



Jefferson Parish Public Schools

Hazel Park/Hilda Knoff School

Principal, Eric Spadoni



Literacy Plan

Superintendent, Dr. James Gray

August 2023

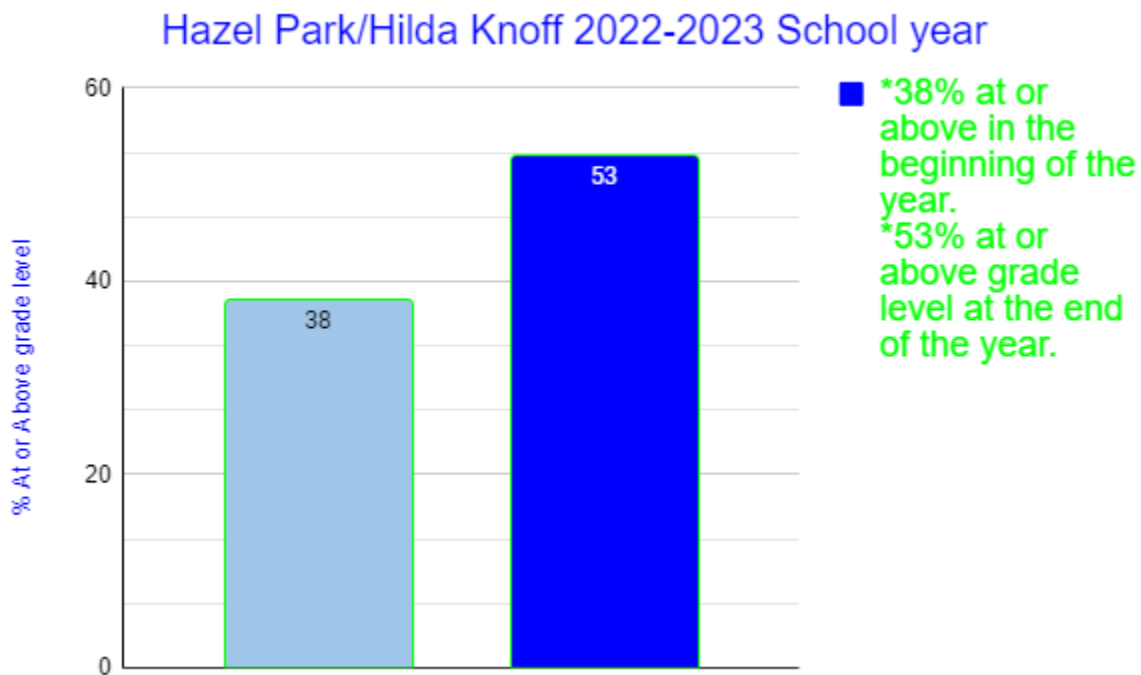
**Hazel Park/Hilda Knoff-
The Purpose of our Early Literacy Strategic Plan:**

The Early Literacy Strategic Plan sets an intentional school-wide focus for our K-3 students. The implementation of our literacy plan will build capacity in both district and school level leadership to ensure our literacy moves impact our literacy metrics and that efforts are owned and understood at the classroom level. In addition, our plan will facilitate teaching practices that scale efforts into the classrooms in the most cohesive, collaborative, and systematic way and build a shared common understanding, language, and practice for early literacy instruction that yields results for students.

In order to achieve this goal, HPHK will invest in the following shifts:

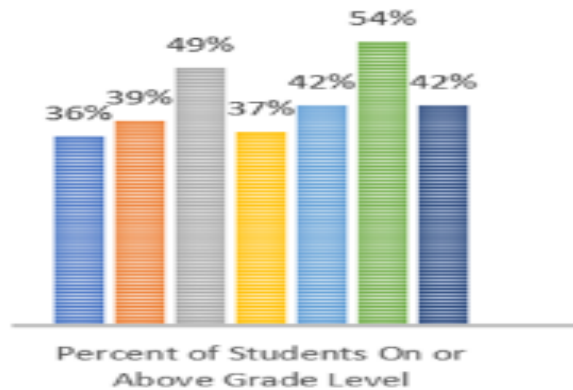
- Implement Tier I curriculum with fidelity.
- Conduct ongoing, job-embedded professional development through Instructional Leadership Team (ILT) and cluster meetings.
- Use walkthrough/observation evidence to provide timely, actionable feedback.
- Implement school wide reading intervention groups.
- Use Title 1 funds to offer tutoring for targeted students.

Hazel Park/Hilda Knoff K-3 Students At or Above Benchmark on Acadience Assessment-Historical Data



JEFFERSON PARISH ACADIENCE DATA

■ Aug-20 ■ 21-Jan ■ 21-May ■ 21-Aug ■ 22-Jan ■ 22-May ■ 22-Aug



Section 1a: Literacy Vision and Mission Statement

Hazel Park/Hilda Knoff School strives to provide the education our students deserve to succeed in life and make our world a better place. It is our vision 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 and Hazel Park/Hilda Knoff School is to produce proficient life long 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.



Section 1b: Goals

It is our overarching goal to have 100% of 3rd grade students reading on grade level by the end of the 2027-2028 school year as evidenced by Acadience (% of students scoring at or above grade level).

K-3 Students**Kindergarten Measures:**

1. DRDP

- Documents progress of individual students on key measures of Kindergarten readiness using an observation based rating tool.
- Provides teachers with individual student data to guide instruction.
- Provides administrators and families information about student's progress.
- Administered within the first 30 days of the school year.

2. Acadience

| Benchmark | Composite Score of Students At or Above Benchmark | Measure(s) Included |
|-----------|---|---|
| BOY | 32% (945/3032) | FSF- First Sound Fluency |
| MOY | 42% (1119/2645) | FSF- First Sound Fluency PSF- Phoneme Segmentation Fluency NWF- Nonsense Word Fluency |
| EOY | 54% (1675/3094) | FSF- First Sound Fluency PSF- Phoneme Segmentation Fluency NWF- Nonsense Word Fluency LNF- Letter Naming Fluency |

1st Grade Measures:

| Benchmark | Composite Score of Students At or Above Benchmark | Measure(s) Included |
|-----------|---|---|
| BOY | 32% (1156/3600) | NWF- Nonsense Word Fluency PSF- Phoneme Segmentation Fluency |
| MOY | 42% (1311/3072) | NWF- Nonsense Word Fluency ORF- Oral Reading Fluency |
| EOY | 45% (1601/3506) | NWF- Nonsense Word Fluency ORF- Oral Reading Fluency |



2nd Grade Measures:

| Benchmark | Composite Score of Students At or Above Benchmark | Measure(s) Included |
|-----------|---|---|
| BOY | 52% (1726/3335) | NWF- Nonsense Word Fluency ORF- Oral Reading Fluency |
| MOY | 52% (1565/2987) | ORF- Oral Reading Fluency |
| EOY | 51% (1678/3296) | ORF- Oral Reading Fluency |

3rd Grade Measures:

| Benchmark | Composite Score of Students At or Above Benchmark | Measure(s) Included |
|-----------|---|---------------------------|
| BOY | 50% (1574/3148) | ORF- Oral Reading Fluency |
| MOY | 42% (1185/2775) | ORF- Oral Reading Fluency |
| EOY | 49% (1492/3078) | ORF- Oral Reading Fluency |

In order to ensure that all students are moving towards their individual literacy goals, the school and district Literacy Plan will address the following areas to support the overarching goal for all 3rd grade students to be reading on level.

1. **Addressing student literacy begins at an early age even before students enter Kindergarten. In order to ensure that our students have opportunities to gain these early experiences that set them up to on level readers, this JP literacy plan will include work in our Early Childhood programs:** Early childhood programs within Jefferson Parish Schools will provide early literacy instruction to build the foundation needed to improve reading trajectories and future academic success. This school year, Frog Street Pre-K was purchased as the new Tier 1 curriculum for Pre-K students. Jefferson has also implemented Pre-K literacy coaches to support teachers with early literacy instruction. Also, Heggerty has been purchased for every Pre-K teacher, as well as the Spanish version. Administrators of Pre-K campuses have taken LETRS training. Most of our K-3rd grade teachers are trained or in the process of being trained in the Science of Reading.
2. **Teachers play a critical role in ensuring that students receive literacy foundations based on the Science of Reading. Literacy instruction is grounded in the Science of Reading and the effective use of a high quality**



curriculum: Jefferson Parish Schools will provide teachers with ongoing support focusing on the Science of Reading through ongoing professional development and literacy instructional coaching. This includes every teacher of grades Kindergarten through 3rd grade completing AIM Pathways training. Teachers and leaders must be enrolled by the 23-24 school year, in order to be in compliance with Act 108.

3. **Second to the teachers, the leaders ensure all students have access and utilize data to support the moves needed to build the foundation for literacy skills.** Leaders ensure that student data drives instructional practices that build upon the foundation of literacy skills. In addition, School Instructional Leadership Teams will utilize data to make informed decisions that drive instruction and provide interventions and acceleration that supports all students. Leaders will collaborate within literacy cohorts to build knowledge around the foundation of literacy skills, as well as acceleration and intervention practices that support core curriculum on all K-3 campuses. All K-3 JP schools support students with dyslexia by using the Read Well Program and our 4-12 schools use LANGUAGE! Live for a multi-sensory approach.
4. **In order to support families, Hazel Park values the ongoing relationships with families and community members. It is the partnerships that support students inside and outside of the classrooms to ensure literacy foundations are grounded.** Family Engagement and Community Partnerships support the partnership of community and outreach programs to support student growth and literacy development inside and outside of the school setting. Hazel Park is partnered with the Kiwanis Club, the local Jefferson Parish Library, and several other community organizations to ensure that early literacy programs support our mission for all students to READ to SUCCEED.



Section 1c: School Literacy Team

In order to ensure that this Literacy Plan was comprehensive, a School Literacy Team worked collaboratively to visualize, implement, and evaluate the needs of students in order to reach our literacy goals. The School Literacy Team will meet throughout the school year to monitor implementation and make adjustments when needed.

Eric Spadoni, Principal

Elizabeth Gurtner, Assistant Principal

Cammie Bourgeois, Master Teacher/Reading Interventionist

Zyairre Lewis, SPED/ABIT Chairperson/Reading Interventionist

Melissa Schmidt, ELL Coach/Interventionist

Bonnie Saygin, School Librarian/Reading Interventionist

Ilana Marrero, Reading Interventionist

Samantha Ledesma, 3rd grade representative

Michelle Gray, 2nd grade representative

Gabriella Ovella, 1st grade representative

Melissa Harney, Kindergarten representative

Jaime Tabora, Pre-K representative



| Section 2: Explicit Instruction, Interventions, and Extensions | | | | |
|--|---|--|-------------------|--|
| Focus Areas | Action Steps | Person(s) Responsible | Timeline | Evidence of Success |
| <p>Teacher ELC #1,2,5 JP 2024 Plan-Priority 3,4 Hazel Park/Hilda Knoff School will consistently provide all students with high quality reading instruction focusing on the Science of Reading, to ensure all students are proficient readers by third grade scoring at or above grade level on Acadience.</p> | <ol style="list-style-type: none"> 1. Ensure that K - 2 ELA Teachers provide students with 180 minutes of daily instruction through the implementation of the JPS instructional framework utilizing a high quality curriculum. 2. District purchased classroom libraries to enhance student choice for independent reading. 3. Teachers will implement Accelerate interventions through daily small group instruction for all student subgroups. <p>Phase 1: Establish Intervention/Acceleration time embedded in and outside of the school day. Phase 2: Utilize real time student data to support instruction during acceleration time. Also provide resources.</p> <ol style="list-style-type: none"> 4. Identify needed intervention quickly for all struggling learners and provide the intervention through core content classes as much as possible (K-3 utilize Acadience data to identify struggling | <ul style="list-style-type: none"> • Administration • Literacy Coaches • Master Teacher • Mentor Teacher • Content Leader • Teachers | 23-24 School Year | <ul style="list-style-type: none"> • Acadience Data • Report Cards • Walkthroughs • LEAP • District Created Benchmark Assessments |



| | | | | |
|-------------------------------------|--|---|---------------------------|--|
| | <p>learners BOY, MOY, EOY)</p> <p>5. Ensure that students are receiving interventions, as well being progress monitored to evaluate progress</p> <p>6. Mission to Mastery: Mission to Mastery is a free extended learning program offered by Jefferson Parish Schools, which is designed to provide students with additional opportunities for accelerated learning outside of the regular school day. These sessions could be held before school, after school, during holiday breaks, or on Saturdays and during the summer. What is the purpose for Mission to Mastery? Our goal is to ensure that all students achieve Mastery or above. In addition to high-quality standardized curriculum and high-quality instruction, Jefferson Parish would like to offer expanded opportunities for our PK-8th grade students to grow.</p> | | | |
| <p>Early Childhood ELC#4</p> | <p>1. Provide teachers with continuous support and development around the</p> | <ul style="list-style-type: none"> ● Early childhood District Staff ● Early Childhood | <p>21-24 School Years</p> | <ul style="list-style-type: none"> ● Frog Street ● TS Gold |



| | | | | |
|---|--|--|---|--|
| <p>JP 2024 Plan-Priority: 3,4 Early childhood programs within Jefferson Parish Schools will provide early literacy instruction to build the foundation needed to improve reading trajectories and future academic success as evident with all students showing adequate progress on grade level standards.</p> | <p>Science of Reading and Emergent Literacy</p> <ol style="list-style-type: none"> Engage learning outside of the classroom with family engagement innovations Support high quality literacy instruction utilizing Tier 1 curriculum | <p>teachers</p> <ul style="list-style-type: none"> Early Childhood Literacy Coaches | | |
| <p>Professional Development ELC#3,7 JP 2024 Plan-Priority 3,4 Jefferson Parish Schools will provide teachers and leaders with ongoing support focusing on the science of reading through ongoing professional development and literacy instructional coaching by completing AIM Pathways.</p> | <ol style="list-style-type: none"> Every K - 3 teacher and administrator will be trained in the Science of Reading (AIM Pathways). Schools will participate in Early Literacy Networks with NIET, to build school leadership teams' knowledge and skills around recognizing and supporting research-based practices in ELA instruction on their campuses. Campuses will utilize Master Teachers and Literacy Coaches to enhance teachers' capacity in early literacy. Literacy Coaches will: | <ul style="list-style-type: none"> District Literacy Team Executive Master Teachers School building Administration Master Teachers Literacy Coaches Teachers | <p>Enrolled by the start of the 23-24 school year</p> <p>21 -23 School Years</p> <p>21 -23 School Years</p> <p>21 -23</p> | <ul style="list-style-type: none"> AIM Pathways |



| | | | | |
|--|--|---|---|--|
| | <ul style="list-style-type: none"> Attend the AIM Pathways Science of Reading training Plain Talk Literacy Conference Monthly communities of practice Ongoing district support <p>5. Expand Literacy Coaching support to all CIR and UIR schools.</p> <p>6. Professional development will be provided by district leaders on a rolling basis. This series builds upon enhancing teacher knowledge of foundations of reading, strengthening Tier I instruction, and planning for student needs.</p> | | <p>School Years</p> <p>22 - 23 School Year</p> <p>22-23 School Year</p> | |
| <p>Leadership: ELC# 6 JP 2024 Plan-Priority 3,4</p> <p>School Instructional Leadership Teams will utilize data to make informed decisions to drive instruction through weekly cluster and ILT meetings.</p> | <p>1. Instructional Leadership Teams will collaborate with teachers to utilize Acadience and CKLA Assessment data to drive instruction.</p> <p>2. ILT will plan cluster meetings to model data driven professional development and planning for teachers.</p> | <ul style="list-style-type: none"> School building Administration Master Teachers Literacy Coaches Teachers | <p>21-24 School Years</p> | <ul style="list-style-type: none"> Acceleration Plans Acadience Data Long-range Plans Cluster Agendas ILT Agendas |
| <p>Family Engagement and Community Partnership: ELC#8</p> | <p>1. Our community partner, DawnBusters Kiwanis Club, will provide rewards for students who are</p> | <ul style="list-style-type: none"> District Literacy Team School building Administration Master | <p>21-24 School Years</p> | <ul style="list-style-type: none"> Title I Plans School Acadience Data |



| | | | | |
|--|--|--|--|--|
| <p>JP 2024 Plan-Priority 6 Hazel Park/Hilda Knoff School will develop community partnerships and outreach programs to support student growth and literacy development. Inside and outside of the school setting.</p> | <p>reading through our Accelerated Reading Program and utilize Rocky the Rooster to support engagement.</p> <p>2. We will have at least one family literacy night as part of school-wide family engagement plan.</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Literacy Coaches • Teachers | | |
|--|--|--|--|--|



Section 3: Ongoing Professional Growth -JEFFERSON PARISH SCHOOL DISTRICT

The overall purpose of this structured approach with various levels is to build capacity in both district and school level leadership to ensure that our Literacy moves impact our **Literacy metrics**. The levels in this structure facilitate leadership practices that “scale” efforts across the district and into the classrooms in the most cohesive, collaborative, and systematic way to enhance a shared common understanding, language, and results for students. Jefferson Parish Schools will consistently provide all students with high quality reading instruction focusing on the Science of Reading. This ensures students are proficient readers by third grade.

| Implementation | Purpose | Team |
|---|--|--|
| Level 1: NIET & District Literacy Team | The team will meet to discuss progress, new learning, and next steps for Cohort Literacy Meetings. | Laura Roussel, Chief Academic Officer Leigh Ann Chiasson, Executive Director of School Support Leslie Landry, Coordinator of Literacy Bekki Sarradet, NIET, Executive Director of Professional Learning |
| Level 2: NIET, District Literacy Team, Literacy Support Team | The team will meet with the District Literacy Cohort Leader from one Cohort (Cohort Principal Leader, Literacy Coach, Content Master Teacher, CLFs) to outline meeting focus and plan meeting agenda and outcomes. | Brenda DeGraw, Executive Master Teacher Stacey Meehan, Executive Master Teacher Leah Hickerson, Executive Master Teacher Trudy St. Romain, Executive Master Teacher Christina Johnson, ELA Coordinator 6-8 Jill Olivero ELA Coordinator 3-5 Leslie Landry, Coordinator of Literacy |
| Level 3: Literacy Support Team, Literacy Lead Principals | The team will support/observe the cohort leader leading the cohort meeting with other schools followed by a debrief and next steps. | Jenenne Coulon, Judge Collins Elementary Jennifer Miles, C.T. Janet Elementary Monya Criddle, |



| | | |
|--|--|---|
| | | Ralph J Bunche Elementary Audrey Easley, Bissonet Elementary Terri Howard, Emmett Gilbert Elementary Danessa Dorsey, Clancy-Maggiore Elementary Lisa Babin, Metairie Academy |
| Level 4: District Literacy Team, Literacy Coaches | The team will meet with all other Cohort Leaders and outline meeting focus and plan meeting agenda and outcomes with the support of district literacy coaches and district literacy support. | Batini Brown, Literacy Coach Lacie Poche, Transformation Literacy Coach Tangenia Jones, Transformation Literacy Coach Alisa Pisa, Transformation Literacy Coach Kayla Williams, Transformation Literacy Coach Kristin Lyons, Literacy Coach Robyn McMahon, Literacy Coach Tabitha Rojas, Transformation Literacy Coach |
| Level 5: Cohort Leaders | All Cohort Leaders will hold meetings with fellow school leaders on a monthly basis to support ILT members and staff to implement literacy support and practices of success. | Jenene Coulon, Principal- Judge Lionel Collins Jennifer Miles, Principal- C. T. Janet Monya Criddle, Principal-Ralphe Bunche Audrey Easley, Principal- Bissonet Plaza Terri Howard, Principal-Emmett Gilbert Danessa Dorsey, Principal-Clancy-Maggiore Lisa Babin, Principal-Metairie Academy |



| | | |
|---|--|---|
| Level 6: School Leadership Teams | Individual schools will take the new learning back to their entire ILT, Clusters or classroom for implementation of practices that will yield results. | All K-8 school principals and master teachers |
|---|--|---|

| Meeting Schedule 23-24 School Year | | | |
|---|-------------|-----------------|---|
| Date | Time | Location | Topic |
| September 22, 2023 | 8:30-11:30 | JPS Main Office | Student Work Analysis in Literacy Essential Shifts in ELA instruction |
| October 20, 2023 | 8:30-11:30 | JPS Main Office | Text Complexity and Knowledge Building |
| November 30, 2023 | 8:30-11:30 | JPS Main Office | Student Ownership in Literacy |
| January 26, 2024 | 8:30-11:30 | JPS Main Office | Reading for Understanding |
| February 16, 2024 | 8:30-11:30 | JPS Main Office | Planning for Student Participation |
| March 30, 2024 | 8:30-11:30 | JPS Main Office | Coaching and Feedback Around Literacy |
| April 27, 2024 | 8:30-11:30 | JPS Main Office | Acadience Data Share |
| May 18, 2024 | 8:30-11:30 | JPS Main Office | District Data/Goal Setting |



Section 4: Family Engagement Around Literacy

Our Jefferson Parish families are valued stakeholders and are key to ensuring our students have a solid foundation in literacy. Families provide input into the school-wide plan to ensure all students are represented in the community and collectively meet school mission and vision statements. Family literacy nights are held annually on all K-5 campuses that include collaboration with teachers, community partners, parents, and students. Jefferson community partners including: Dawn Busters, Kiwanis International, Rocky the Rooster, and various neighborhood churches and businesses, work with our schools to support our students in developing lifelong literacy habits. Students have access to at-home literacy programs that are prescriptive to individual needs. Annually parents are notified of their child's literacy screener results (Acadience), and provided support and interventions that occur at school and can be incorporated at home.

Section 5: Communication

2024: The Future our Kids Deserve

Why do we exist? We provide the education our students deserve to succeed in life and make our world a better place. The mission of our district strategic plan, The 2024 Plan, is to maintain high expectations for all students and ensure students have access to rigorous content, deep engagement, and strong instruction. This plan supports nearly 50,000 students in Jefferson Parish. To support all facets of our community, our 2024 plan also strives to create future engaged citizens that are persistent learners and good communicators.

School instructional leadership teams monitor progress and implementation through quarterly data dives. These data share plans are shared with the district instructional leadership team, support staff and leaders. Each Instructional Leadership team creates a school wide literacy goal. Student learning targets are created by teachers and leaders with a literacy goal. The goals are monitored and acceleration plans are created to support all students to reach their individual goals.

Executive Directors of School Support and Executive Master Teachers, along with ELA School Support Coordinators, use school created action plans to support efforts of progress monitoring school wide literacy goals.



In addition to using Acadience for testing in the BOY, MOY and EOY, K-3 students take district-created benchmarks at the end of each nine weeks. These assessments are another measure of student performance. Annually parents are notified of their child's literacy screener results (Acadience), and provided support and interventions that occur at school and can be incorporated at home.

