


2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). **LEAs must submit their plans in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name Edward Hynes Charter School-Parkview	LEA Code 3C2003	Enter Grade levels served K-8
Planning Contact (name) Tarynesa "Terri" Williams		
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Fiscal Contact (title) Business Manager		
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Fiscal Contact (phone) 5047660299		
School System Leader Name Dr. Michelle Douglas		
School System Leader Signature		Date 1/27/2022

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student group, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- ☒ Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- ☒ Student outcome data, such as assessment scores
- ☐ State administrative data, such as unemployment claims
- ☒ Health data, such as local COVID-19 infection rates or hospitalizations due to COVID-19
- ☐ Conversations with community (stakeholder input)
- ☒ Student enrollment and attendance data
- ☒ Student chronic absenteeism data
- ☐ Student instructional mode (virtual, hybrid, in-person)
- ☒ Student course enrollment data
- ☐ Other: Click or tap here to enter text.
- ☐ Other: Click or tap here to enter text.

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

- ☑ The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- ☑ Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- ☑ Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- ☑ The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- ☑ The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- ☑ Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: **Attendance**

ESSER II

\$128,000

ESSER III

\$430,000

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

New Orleans Public schools is prioritizing attendance as a means increase academic achievement in New Orleans. Last year, as the positive COVID cases decreased, attendance and Hynes–Parkview increased from the previous year. Overall however, we fell short of our 95% daily attendance goal. Approximately 80% of our 430 students came to school 95% of the school year while another 20% struggled with attendance. This year, in conjunction with New Orleans Public Schools we are aggressively pursuing a 95% attendance rate in the following ways: Our parents’ liaison and our administrative assistant developed a system to monitor attendance through PowerSchool, our SIS database. They notify admin of any trends as it pertains to attendance. Teachers input attendance daily in our SIS database, and teachers will check in with the families of students with more than 3 absences. We have also hired two full time social workers to assist families with barriers that may be preventing them from attending school regularly. Additionally, we will provide school buses for all students who need it ensure that transportation isn’t a barrier to regular full time attendance. Attendance is monitored three times per quarter by data and attendance team to determine which students are at-risk. practices will help will increase ADA. As a result of the attendance supports we’ve put in place, our attendance rate has soared to 93% for the 1st semester of this school year. We can not provide outcomes for 2020-2021 supports as Hynes Charter School Corporation were not the operator of the Parkview’s campus. In regards to the outcomes of support for 2021-2022, we saw a major reduction in our excessive tardies and absences. In the fall semester, 69 students were considered excessively absent with 10 or more absences. Of those same students, only 16 were considered excessively absent in the Spring semester. In the fall semester, 136 students were considered excessively tardy with 10 or more tardies. Of those same students, only 59 were considered excessively tardy in the Spring semester.

2022-2023 Key Investment: **Well-Being**

ESSER II

\$0

ESSER III

\$ 156000

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

We will administer the Student Risk Screening Scale (SRSS), a behavioral screener, for all students grades K-8 within the first 9 weeks of school. Our instructional facilitators will compile and analyze the data. Additionally, we will institute a school-wide PBIS program that collects student data that school staff, including teachers and social workers, use to proactively work with students who present behavioral or social challenges. In December and again in May, our school based mental health team will review the data to determine if other supports are needed. This will inform continued support throughout the summer. Students who have been identified as needing support as evidenced by the screener or direct referral will receive targeted and specific support from our school’s social workers. As a school based activity, we will conduct weekly class council meetings for all students in grades 1st-8th. The purpose of this activity is to problem solve issues that affect student groups as a whole and to create a collective voice that promotes kindness, patience, and tolerance. Will also invest in a curriculum. We will also employ a full time nurse to monitor students’ mental and

physical health. By May 2023, our school-wide goal is for 90% of all of students be eligible for our PBIS incentive. Of the 42 students who were placed in intensive behavioral interventions for the 21-22 school year, 30 of those students have now exited interventions and are at a 90% or above positive behavior rating. The 12 students who have not exited intensive behavior support are working in small groups with our PBIS coordinator weekly around topics such as anger management, conflict resolution, how to use "i" messages, and learning how to disagree without being disagreeable.

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The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

Hynes-Parkview commits to ensuring that all students come to school daily and have an experience that, in addition to academic growth, supports mental and emotional well-being. By prioritizing family communication and providing dedicated transportation to eliminate factors that may be preventing barriers that cause attendance issues, we feel strongly that our attendance rate will continue to grow. We have hired two social workers who help our students navigate their feelings and develop strategies to help them cope with things such as trauma, social anxiety, and depression. Additionally, we offer a robust PBIS program that celebrates positive behavior as a means of decreasing negative/unwanted behaviors. This practice has proven to be highly successful in the past so we want continue using it moving forward.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment

\$714000

Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: **Targeted Learning Support**

ESSER II

\$64000

ESSER III

\$63500

Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Though Hynes Parkview made significant growth in our inaugural year as a transformation school, there are still areas that our students need to improve upon. Our goal is to improve the number of students receiving Mastery on the LEAP 2025 by at least 40%. To address the learning gaps, we will invest in several programs which are aimed at helping students accelerate their learning while receiving TIER I instruction. An Individual Academic Improvement Plan was generated for our current 4th graders based upon their 3rd grade LEAP scores or the absence of LEAP scores. We've administered baseline assessments to all students in K-8 in reading and math through platforms such as Achieve 3000, Iready, Gates-MacGinitie, and IXL and we also administered the Acadience to all 3rd grade students. In addition to these supports, we had additional time in our schedule for all students to receive small group instructional support. Our schedule included an additional 30 minutes, during which students were using iReady or pulled by the teacher for targeted instruction. This was whole school approach as we are a tranformation school and most our population needed the extra support. The use of this time is one of the contributing factors in our 19 point SPS growth and our 35 point increase in progress points. As a second year transformation school, it is imperative that all students' data are monitored closely and in short cycles. Our Leading for Success Team is designed to monitor student data in biweekly, quarterly, and annual intervals. Teachers set student

achievement goals each quarter based on student progress data. . Through job embedded PLCs each Wednesday, instructional facilitators, teachers, and interventionists meet to unpack Tier I curriculum, share researched based practices to accelerate learning and analyze student work samples. Hynes Parkview partnered with TNTP and SFA to coach and guide instructional leaders and teachers. Through the use of these strategies, our goal is 60% of 3rd-8th graders will score Strong in ELA and Math on the LEAP 2025 assessment by May 2022.

2022-2023 Key Investment: Before and After School Programs	ESSER II	0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

We did not provide a before or after care program last year, and we are currently not providing instructional support in a before or aftercare program.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

We have not provided a summer learning program in the past. For the upcoming 2023 summer, we will provide our students with a summer learning opportunity pursuant the guidelines of the Bulletin 1566. We are discussing as an organization the plans for how we will fund this program. We did not provide Summer Learning programs in 2020-2021 as we were not operating the Parkview campus at that time.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

To address deficits in ELA and math, the school extended the Math and ELA instructional block by fifteen minutes in order to provide additional support and intervention within the Tier One setting. While we do not have last year's outcomes because this adjustment is new this year, we have seen growth in our results for Math and ELA's iReady benchmark. We expect the continued growth of all students and for them to reach their individual goals in iReady, which will result in growth toward Mastery on the LEAP. Additionally, this data helped identify which students need more support, and they have received additional help through interventions. All students at Hynes-parkview received extended instructional for the 21-22 school year. Hynes took over as a transformational operator because the school was in failing status. As a result of the extended instructional time overall our students academic per grew by over 50% making Hynes Parkview number 6 in the state

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Our practices are very focused on the individual student's needs. This begins with our approach to literacy instruction. Throughout the year, the students are assessed with an SFA screener. The screener and the data on the strategic score card drive how students are separated for literacy instruction, where they receive the instruction they need. Additionally, all students are screened through the year using our iReady benchmarks in ELA and math. The screener helps drive the areas of support the teacher can provide to students during their 15 minutes of tier one intervention. It also helps identify which students will need separate additional interventions, and the interventionists pull them to complete the targeted work. Interventionists and teachers use iREADY, Science of Reading prescribed support (FIRE and LIFT), and Zearn. Students with IAIPs also receive additional support through the interventionists.

We are constantly reviewing data during the PLCs, STMs, and ITMs, and making plans to support students in need. This happens formally once a month with the admin team, and these plans are adjusted accordingly.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

As a part of our commitment to ensuring that learning loss that occurred as a result of the pandemic is aggressively addressed, we are investing in both our teachers and our students. Students are instructed using Tier I curriculum materials and teachers are receiving support from our site based instructional facilitator as well as TNTP and The School Leadership Center. Students receive 15 minutes of intervention time daily as well using our I-ready platform and small group instruction from teachers and/or interventionist.

RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment

\$127500

Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$8000	ESSER III	\$103000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Our distributive leadership model relies heavily on teacher collaboration because all of the staff members are a member of an instruction and solutions (operations) team. These teams are led by teacher leaders who are a member of Leading For Success team that include the teacher leaders, instructional facilitator, solutions facilitator, assistant principals, and principals. All staff members are involved in these structures, and we have dedicated time in our schedule for the these teams to meet around their actions and goals. The goals for these teams all revolve around instructional growth for students, and the proof of our growth can be seen in our SPS performance. Our SPS improved by 19 points, and our growth index improved by 35 points.

Therefore, all of our teachers receive professional development opportunities throughout the course of the year. Our SFA structure has an embedded instructional facilitator. This person coordinates the instructional elements of our Reading program. The implementation of these professional development meetings and best practices are a major factor of our improvement on the LEAP scores. Our SPS improved by 19 points, and our growth index improved by 35 points. These results are indicative of the best practices of cooperative learning, critical thinking, and the progression of instruction that SFA structure provides. It is also aligned to the Science of Reading.

Across our network we partner with the School Leadership Center to implement a Collaborative Leadership Approach to grow and support numerous leaders to develop a highly trained workforce. Decades of consistent educational research established links between effective school leadership & improved school & student outcomes. The Aspiring Leaders Pipeline will provide current staff members with research-based & job-embedded leadership training. "Pathways to Instructional Leadership" is a 2020 RAND research report finds that job-embedded school leader programs are a valuable form of PD that prepares participants for the role in leadership (Master, Steiner, Doss, and Acheson-Field, 2020). The study also highlights a high correlation of such leadership dev programs to student achievement gains. A 2017 Wallace Foundation report shows that site-specific leadership dev. programs are a cost-effective strategy in building staff effectiveness, efficacy, & stability (Kaufman, Gates, Harvey, Wang, and Barrett, 2017). Additionally, we have an ongoing partnership with TNTP to support our collaborative professional learning communities.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$15600
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

In the 2021-2022 school year, 100 % of core content teachers in grades K-8 including our academic interventionists, participated in literacy best practices through training Success for ALL (SFA), Achieve 3000, and I–Ready professional development. Additionally our instructional leaders attended an academic and goal setting leadership retreat, SFA New Leaders conference, and an SFA experienced site conference. Teachers also received weekly best practices training through PLCs led by our site based instructional facilitator.

Most of the best practices we provided during the 21-22 school year are aligned to the Science of Reading and SFA. One practice is the used was an instructional coach to provide support in instructional practices. Our school uses a PLC meeting structure for teachers to collaborate and plan. Every staff member analyzes data and action plans to support student needs during their instructional committees. SFA’s instructional model is data based, and interventions are driven by this data. Every student uses strategies that build ownership and self-efficacy in their classroom instruction, including cooperative learning, explicit rubrics, discussion strategies, and specific progressive instructional release, to name a few. The implementation of these best practices resulted in our previously expressed growth and performance.

The primary sources of data that we used last year was DIBELS, LEAP 2025 scores, DRC benchmark assessments, I-Ready Diagnostic Assessments, GATES , and teacher created formative and summative assessments. As a direct result of our commitment to ensuring our teachers are well versed in best literacy practices, Hynes-Parkview earned a B+ in growth as evidenced by the 2021-2022 SPS.

In an effort to build upon the momentum from last year’s growth, for the 2022-2023 school year, Kindergarten through 4th grade teachers, administrators, and other instructional leaders will participate in the AIMSweb Science of Reading Cohort. This will ensure teachers understand how the brains works to decode print and vocabulary development so that we can be better prepared to support early literacy leaners and struggling readers in our intermediate and middle school. Additionally we will continue weekly PLCs, our yearly leadership retreat, and SFA trainings.

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

Click or tap here to enter text. Our Instructional Facilitator will support teacher leaders during Instructional Team meetings. Instructional Team Meetings will focus on teacher development in providing high quality literacy instruction in reading and language. Teachers will analyze data and complete a Reporting and Planning Guide (RPGs) to indicate their quarterly reading goals and action steps to achieve set goals. These RPGs will be monitored by the Instructional Facilitator to ensure that each grade level team is working effectively to address school-wide reading goals and student academic needs based on phonemic awareness, phonics, fluency, vocabulary and comprehension. Data is stored in SFA Member Center and can be uploaded to Performance Matters to use as an early indicator dashboard. Teachers will receive professional development in their grade level reading program. Through these evidence-based activities, our teachers will be equipped with the skills to address the achievement gaps in reading as indicated in our 2021-22 end of the year academic data and provide equitable learning environment for all students. Instructional coach uses Acadience data to develop mini-lessons to be used in class to strengthen early literacy skills with K-3rd grade students.

				\$ 126000
SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$25000	ESSER III	\$113240
Provide the URL to the following LEA documents.				
<p>School Reopening Plan for In-Person Learning CLICK HERE</p> <p>COVID-19 Vaccination policies for staff and students CLICK HERE Click or tap here to enter text.</p> <p>Masking policies for staff and students CLICK HERE</p> <p>Physical distancing, cohorts, or learning pods CLICK HERE</p> <p><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i></p>				
2022-2023 School Safety Operations		<i>ESSER II or III budgeting for this section is not required as a part of this plan.</i>		
<p>School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by assessing each school's safety posture to create actionable next steps to consider.</p>				
<p>Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.</p> <p>Daily cleaning and sanitizing of high touch surfaces will be completed to ensure a safe and clean learning environment for students and staff. Students and staff will continue with handwashing procedures throughout the day to keep the spread of germs low. Maintenance of the building (air conditioning repairs, kitchen equipment repairs) will be sustained to ensure a safe school environment. Instructional technology will be maintained to ensure that teachers and students have access to learning technology resources needed.</p>				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment				\$ 138240

Double Click to enter each Funding Commitment amount

Budgets in eGMS should be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$ 714,000.00
RECOVERY AND ACCELERATION 2022-2023 Total Funding Commitment	\$ 127,500.00
PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$ 126,000.00
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment	\$ 138,240.00
2022- 2023 Total Funding Commitment	\$ 1,105,740.00

Please recheck your plan to ensure you followed the below directions.

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- If other is selected as an option, please add content to represent “other”.

LEA 2022 - 2023 ARAP Status

- ☐ ARAP Approved
- ☐ ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ☐ ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer **Click or tap here to enter text.**
Initials

Date Click or tap to enter a date.