



Jefferson Parish Public Schools

Literacy Plan

Superintendent, Dr. James Gray

District Literacy Plan Lead Contact, Leslie Landry

August 2021

## Jefferson Parish

### The Purpose of our Early Literacy Strategic Plan:

The Early Literacy Strategic Plan sets an intentional district-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 leadership practices that scale efforts across the district and 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.

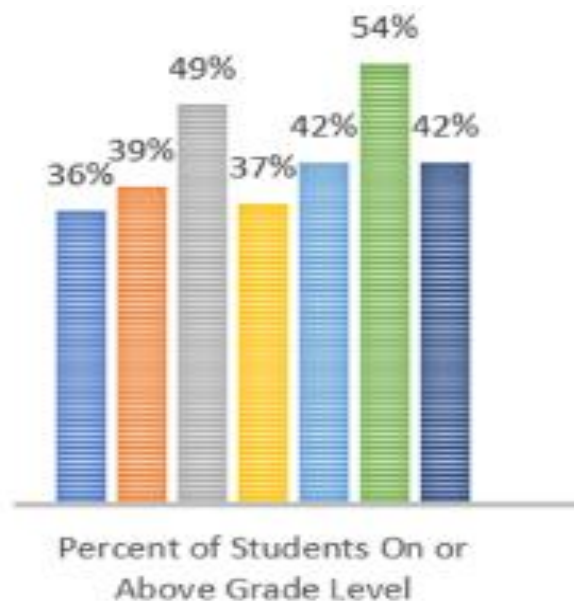
In order to achieve this goal, JP Schools Teaching and Learning will invest in the following shifts:

- 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.

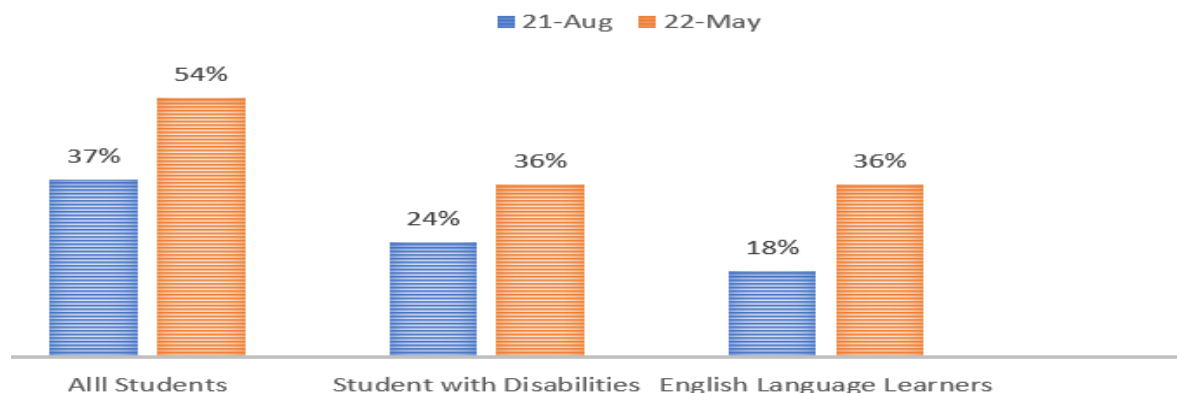
### Jefferson Parish K-3 Students At or Above Benchmark on Acadience Assessment-Historical Data

## JEFFERSON PARISH ACADIENCE DATA

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



## JEFFERSON PARISH STUDENTS ON OR ABOVE GRADE LEVEL SUBGROUP ACADIENCE DATA



### Section 1a: 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 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<br>PSF- Phoneme Segmentation Fluency<br>NWF- Nonsense Word Fluency                               |
| EOY       | 54% (1675/3094)                                   | FSF- First Sound Fluency<br>PSF- Phoneme Segmentation Fluency<br>NWF- Nonsense Word Fluency<br>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<br>PSF- Phoneme Segmentation Fluency |
| MOY       | 42% (1311/3072)                                   | NWF- Nonsense Word Fluency<br>ORF- Oral Reading Fluency         |
| EOY       | 45% (1601/3506)                                   | NWF- Nonsense Word Fluency<br>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<br>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 Jefferson Parish 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, and two schools (Ellender and Mildred Harris) had their Pre-K teachers trained, as well. In early January, there will be a new piloting Science of Reading series for select schools that will include the support of literacy coaches.
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. Jefferson Parish has several cohorts of administrators and teachers currently enrolled in addition to having cohorts that have completed this training.

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, Jefferson 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 in Jefferson Parish Schools support the partnership of community and outreach programs to support student growth and literacy development inside and outside of the school setting.

## Section 1c: District Literacy Team



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

Laura Roussel, Chief Academic Officer

LeighAnn Chiasson, Executive Director School Support Elementary

Alisha Gilbert, Executive Director of Special Education

Karina Castillo, Executive Director of English Language Equity

Lillian Guilbault, Director of Pre-K

Leslie Landry, Literacy Coordinator

Jill Olivero, ELA School Support Coordinator K -5

Christina Johnson, ELA School Support Coordinator 6-8

Brenda DeGraw, Executive Master Teacher

Stacey Meehan, Executive Master Teacher

Jenenne Coulon, Elementary Principal

Tabitha Rojas, Transformation Network Literacy Coach

Lacie Poche', Transformation Network Literacy Coach

Robyn McMahon, Literacy Coach



| Section 2: Explicit Instruction, Interventions, and Extensions  |  |  |                   |  |
|---|--|--|-------------------|--|
| Focus Areas   | Action Steps   | Person(s) Responsible  | Timeline          | Evidence of Success  |
| <b>Teacher</b><br><b>ELC #1,2,5</b><br><b>JP 2024 Plan-Priority 3,4</b><br>Jefferson Parish Schools 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. | <ol style="list-style-type: none"> <li>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.</li> <li>2. District purchased classroom libraries to enhance student choice for independent reading.</li> <li>3. Teachers will implement Accelerate interventions through daily small group instruction for all student subgroups.</li> </ol> <p><b>Phase 1:</b> Establish Intervention/Acceleration time embedded in and outside of the school day.<br/> <b>Phase 2:</b> Utilize real time student data to support instruction during acceleration time. Also provide resources.</p> <ol style="list-style-type: none"> <li>4. Identify needed intervention quickly for all struggling learners and provide the intervention through core content classes as</li> </ol> | <ul style="list-style-type: none"> <li>• School building Administration</li> <li>• Literacy Coaches</li> <li>• Master Teachers</li> <li>• Mentor Teachers</li> <li>• Content Leader</li> <li>• Teachers</li> </ul> | 22-23 School Year | <ul style="list-style-type: none"> <li>• Acadience Data</li> <li>• Report Cards</li> <li>• Walkthroughs</li> <li>• LEAP</li> <li>• District Created Benchmark Assessments</li> </ul> |



|                                  |  |  |              |  |
|----------------------------------|--|--|--------------|--|
|                                  | <p>much as possible (K-3 utilize Acadience data to identify struggling learners BOY, MOY, EOY)</p> <p>5. Ensure that students are receiving interventions, as well being progress monitored to evaluate progress</p> <p>6. <b>Mission to Mastery:</b> 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> |  |              |  |
| <b>Early Childhood<br/>ELC#4</b> | 1. Provide teachers with continuous support and  | <ul style="list-style-type: none"> <li>Early childhood District Staff</li> </ul> | 21-23 School | <ul style="list-style-type: none"> <li>Frog Street</li> <li>TS Gold</li> </ul> |



|   |  |  |  |  |
|---|--|--|--|--|
| <p><b>JP 2024 Plan-Priority: 3,4</b><br/>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>development around the Science of Reading and Emergent Literacy</p> <ol style="list-style-type: none"> <li>Engage learning outside of the classroom with family engagement innovations</li> <li>Support high quality literacy instruction utilizing Tier 1 curriculum</li> </ol>  | <ul style="list-style-type: none"> <li>Early Childhood teachers</li> <li>Early Childhood Literacy Coaches</li> </ul>   | Years  |  |
| <p><b>Professional Development ELC#3,7</b><br/><b>JP 2024 Plan-Priority 3,4</b><br/>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"> <li>Every K - 3 teacher and administrator will be trained in the Science of Reading (AIM Pathways).</li> <li>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.</li> <li>Campuses will utilize Master Teachers and Literacy Coaches to enhance teachers' capacity in early literacy.</li> <li>Literacy Coaches will: <ul style="list-style-type: none"> <li>Attend the AIM Pathways Science of</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>District Literacy Team</li> <li>Executive Master Teachers</li> <li>School building Administration</li> <li>Master Teachers</li> <li>Literacy Coaches</li> <li>Teachers</li> </ul> | <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 School</p> | <ul style="list-style-type: none"> <li>AIM Pathways</li> </ul> |

|   |   |   |  |  |
|---|---|---|--|--|
|   | <ul style="list-style-type: none"> <li>Reading training</li> <li>• Plain Talk Literacy Conference</li> <li>• Monthly communities of practice</li> <li>• Ongoing district support</li> </ul> <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>Years</p> <p>22 - 23 School Year</p> <p>22-23 School Year</p> |  |
| <b>Leadership:</b><br><b>ELC# 6</b><br><b>JP 2024 Plan-</b><br><b>Priority 3,4</b> School Instructional Leadership Teams will utilize data to make informed decisions to drive instruction through weekly cluster and ILT meetings. | <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"> <li>• District Literacy Team</li> <li>• School building Administration</li> <li>• Master Teachers</li> <li>• Literacy Coaches</li> <li>• Teachers</li> </ul> | 21-23 School Years   | <ul style="list-style-type: none"> <li>• Acceleration Plans</li> <li>• Acadience Data</li> <li>• Long-range Plans</li> <li>• Cluster Agendas</li> <li>• ILT Agendas</li> </ul> |
| <b>Family Engagement and Community Partnership:</b><br><b>ELC#8</b><br><b>JP 2024 Plan-</b><br><b>Priority 6</b>  | <p>1. Our community partner, DawnBusters Kiwanis Club, will provide rewards for students who are reading through our Accelerated Reading Program and utilize</p>  | <ul style="list-style-type: none"> <li>• District Literacy Team</li> <li>• School building Administration</li> <li>• Master Teachers</li> <li>• Literacy Coaches</li> <li>• Teachers</li> </ul> | 21-23 School Years   | <ul style="list-style-type: none"> <li>• Title I Plans</li> <li>• School Acadience Data</li> </ul>   |

|  |   |  |  |  |
|--|---|--|--|--|
| Jefferson Parish Schools will develop community partnerships and outreach programs to support student growth and literacy development. Inside and outside of the school setting. | Rocky the Rooster to support engagement.<br><br>2. Campuses will have at least one family literacy night as part of school-wide family engagement plan. |  |  |  |
|--|---|--|--|--|

### Section 3: Ongoing Professional Growth

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   |
|---|--|--|
| <b>Level 1:</b><br><b>NIET &amp; District Literacy Team</b>                   | The team will meet to discuss progress, new learning, and next steps for Cohort Literacy Meetings.   | <b>Laura Roussel,</b><br>Chief Academic Officer<br><b>Leigh Ann Chiasson,</b><br>Executive Director of School Support<br><b>Leslie Landry,</b><br>Coordinator of Literacy<br><b>Bekki Sarradet,</b><br>NIET, Executive Director of Professional Learning   |
| <b>Level 2:</b><br><b>NIET, District Literacy Team, Literacy Support Team</b> | 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. | <b>Brenda DeGraw,</b><br>Executive Master Teacher<br><b>Stacey Meehan,</b><br>Executive Master Teacher<br><b>Leah Hickerson,</b><br>Executive Master Teacher<br><b>Trudy St. Romain,</b><br>Executive Master Teacher<br><b>Christina Johnson,</b><br>ELA Coordinator 6-8<br><b>Jill Olivero</b><br>ELA Coordinator 3-5<br><b>Leslie Landry,</b><br>Coordinator of Literacy |
| <b>Level 3:</b><br><b>Literacy Support Team, Literacy Lead Principals</b>     | The team will support/observe the cohort leader leading the cohort meeting with other  | <b>Jenenne Coulon,</b><br>Judge Collins Elementary<br><b>Jennifer Miles,</b><br>C.T. Janet Elementary  |



|  |  |   |
|--|--|---|
|  | schools followed by a debrief and next steps.  | <b>Monya Criddle,</b><br>Ralph J Bunche Elementary<br><b>Audrey Easley,</b><br>Bissonet Elementary<br><b>Terri Howard,</b><br>Emmett Gilbert Elementary<br><b>Danesha Dorsey,</b><br>Clancy-Maggiore Elementary<br><b>Lisa Babin,</b><br>Metairie Academy   |
| <b>Level 4:</b><br><b>District Literacy Team,</b><br><b>Literacy Coaches</b> | 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. | <b>Batini Brown,</b><br>Literacy Coach<br><b>Lacie Poche,</b><br>Transformation Literacy Coach<br><b>Tangenia Jones,</b><br>Transformation Literacy Coach<br><b>Alisa Pisa,</b><br>Transformation Literacy Coach<br><b>Kayla Williams,</b><br>Transformation Literacy Coach<br><b>Kristin Lyons,</b><br>Literacy Coach<br><b>Robyn McMahon,</b><br>Literacy Coach<br><b>Tabitha Rojas,</b><br>Transformation Literacy Coach |
| <b>Level 5:</b><br><b>Cohort Leaders</b>                                     | 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.                 | <b>Jenenne Coulon,</b><br>Principal- Judge Lionel Collins<br><b>Jennifer Miles,</b><br>Principal- C. T. Janet<br><b>Monya Criddle,</b><br>Principal-Ralphe Bunche<br><b>Audrey Easley,</b><br>Principal- Bissonet Plaza<br><b>Terri Howard,</b><br>Principal-Emmett Gilbert<br><b>Danesha Dorsey,</b><br>Principal-Clancy-Maggiore<br><b>Lisa Babin,</b><br>Principal-Metairie Academy                                      |

|   |  |   |
|---|--|---|
| <b>Level 6:<br/>School Leadership Teams</b> | 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 22-23 School Year |            |                 |  |
|------------------------------------|------------|-----------------|--|
| Date                               | Time       | Location        | Topic  |
| September 26, 2022                 | 8:30-11:30 | JPS Main Office | Student Work Analysis in Literacy<br>Essential Shifts in ELA instruction |
| October 17, 2022                   | 8:30-11:30 | JPS Main Office | Text Complexity and Knowledge Building                                   |
| November 28, 2022                  | 8:30-11:30 | JPS Main Office | Student Ownership in Literacy  |
| January 23, 2023                   | 8:30-11:30 | JPS Main Office | Reading for Understanding  |
| February 13, 2023                  | 8:30-11:30 | JPS Main Office | Planning for Student Participation                                       |
| March 13, 2023                     | 8:30-11:30 | JPS Main Office | Coaching and Feedback Around Literacy                                    |
| April 17, 2023                     | 8:30-11:30 | JPS Main Office | Acadience Data Share   |
| May 15, 2023                       | 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.

