Hynes Charter School Corporation
Edward Hynes – Parkview Charter School
Literacy Plan
2023-2024 School Year

Literacy Vision and Mission Statement

Literacy Vision: Hynes...quality education shaping leaders for a changing world through direct, explicit, and systematic instruction.

Literacy Mission Statement: Hynes students are equipped to read, think, communicate, problem solve, and lead to create a path toward college and career readiness and become productive and successful global citizens.

Goals

District Goal: By May 2024, network leaders will strengthen the implementation of high-quality curricula to develop an adult culture that supports literacy growth in students through the professional development of teachers. This goal will be achieved through the implemention of the year two Strong Schools Strategic Plan and achieving the 2023 -24 key results.

School Goal: By May 2024, 70% of Hynes – Parkview students will read on or above level according to iReady data.

NOTE: Hynes restarted Parkview in 2021-22. All students who were enrolled in the previous school were allowed to continue. As such, the academic performance of students was significantly below level.

Teacher Goal: By May 2024, 100% of teachers will increase the overall reading proficiency of students enrolled in K-8 by implementing a three-tiered approach to addressing literacy gaps; setting quarterly goals, participating in Instructional Team Meetings, and using the Hynes Systems for accessing student support and differentiation.

2023-24 Student Goals:

By May 2024,
- 75% of Kindergarten students will read on or above level as measured by the state-approved literacy screener.

- First grade students will show an increase from 71% on level to 85% on level on the EOY state-approved literacy screener.
- Second grade students show an increase from 82% reading on level to 90% reading on level on the EOY state-approved literacy screener.
- Third grade students will show an increase from 82% reading on level to 90% reading on level on the EOY state-approved literacy screener.
- Fourth graders will increase from 49% reading on level to 65% or higher reading on level on the EOY state-approved literacy screener.

Literacy Team

Team Members
Principal
Assistant Principal
Assistant Principal
Instructional Facilitator
Solutions Facilitator
Grades K – 1 Instructional Team Teacher Facilitator (ITM)
Grades 2 – 3 Instructional Team Teacher Facilitator (ITM)
Grades 4 – 6 Instructional Team Teacher Facilitator (ITM)
Grades 7–8 Middle School Math/Sci Teacher Facilitator (ITM)
Middle School ELA/SS Teacher Facilitator (ITM)
School and Family Teacher Facilitator
Community Connections Teacher Facilitator
Cooperative Culture Teacher Facilitator
Attendance Team Facilitator
Student Support Facilitator
Communications Teacher Facilitator
PBiS Coordinator

Meeting Schedules

Hynes's weekly meeting cadence follows four basic principles to foster school improvement: review of student achievement data, implement a systems theory that allows teachers and leaders to identify the relationships between the different literacy components to find solutions, implement the goal-focused process, and ask key questions to isolate barriers. Through a distributed leadership model, Hynes provides an organized and consistent structure to include teacher voice and ideas which generate collective efficacy and ownership. This plan-do-study-act cycle is repeated quarterly. All teachers and staff are members of both an Instructional Team and a Solutions Team advancing student success through the higher alignment of goals.

Type of Meeting	Date	Plan Review, Data Analysis, etc.
Instructional Team Meeting (ITM)	8/09/23 9/11/23 10/09/23 11/06/23 12/11/23 1/29/24 3/04/24 4/22/24 5/11/24	Teams meet by component to review student literacy data using the LDOE analysis template and create quarterly targets and action steps that align with school-wide literacy goals. Reporting and Planning Guides (RPGs) are completed and monitored for successful implementation. During subsequent meetings, Instructional Teams update/revise Literacy instructional goals, identify instructional strategies to implement, discuss Member Center data (Classroom Assessment Summary reports), and identify SOR aligned resources to use for Tier 1 small group instruction. Component teams meet to monitor action steps and progress of RPG, Identify areas of strength and areas of concern. Revise or edit action steps if necessary. Teams use progress monitoring data to adjust or modify support and intervention groups. Review current quarter targets, determine successes, and opportunities, identify roadblocks, and set the Quarter Literacy targets for the upcoming quarter.
Solutions Team Meeting (STM)	8/09/23 9/18/23 10/16/23 11/13/23 1/01/23	Solutions Teams meet regularly to ensure that there is a comprehensive approach to addressing the needs of children with social, academic, and/or behavioral challenges such as attendance, intervention, parent and family involvement, community connections, communication, and cooperative culture.

	2/05/24 3/11/24 4/29/24 5/20/24	Reporting and Planning Guides (RPGs) are completed by the teacher-facilitator and team and are monitored by the school's leadership for the successful implementation of the action steps During subsequent Solutions Teams meetings teachers use student achievement to update/revise student support goals.
Leading for Success Meeting (L4S)	Week of: 8/9/23 9/18/24 10/09/23 11/13/23 12/11/23 2/05/24 3/04/24 5/20/24	The L4S team facilitates the coordination of and direction toward school literacy goals for all parts of the school community. Teacher leaders and administrators analyze results, determine future actions, and celebrate success. Key driver data are used to provide feedback on new quarterly targets and action steps. All members are aligned on the literacy program and quality implementation. The Snapshot is used to inform ITM meetings and coaching plans.
Collaborative Planning	8/28/23 9/25/23 11/27/23 1/22/24 2/26/24 4/15/24	Teachers plan ELA Tier 1 small group support and review Diagnostic assessments/prep for Learning about Literacy. Teachers update student literacy progress monitoring packets. Teachers monitor pacing, student literacy achievement, and plan ELA Tier 1 small group support.
Discovery Walk/Snapshot	9/4/23 10/30/23 1/22/24	Monitor for the core principles of literacy instruction, determine trends, opportunities, and successes.
Impact Day	9/27/23 11/08/23 1/29/24 3/18/24	All teachers and staff engage in a deep data dive, complete Student Academic Reviews, and monitor/update Individual Literacy Plans. Data analysis protocol is "I Wonder, I Notice."
Whole Group	8/14/23 10/23/23 1/08/24 3/18/24 5/20/24	The school Leadership team presents student achievement data for the grading period and progress toward AYP. Each instructional team and solutions team share data, targets, actions, and results from their RPG. Successes are celebrated. Student achievement goals for the next quarter are reviewed and school concerns are highlighted that affect achievement goals Present Snapshot data and other key driver data.

Explicit Instruction, Intervention, and Extensions

Hynes's literacy instruction includes a direct, explicit, and systematic approach. As of May 2023, 100% of K-3 grade teachers and administrators completed the AIM Pathways Science of Reading course. Through Success for All, CKLA, Ready Reading!, and LDOE Guidebooks, instruction includes the five pillars of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Teachers incorporate direct Instruction, interactive group practice, and cooperative learning into daily literacy activities. Decodable readers are used to support the presentation sequence for letter sounds that allow for decoding in continuous text and listening comprehension incorporates vocabulary development, semantics, and syntax to ensure that emerging readers are taught through explicit instruction. Furthermore, students use rubrics to generate oral and written responses to text. Students gain experience with both narrative and informational texts.

Reading fluency is strongly emphasized and includes tools that allow students to rate and coach each other with practice to see their growth in fluency including WCPM, prosody, and expression. Direct instruction teaches students strategies for reading, including reading accurately, reading smoothly using punctuation, reading with expression, and reading at the appropriate rate. Teachers model and use exemplars to teach students how to provide feedback to each other as they practice. Fluency targets gradually increase so students experience both success and challenge. Students internalize rubrics to help guide their written and oral responses.

The schools are organized with an 75-minute reading block. During this dedicated time of day, there are minimal to no disruptions or schedule changes. Families are educated on the importance of the components and their role in supporting reading at home.
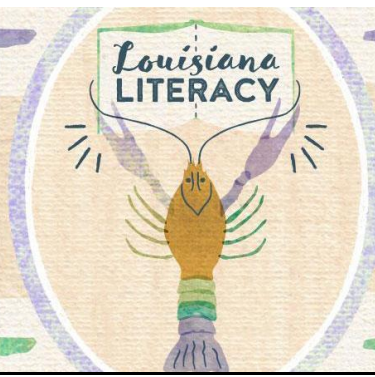
School leaders analyze data and set an annual Reading goal that is consistent with the literacy vision and based on multiple measures of student data including LEAP, Acadience, and iReady. Furthermore, Instructional Teams each identify a SMART quarterly goal and action steps to improve outcomes by impacting teacher instructional strategies and planning.

Each quarter, student progress toward reading on or above level is monitored through leading indicators: attendance, behavior, classroom grades, BOY, MOY and EOY Acadience scores, 1st grade reading inventory (Roots), iREADY, and fluency rubric scores (grades K-3). Teachers and students are celebrated for growth and progress regularly.

Action Plan

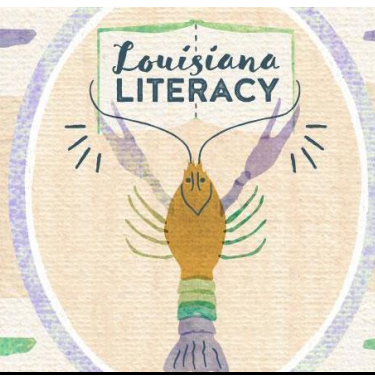| Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Evidence of Success
District Teacher Student Program	April 18 – May 25	Engage stakeholders in the development of the Hynes Literacy plan for the 2023-24 school year	Network, School Admin., L4S	LDOE Lift and Fire resources; IReady ELA, Science of Reading Resources, literacy curriculum	The plan is approved by LDOE and EOY targets are achieved
District Teacher Student Program	May 15 – June 14	Instructional Teams analyze the literacy data to establish student goals for the 1st quarter of the 2023-24 school year.	CAO, Admin Team, L4S	Literacy screeners and multiple measures such as iReady Reading, Member Center, Acadience data	Students and subgroups demonstrate growth in year-to-year data.
District Teacher Student Program	May 26	The Aim Pathways Science of Reading course closes. Certificates are uploaded to the state for all K – 3 teachers and administrators who successfully completed the course.	COO	Aims Pathways	100% of K – 3 teachers and administrators passed the course
District Teacher Student Program	May 30 – June 9	Literacy Summer Program for eligible 3rd and 4th grade students per LDOE Bulletin 1566	Admin Team and summer program	LDOE Lift and Fire resources; IReady ELA, Science of Reading Resources	Students enrolled and attended the summer literacy program will demonstrate growth in identified skills.

			teachers (SOR certified)		Teachers continue to implement the resources during Tier 1 small group literacy instruction.
District Teacher Student Program	July 24 - 28	Literacy Plan is socialized at Leadership retreat and revised, if needed.	Leadership Team	Systems for distributed leadership and teacher efficacy	All members of the L4S team can provide input and feedback to the plan. Plan is revised as needed.
Teacher	August 7 - 8	Hynes Master Series: A 2-day professional development opportunity to engage teachers with resources using tools used to screen and monitor student progress	CMO Admin Team	SOR resources for Tier 1 small group instruction; LDOE Literacy Library Literacy Scope and Sequence Support Guide - use for training and coaching https://www.louisianabelieves.com/docs/default-source/literacy/analyzing-mid-year-data---screener-support-guide.pdf?sfvrsn=81a96518_3; LDOE Literacy Library 4 pillars	Teachers' use of the literacy plan is evident in their planning and instruction.
Teacher	August 2-4	New teachers and staff attend initial professional development for the reading program.	Admin Team	SFA Components and their alignment to SOR CKLA Skills Component K – 2	New teachers deliver direct, explicit and systematic literacy instruction.

				Same as above	New teachers and staff continue to receive support through new teacher meetings and coaching.
District Teacher Student Program	May 25 - August 15	Using EOY 2023 data and subsequent benchmark data, teachers prepare ELA and SOR resources to meet the needs of their students.	IF, SF, Teachers	SOR, LDOE Literacy Standards; Literacy Library; FIRE, LIFT, CKLA The summer literacy pacing guide is used as an exemplar.	Assess for Vocabulary and text Comprehension, Fluency, Decoding and Encoding (Spelling) Phonemic Awareness = LIFT SCREENER How will we assess these areas? How to use data to create small groups? What will the lesson entail? How to differentiate and enrich this component? How will you monitor progress?
District Teacher Student Program	August (BOY) Jan. (MOY) May (EOY)	Literacy assessments are administered: K – 3 Acadience, and K – 8th iReady Reading. Schools review student literacy data and submit names of students in need of literacy support.	Admin Team CSSO	SOR FLOWCHART Screeners for all, diagnostics for some: students that score yellow and red will receive further diagnostics to choose intervention	Teachers will use the analysis template to analyze data: https://www.louisianabelieves.com/docs/default-source/literacy/universal-screener-analysis-template---teacher.pdf?sfvrsn=80026218_2

Students	August 28	Student Literacy Support begins for identified students and Individual Literacy Plans are created.	Admin Team CSSO	Data from summer school Reading Diagnostic Data	Students attending Literacy Support show growth as evidenced by progress monitoring.
District Teacher Student Program	Instructional Team Meetings (See Meeting Schedule)	Instructional Teams meet to review formative and summative Member Center data to identify students not making adequate progress to determine immediate and appropriate interventions. After data is analyzed using LDOE template, goals are set and recorded in the RPG. Teachers discuss ways to alter instruction using a direct, explicit, and systematic approach. These strategies are monitored regularly by Instructional	Admin Team, L4S, Teachers	Teachers will use the analysis template that was completed during ITM meetings: https://www.louisianabelieves.com/docs/default-source/literacy/universal-screener-analysis-template---teacher.pdf?sfvrsn=80026218_2 MOY reflection guide https://www.louisianabelieves.com/docs/default-source/literacy/analyzing-mid-year-data---school-reflection-guide-and-action-plan.pdf?sfvrsn=80a96518_3	Teachers implement Tier 1 support for identified students based on skills. Students are progress monitored. Students' literacy progress will be discussed during subsequent Instructional Team meetings, leading to adjustments to literacy instruction or the literacy plan.

		Facilitators and teachers receive ongoing feedback and coaching.			
District Teacher Student Program	Every 4 Weeks	Student academic review updates are logged and reviewed by the administration. This review includes all students with an intentional focus on students with Individual Literacy Plans.	Admin team, Teachers, CSSO	MTSS Flowchart	MOY Literacy Review Tool (teacher focus) https://www.louisianabelieves.com/docs/default-source/literacy/analyzing-mid-year-data---school-and-teacher-scenarios.pdf?sfvrsn=86a96518_3
District Teacher Student Program	Solutions Team Meetings (See meeting schedule)	Solutions Teams meet regularly to ensure that there is a comprehensive approach to addressing children with academic and behavioral challenges (attendance, intervention, parent and family involvement, community connections, communication, and cooperative culture.) Reporting and Planning guides are completed and monitored for the	Admin Team, Teachers, CSSO	ITM quarterly targets/Reporting and planning guides	Instructional targets are supported by the intentional strategic quarterly goals set by Solutions Teams. Solutions Teams engage all stakeholders in the promotion of literacy goals.

		successful implementation of the action steps During subsequent Solutions Teams meetings teachers use student achievement to update/revise student support goals.			
Student	Quarterly (see meeting schedule)	Impact Days: Teachers and staff engage in a deep data dive to complete Student Academic Reviews, and monitor/update Individual Literacy Plans. These meetings are in small groups.	Admin Team, All teachers and staff	BOY, MOY, and EOY literacy data, iReady Reading Quarterly benchmark data, Member Center data, and classroom formative and summative assessment data.	Students with Individual Literacy plans are showing progress toward their growth goal.
Teacher Program	Quarterly	SFA On-Site Coaching Technical support for leaders and teachers is provided by Success for All during official visits. A School-wide Snapshot is maintained and used to increases teacher mastery level from mechanical to refined.	Admin Team CAO CSSO	School-wide Snapshot- leading indicators for student achievement.	Throughout the year, student engagement strategies and teacher instructional practices shift to a more refined implementation.

Ongoing Professional Growth

Potential PD Planning

Month/Date (When can PD be scheduled throughout the school year?)	Topics (What topics are most needed and should be covered and/or prioritized?)	Attendees (Who would benefit most from this PD? Consider also who can re-deliver to other teachers/faculty.)
Weekly PLC with TNTP	Eureka 2 pacing, unpacking, acceleration and scaffolding, analyze student data	All teachers
Instructional Team Meetings (see meeting schedule)	Differentiation Strategies in ELA Literacy Instructional Indicators Reading Coach - SFA	All teachers
Leading for Success June 5th and 6th July 24th – 28th	Greater Coaching Creating SMART goals Aspiring Leaders Retreat	Leading for Success Team
Hynes Master Series August 7th and 8th	Literacy Screener Screener Analysis Reflection Guide Creating Literacy Goals Targeted Tier 1 Intervention Tools LIFT Resources FIRE Resources	CMO Admin Teams Teachers Staff
Impact Days See Meeting Schedule	Review literacy data and progress monitoring data to make necessary adjustments to literacy support and intervention groups.	Admin Teams Teachers Staff
Science of Reading August 2022 – May 2023	Aims Pathway Course Science of Reading	CMO, Admin Team, and K – 3 teachers

Family Engagement Around Literacy

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2023	Orientation Meetings- school leaders and teachers share the vision of excellence for instruction and other instructional areas, share goals for literacy program, lay out expectations and student standards.	The events are held between 4:45-7PM to accommodate families. Two sessions are also offered. Presentations and materials are distributed to those present and those who could not be present. Parent center computer access on campus.	Hancock Whitney Bank
August 2023 October 2023 January 2023 March 2023	Quarterly PTO Meeting (s) A literacy presentation is always included on the agenda. The presentation is tailored to the goals and needs of the students for that quarter. Q & A tables are staffed by teachers who can provide quick answers to questions. Each school has a Parent Liaison also assists.	Free childcare and homework passes are offered as incentives.	Title I Parent Liaison PTO Officers General Members
Weekly or Bi-Weekly	Weekly and Monthly School Newsletters	Electronic Delivery, home language translation in messages through Parent Square. Parent center computer access on campus.	Community business sponsors Parent Liaison
Week of September 11, 2023	Learning About Literacy (in-person) Event, Grades 1-5/6	Alternative sessions or meetings can be offered to those unable to attend.	Success for All
August 2023 October 2023 January 2024	Solutions Teams Action Plans will incorporate Family Engagement (activities to be	Mixed use of in-person events, electronically distributed materials, social	University of New Orleans Tulane University Xavier University of LA

March 2024	determined) and aligned to data and needs assessments. Example: Set up PSAs at large family events encouraging families to stop by a table to be sure they can access their child's portals and Clever accounts.	media, Parent Square messages. Parent center computer access on campus.	Southern University of New Orleans Hynes Alumni enrolled in high schools requiring volunteerism. Local restaurants and snowball stands for incentive programs. Success for All TNTP Curriculum Associates Achieve 3000 New Schools New Orleans Greater New Orleans Collaborative of Charter Schools
May 2023 May 2024	Distribution and use of family surveys administered every May. School-wide goals are set based upon results.	Electronic delivery and translation, if needed. Parent center computer access on campus.	Cognia Parent Liaison
Regular and Ongoing Use of Platform	Use of Parent Square gives us the ability to share information, school resources, and LDOE literacy toolbox by Literacy Pillars: Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension. Parent Square hosts links to educational resources and portals for student use. Such as iReady and Achieve 3000.	School leaders can track contact ability and can also monitor the delivery of messages.	Gannon Communications H2NOLA Communications DP1 for web support

Initiative Alignment

Other Programs/Initiatives	Connecting to Literacy	Plan to Monitor/Evidence of Success
Application of the Science of Reading PD	Direct, explicit, and systematic approach to teaching literacy	Successful completion and application of Aims Pathways SOR course
KidSMART	Content specific vocabulary is developed through the visual arts	Evidence of students who are well-rounded and seek to expand upon
LA Strong Schools Strategic Plan	Central office leaders and principals implement/ strengthen implementation of high-quality curricula to develop teachers' capacity to teach effective PreK-8 ELA (English Language Arts) lessons	LDOE Strong Schools Strategic Plan and KPRs. Focus groups and survey data. Evidence of student growth, student efficacy and teacher efficacy.
K Alllen Consulting and other trauma informed professional development	Ensuring a high-quality learning environment that meets the needs of all students; resources that support a Hynes classroom that fosters student to student discourse, de-escalation strategies, etc.	Reduced classroom disruptions and increase in evidence of Increase of students meeting their Behavorial goal
Success for All	Materials that support reading structures, content, and assessments. Training that helps to build a stronger school implementation and leadership development to sustain continuous improvement by backwards designing school-wide and grade	Reading cycle data is collected daily and analyzed weekly to set and monitor student literacy targets. ITM component meetings are facilitated three times per quarter to address instructional practices or student engagement techniques. Facilitated by teacher leaders, the small groups pinpoint strengths and opportunities for student achievement in literacy.

	level goals.	
TNTP	External experts meet with the instructional facilitators and chief academic officer for the network to provide strategies to accelerate learning, scaffold lessons, and help leaders implement protocols for data analysis and goal setting.	Regular and ongoing use of GROW platform to track progress of students, the PLCs, and ITMs over a quarter and the school year. LDOE Strong Schools Strategic Plan and KPRs. Focus groups and survey data. Evidence of student growth, student efficacy and teacher efficacy.
Reimagine Grant LDOE and Empower Schools	Scaling school-wide processes and procedures to develop a cluster of schools using the same model for improvement will also enhance student literacy skills. This investment in human capital is intended to increase adult capacity using the Hynes model.	Percent retention of trained staff. Increased student performance in literacy. Professional Learning Communities outcomes.
Aspiring Leaders Program		
Weekly Principal Huddles reporting updates on Key Drivers	Key drivers provide data on literacy leverage points to monitor progress	Data dashboard is updated bi-weekly
Instructional Supervision through Discovery Walks, PLCs, ITMs, GREATER COACHING, formal and informal observations. Data collected from these techniques are analyzed and used to drive further professional development and teacher support.	Alignment to the Hynes Visions of Excellence for Leadership, Instruction, Culture, and Engagement.	Whetstone Grow COMPASS TNTP Success for All School Leadership Center

Communication Plan

Stakeholder Group	Plan for Communicating	Timeline
Leading for Success Team	Summer Retreat	7/24/23
Teachers and Staff	Back to School Orientation	8/
Families	Learning About Literacy – families receive a personal invitation to spend time in their child's literacy class to experience each reading component firsthand. Families see how students set goals based on reading cycle data, and become familiar with strategies to use at home to help their child become better readers.	9/11/23
Newsletters	Internal and external communication of literacy goals and results	Monthly
PTO meetings	Communicate and socialize literacy goals, and strategies that families can use at home to support their child.	Quarterly