

Hazel Park

School Wide Plan

2023-2024

*For 2023-24, the Data portion is a separate document, but must be completed to inform your Comprehensive Needs Assessment and should be updated regularly.

School Information	
Principal:	Eric Spadoni
Grade Levels:	Pre-K to 8
School Address:	8809 Jefferson Highway
School Phone Number:	504-737-6163
School's Vision:	All students can and will learn when provided a high quality education that will prepare and motivate them academically, socially, and holistically.
School's Mission:	The mission of Hazel Park/Hilda Knoff is to help develop and foster student confidence, imagination, responsibility, and knowledge that promotes, problem-solving and experiential learning.
Title I Contact:	Cassandra Perez
Parent and Family Engagement Contact:	Bonnie Saygin



School's Progress in 2022-2023

What specific academic goals did you have in 2022-23?

By the end of the 2023, Hazel Park will increase the school SPS score by 3 points.

By 2023, HPHK will increase its SPS by 3 points. SPS will increase from 67.9 to 70.9.

By May 2023, all students will increase their LEAP 2025 scores by at least 5%, as a result of career teachers implementing Tier 1 Curriculum and targeted support from the leadership team.

- Assessment Index will increase from (must include LEAP Connect and ELPT) 53.4 to 56.4.
- The percentage of students scoring mastery or above from LEAP 2022 to LEAP 2023 will increase from 22% to 32%.
- 58% of students will score 80 or more points on the ELPT assessment.

By the end of the 2022-23 school year, the percentage of K-3 students reading at or above grade level on the Acadience assessment will grow from 37.9% to 50%.

Which of your school's academic goals were met? Which were not met?

GOALS MET: *ELA- 5th, 6th grade, and 8th grade*

Math-5th, 6th and 7th grade

SCIENCE-6th and 7th grade

SOCIAL STUDIES-Overall Grades 3-8

Kindergarteners reading at or above level grew to 70%

2nd graders reading at or above grade level grew to 53%

GOALS NOT MET:

Percentage of students scoring mastery or above on LEAP 2022 to LEAP 2023 did not increase to 32 %. (Increased to 24%)

Percentage of students improving ELPT assessment by 1 level did not increase to 58% (Increased to 56%)

Describe the most important actions your school took in attempting to reach those academic goals.

- *Utilized Tier 1 Curriculum*
- *Cluster meetings focused on analyzing student work*
- *ILT identified "Hot Spots" and provided support to those teacher/grade levels implementing small group instruction*
- *Assessments were aligned to state testing standards*
- *Increased teacher and students knowledge of utilizing technology for instruction, completing assignments, and assessments.*

Comprehensive Needs Assessment (CNA) - Data Types Examples

COMPREHENSIVE NEEDS ASSESSMENT – DATA TYPES		
All of these (if applicable) must be included in your strengths and weaknesses.		
COGNITIVE EXAMPLES	ATTITUDINAL EXAMPLES	BEHAVIORAL EXAMPLES
LEAP 2025, including subgroup data ACT EOC Dropout Credit Accumulation Index Graduation Rate ELPT TS Gold Literacy	Surveys: Administrator, Instructional Staff, Students, Parents (includes the School Climate Survey)	Discipline Attendance Observations (informal and formal)
There must be at least 1 strength and/or weakness that is based upon 1. subgroups AND 2. behavior.		

CNA Sample

DATA COMPREHENSIVE NEEDS ASSESSMENT: STRENGTHS SAMPLE			
KEY FINDING	DATA SOURCES and DATA (multiple sources required)	DATA TYPE (Attitudinal, Cognitive, Behavioral)	ROOT CAUSES
1. 4th graders are mastering grade level content in ELA	80% of 4th graders scored Mastery or above on Spring 2023 ELA LEAP 2025	Cognitive	1. Effective use of TAP Best Practices 2. Use of Tier I curriculum with fidelity 3. Implementation of cluster meetings to analyze student work and strategically plan professional development
	85% of informal observations denoted that 4th grade teachers were teaching on-level Tier I curriculum	Behavioral	
	80% of teachers received either Effective: Proficient or Highly Effective for Spring 2023 VAM.	Cognitive	
2. The number of referrals and Out-of-School Suspensions has decreased	According to our 2023 report card, 99% of students had 0 Out-of-School Suspensions as opposed to 97% in 2022	Behavioral	1. Effective PBIS program with a tiered behavior model 2. Effective implementation of Restorative Practices 3. Implementation of “Stay in school” program that used alternative consequences
	According to JCampus data, the total number of Out-of-School Suspensions decreased from 219 in 2021-22 to 185 in 2022-23	Behavioral	
3. School is not identified as UIR or UIN for any subgroup	According to the 2023 report card, subgroups scored as follows: ED 78%, Stud. Of color 79%, SWD 76%, ELL 80%, White 80%	Cognitive	1. Effective intervention model is in place 2. Implementation of on-level Tier I curriculum with all students 3. Implementation of cluster meetings to analyze student work and strategically plan professional development

CNA Strengths

DATA COMPREHENSIVE NEEDS ASSESSMENT: STRENGTHS (MINIMUM OF 3)

KEY FINDING	DATA SOURCES and DATA (multiple sources required)	DATA TYPE (Attitudinal, Cognitive, Behavioral)	ROOT CAUSES
1 Kinder, 2nd, and 6th grade are mastering grade level content in ELA	<ol style="list-style-type: none"> 63% of 6th grade students scored Mastery or above on the Spring 2023 LEAP 2025 assessment. 70% of Kindergarten students scored at or above level on Acadience 53% of 2nd grade students scored at or above level on Acadience 	<ol style="list-style-type: none"> Cognitive Cognitive Cognitive 	<ol style="list-style-type: none"> Use of Tier 1 curriculum with fidelity. Professional development held through weekly cluster meetings. Use of online programs like iXL, iReady
2 6th grade students are mastering grade level content in Math	<ol style="list-style-type: none"> 52% of 6th grade students scored Mastery or about on the Spring 2023 LEAP 2025 assessment. 	<ol style="list-style-type: none"> Cognitive 	<ol style="list-style-type: none"> Use of Tier 1 curriculum with fidelity. Increased use of online programs (iXL)
3 School wide chronic absences decreased across total population	<p>JCampus</p> <ol style="list-style-type: none"> According to attendance reports, all students with chronic absences went from 121 to 118 students in the 2022-2023 school year. ELL students with chronic absences went from 16 to 12 in the 2022-2023 school year. SWD students with chronic absences went from 38 to 36 students in the 2022-2023 school year. 	<ol style="list-style-type: none"> Behavioral 	<ol style="list-style-type: none"> PBIS Attendance rewards Parent contact after 3 unexcused absences Quarterly celebration ceremonies
4 Increased ability and use of technology	<p>Stakeholder Climate Survey</p> <ol style="list-style-type: none"> 87% of teachers report ability and use of technology for instruction and assessments according to 72% of teachers report increased students' ability and use of technology according to 85% of teachers used technology for instruction, assignments and assessments. 	<ol style="list-style-type: none"> Attitudinal Attitudinal 	<ol style="list-style-type: none"> Multiple technological resources available to teachers and students. (iReady, iXL, Lexia, Brain Pop, One-to-one chromebook to student ratio Support provided from school technology coordinator and ILT.

CNA Weaknesses

DATA COMPREHENSIVE NEEDS ASSESSMENT: WEAKNESSES (REFORM PRIORITIES) (MINIMUM OF 5)

KEY FINDING	DATA SOURCES and DATA (multiple sources required)	DATA TYPE (Attitudinal, Cognitive, Behavioral)	ROOT CAUSES
1 Increased number of students who received ODRs	JCampus 1. 2022-2023 discipline data shows that disrespect for authority was the top offense in discipline referrals in K-8 students 2. ODRs increased from 30% to 37%	1. Attitudinal 2. Behavioral	1. Lack of positive reinforcements 2. Behavior interventionist only on campus 2 days a week 3. Lack of training for teachers in restorative practices
2 Low number of 3rd grade students scored mastery or above on LEAP	1. Only 5% scored Mastery of above on ELA component of LEAP 2025 2. Only 2% scored Mastery or above on Math component of LEAP 2025	1. Cognitive 2. Cognitive	1. COVID concerns led to a lack of fundamental foundation 2. Teachers and students struggled with content 3. Small group instruction implemented too late in the year to have an impact.
3 Low number of K-2 students demonstrating mastery of math content	District EOY Benchmark 1. Only 23% of K-2 students scored mastery or above on the EOY post assessment 2. Only 6% of 1st graders scored Mastery or above on the EOY post assessment.	1. Cognitive 2. Cognitive	1. COVID concerns of 2021-2022 school year led to a lack of fundamental foundation 2. Students struggled with content
4 Student with Limited English proficiency are not growing or exceeding their trajectories	1. 44% of students stayed the same or went down a trajectory level according to ELPT data 2. 56% of students grew one level or more according to ELPT data. 3. 58% of ELL students did not meet the SPS goal for ELLs	1. Cognitive 2. Cognitive 3. Cognitive	1. Lack of materials for ELL students to take home and read native language 2. Teachers excluding ELLs instead of incorporating them within small groups of English learners
5 Low number of 3th-8th graders are mastering how to reason scientifically or evaluate key findings	1. 24% of 3rd-8th grade students scored mastery or above on the spring 2023 LEAP 2025 assessment 2. 33% of 3rd - 8th grade teachers scored below proficient during formal observation on ACT indicator of NIET/TAP rubric. EPPASS	1. Cognitive 2. Behavioral	1. Lack of resources and supplemental materials given to teachers in advance 2. According to NIET/TAP rubric, providing students with multimedia and technology-based standards resources will support lesson objectives, elicit a variety of thinking, and are relevant to student mastery of daily lesson objectives and standards. Teachers are in need of more support in this area.

CNA Planning Team

CNA: SCHOOLWIDE PLANNING TEAM

List the members of your schoolwide team and have them sign to acknowledge that they are part of this team. (*= required)

Please scan and send this page (with the signatures) to your Title I Coordinator.

TYPED NAME	SIGNATURE
Administrator* Eric Spadoni	
Teacher* Cassandra Perez	
Teacher* Bonnie Saygin	
Parent* Samantha Held	
Parent* Kristen Massey	

Action Steps Crosswalk

School-Wide Plan Crosswalk

Components of a School-wide Program	Your SWP Item Number(s) and Page Number(s)
Family and Stakeholder Engagement: Offer families opportunities to provide input related to family engagement policies, activities, and funds designated to support meaningful family engagement for student learning.	P. 14 ACTION STEPS SECTION E
Comprehensive Needs Assessment: A data analysis to identify strategies to improve academic performance and close achievement gaps.	PP. 5-6
Strategies for Improvement: Implement strategies that 1) strengthen the academic program, 2) increase the amount and quality of learning time, 3) provide an enriched and accelerated curriculum, and 4) include interventions and strategies to increase student achievement in underperforming subgroups.	P. 13-15 SECTIONS A, B, C, D
Student Support Services: Strategies to address student well-being and other strategies to improve students' social and emotional skills.	P. 14 SECTION F
Student Opportunities: Strategies supporting the preparation for and awareness of opportunities for postsecondary education and the workforce in order to earn credit while still in high school.	N/A
Multi-Tiered Systems of Support for Behavior: Implementation of a schoolwide tiered model to prevent and address problem behavior as a means of helping students achieve academic success.	P. 14 SECTION F
Professional Development: Plan for providing high-quality and ongoing professional development and other activities including coaching and data analysis for teachers, paraprofessionals, and other personnel to improve instruction.	P. 13 SECTION A, B
Student Transition: Strategies to assist students in the transition from preschool to kindergarten, elementary to middle, and middle to high.	P. 15 SECTION G

Family Engagement (FE) Due Dates

FAMILY ENGAGEMENT CROSSWALK

REVIEW ITEM (from LDOE monitoring doc)	REQUIRED DOCUMENTATION	DUE DATE
PFE – 1	Parents' Right-to-Know letter LDOE Complaint Procedures	Sent home by 8/18/2023
PFE - 1	Documentation indicating dates that Notice to Parents: Teachers Who Aren't Certified were sent home and for which classes	As occurs: keep on file at school
PFE – 3	School Parent and Family Engagement Policy	Sent home by 10/13/23
PFE – 3	Agenda, sign-in sheets and documentation of family input from Annual Title I meeting	By 10/13/2023
PFE – 3 & 4	Agenda/sign-in sheets for parent participation in the development of school policies, Compact, SWP, and FE Policy and evaluation of FE Policy (end-of-year)	As occurs: keep on file at school
PFE – 4	School-Parent Compact	Sent home by 10/13/23
PFE – 5	Agendas/sign-in sheets indicating opportunities for parents to improve their child's academic achievement	As occurs: keep on file at school
PFE – 6	Agendas, sign-in sheets, and/or feedback evidencing that parents were involved in decision-making regarding Title I FE funds	As occurs: keep on file at school

Community Involvement

COMMUNITY INVOLVEMENT

School Partnerships (Type the name of each partner in the space provided)	
University	Tulane University, Xavier University, University of New Orleans
Technical Institute	Delgado Community College
Feeder School(s)	Riverdale High, East Jefferson High
Community	Attorney Jahida Lewis-Crawford, Shady Oaks Garden Club and Little Shadows, Kiwanis/Dawn Busters, Riverside Church, River Ridge Library
Business/Industry	River Ridge Winn Dixie, Papa John's Pizza, Caffe Latte Da, Home Depot, PJs Coffee, Office Max (Elmwood)
Private Grants	
Other	Donors Choose

Annual Goals

GOALS	
SCHOOL GOAL	By the end of the 2023-2024 school year, Hazel Park will increase the school SPS Score by 5 points
ILT YEARLY GOAL	By May 2023... <ul style="list-style-type: none"> ● 70% of students in grades K-4 will READ AT or ABOVE grade level ● 60% of students will improve their ELPT assessment score by 1 level
DISCIPLINE/BEHAVIOR GOAL(S)	HPHK will reduce the number of written major referrals by at least 10% for the 2023-2024 school year. HPHK will reduce the number of out of school suspensions by 10% for the 2023-2024 school year. HPHK will have a solid PBIS system in place, including the issuing of Hornet Bucks, PBIS Store; the Hornet Nive, and scheduled monthly celebrations
ATTENDANCE GOAL(S)	HPHK will reduce the number of tardies by at least 5% and chronic absenteeism by at least 5% for the 2023-2024 school year.

Action Steps Directions

Directions for Action Step Pages: (refer to the **Statewide Monitoring Self-Assessment Tool** that was provided for more details)

STRATEGIES: List the strategy(ies) that corresponds with the action step. Examples: Instructional Leadership Team meetings (ILTs), job-embedded teacher cluster meetings, collaborative planning time with Master Teacher, intervention block, embedded remediation, use of Tier I curriculum, after-school tutoring

ACTION STEPS: There must be at least one action step that address each of the following:

1. At-risk students/subgroups such as interventions, tutoring, small group instruction
2. Behavior, including tiered intervention model (discipline policy, ABIT, PBIS)
3. Post-secondary such as AP, Dual Enrollment, Career and Technical Education
4. Professional Development
5. Early Childhood Transition
6. Family Engagement – required parent meetings (refer to the FE Crosswalk chart)

BELIEVE TO ACHIEVE CRITICAL GOALS:

1. Students enter Kindergarten ready
2. Students will achieve mastery level on 3rd grade assessments and enter 4th grade prepared for grade level content
3. Students will achieve mastery level on 8th grade assessments and enter 9th grade prepared for grade level content
4. Students will graduate on time
5. Students will graduate with a college and/or career credential
6. Graduate eligible for a TOPS award

Action Steps

SCHOOL PERFORMANCE PRIORITIES	BELIEVE TO ACHIEVE CRITICAL GOAL	STRATEGIES	ACTION STEPS TO REACH GOALS	TIMELINE	PERSONNEL RESPONSIBLE	ESTIMATED COST	FUNDING SOURCE
According to your CNA, which strength or weakness does this address?	Which critical goal(s) does this address? (See previous page and include the number(s) applicable)	What strategy(ies) will address this strength or weakness?	List one or more <u>specific actions</u> you will take to pursue the goal	For each action, provide a timeline for completing the action	For each action, list the person responsible for ensuring the action is complete	Provide an estimated cost for the action steps	Identify funding source: Title I, IDEA, school funds, JAG, Accelerating Schools, etc.
W2, 3, 4	2	Tier I Curriculum Embedded remediation Job embedded professional development	A. 1. Teachers in grades K-5 will teach Tier 1 curriculum utilizing focused instructional strategies with support from Master Teacher. 2. Job embedded cluster meetings designed to help teachers increase student performance will occur weekly. The Master teacher and one other teacher will attend the NIET conference to gain knowledge as it pertains to TAP best practices. 3. As evidenced by LEAP 2025 and 2022-2023 data the instructional focuses are incorporating small group instruction and building the foundations of literacy. 4. Walkthroughs will be conducted weekly to identify strengths and weaknesses guiding cluster meetings and professional development. 5. Teachers will use exit tickets as a source of data to analyze and track for student/teacher needs. 6. Title 1 Funds will be used to provide teachers with appropriate resources needed to implement Tier 1 curriculum with fidelity including technology resources, instructional materials and online licenses.	08/2023 - 05/2024	Principal ILT members Teachers Paras	iReady \$6300 Brain Pop \$4330 Moby Max \$3495 iXL \$9025 Flocabulary \$3625 Instructional Materials \$1875 Decodable Readers \$300 NIET \$4400	District Funds Title 1 Funds
W 2,4,5	2	Tier I curriculum Job embedded professional development	B. 1. Master teacher will provide coaching and classroom support to teachers and overall student performance with guidance from Network TLFs. 2. As evidenced by LEAP 2025 and 2022-2023 data, the instructional focus areas are how to reason scientifically and evaluate key findings in Math and Science.	08/2023 - 05/2024	Master teacher ILT members Teachers Paras	Stemscopes notebooks \$4410	District Funds Title 1 Title 1

			<p>3. Professional development opportunities will be made available through cluster to navigate the online resources available for student success. (iReady, IXL, Brain Pop)</p> <p>4. Title 1 Funds will be used to provide teachers with appropriate resources needed to implement Tier 1 curriculum with fidelity.</p>				
S4 W2,3,4,5	2	Tier I curriculum Blended Learning	<p>C. Students will have one to one Chromebook access. Students will have access to a wide variety of technology resources to supplement the Tier I curriculum. Teachers will create Google Classroom to embed digital guidebooks, Learnzillion, Illustrative Math, Zearn, digital citizenship, and StemScopes into instructional lessons to at home access.</p>	08/2023 - 05/2024	Principal ILT Technology Coordinator Teachers Paraprofessionals	<p>Chromebooks \$13,300</p> <p>Ink \$15,750</p> <p>Headsets \$850</p>	District Funds Title 1 Funds if needed for Chromebook accessories
S1,2 W 2,3,4,5	2	Job embedded professional development TAP Embedded Remediation	<p>D. 1. Teachers will participate in weekly cluster meetings with an emphasis on implementing Tier 1 curriculum and data analysis. The three instructional focuses are: Comprehension, Math computation and word problems, implementation of new Science curriculum with support.</p> <p>2. The ILT team and administrators will provide lesson plan feedback based on scope and sequence pacing chart</p> <p>3. Bubble students will be monitored and tracked using teacher-provided data and tracking charts.</p>	08/2023 - 05/2024	Principal ILT members	none	District Funds
S1,3 W1,2,3,4,5	1, 2	Family Engagement	<p>E. 1. Family engagement events will be planned to provide families with opportunities to engage in fun activities that are centered around Tier 1 curriculum. Parents will also be encouraged to volunteer their services with an active PTO. We have written in the plan our two Family Nights–STEM and Literacy Night</p>	08/2023 - 05/2024	Principal ILT Faculty and Staff	<p>FE nights \$2,645+benefits</p> <p>FE Materials \$1215.60</p>	Title 1
S 3 W1	2	PBIS Restorative Practices	<p>F. 1. Our school will continue to implement a PBIS plan to manage behavior. The PBIS structure will be updated with incentives and positive behavior celebrations monthly for students exhibiting good behavior. Students will be able to earn bucks for good behavior</p>	08/2023 - 05/2024	Principal School wide faculty and staff	none	PBIS Fundraisers

			each day. Fundraising will be used to purchase items for the store and monthly celebrations to increase the students' desire to show positive behavior. The social worker will meet with students individually as needed and in peer groups to teach social and emotional skills to help students cope with different issues.				
S1 W3	1, 2	Student Transition	G. To help transition early childhood students, a staggered entry on the first day of school has been implemented district-wide. Parents are invited to help engage and ease transition. Similarly, at the end of the school year, the 1st and K teachers will meet with the K and Pre-K teachers to discuss expectations and get the students excited about moving up to the next grade. Additionally, two sections of pre-K and K are housed together in our Knoff Campus. This ensures Pre-K and K student needs are addressed, the teachers can collaborate, discuss, and attend cluster meetings together. Vertical alignment and preparation for the next level of learning is able to happen since the teachers are housed together.	08/2023 - 05/2024	Principal Master teacher K teachers Pre-K teachers Pre-K coordinator	none	District Funds