-interventionist data meetings.
- 100% of teachers, assistant teachers are trained in foundational literacy intervention strategies.

Conclusion

Project 75: From Page to Power is a bold, data-informed, equity-centered effort to ensure every third grader in JPS has the skills to unlock the power of reading. By aligning systems, empowering educators, and intensifying supports, we will turn the page toward a future of literacy for all.