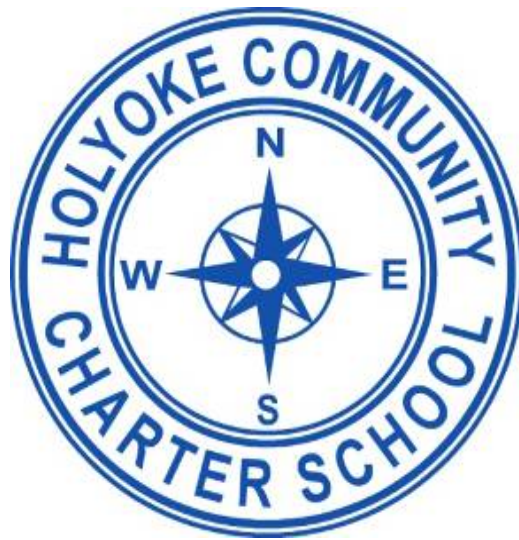


HOLYOKE COMMUNITY CHARTER SCHOOL



Member of the SABIS® School Network



2019-2020 Annual Report

SCHOOL CONTACT:
DR. SONIA CORREA POPE, SCHOOL PRINCIPAL
2200 NORTHAMPTON STREET
HOLYOKE, MA 01040

PHONE: (413) 533-0111
FAX: (413) 536-5444

EMAIL: INFO@HCCS-SABIS.NET
WEBSITE: WWW.HCCS-SABIS.NET

JULY 22, 2020

TABLE OF CONTENTS

1. INTRODUCTION TO SCHOOL AND MISSION STATEMENT	1
2. LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	2
3. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: FAITHFULNESS TO CHARTER	3
-MISSION & KEY DESIGN ELEMENTS	3
-AMENDMENTS TO CHARTER	10
-ACCESS & EQUITY	10
-DISSEMINATION EFFORTS	12
4. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: ACADEMIC PROGRAM SUCCESS	13
-STUDENT PERFORMANCE	13
-PROGRAM DELIVERY	16
5. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: ORGANIZATIONAL VIABILITY	18
-ORGANIZATIONAL STRUCTURE OF THE SCHOOL	19
-BUDGET & FINANCE	20
APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE	A1
APPENDIX B: RECRUITMENT & RETENTION PLAN	B1
APPENDIX C: SCHOOL & STUDENT DATA	C1
APPENDIX D: ADDITIONAL REQUIRED INFORMATION	D1

Holyoke Community Charter School (HCCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School	Holyoke, MA
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	2005	Year(s) the Charter was Renewed (if applicable)	2010, 2015, 2020
Maximum Enrollment	702	Enrollment as of June 18, 2020	702
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year (as stated in the charter)	180	Students on Waitlist as of June 18, 2020	107
Final Number of Instructional Days during 2019-2020 School Year	123 in-person days 62 remote learning days		
School Hours	8:00 am – 3:30 pm	Age of School as of 2019-2020 School Year	15 years
Mission Statement			
The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality public education.			

The Holyoke Community Charter School (HCCS) is a public charter school located in Holyoke, MA, in its fifteenth year of operation. Holyoke is an urban area, where 92% of HCCS students are Hispanic and 67% are from economically-disadvantaged homes.

Features of the SABIS® School Network:

College Preparation for All Students: The school strives to prepare all its students to enter the colleges and universities that are of the best quality and “fit.” We believe that a college education should be accessible to all students who are enrolled in the SABIS® School Network, and the record of college placement by SABIS® students serves as evidence.

Holyoke Community Charter School is highly academically-oriented without being selective. Once a student is enrolled in the school, a diagnostic test is given to assess the student’s skills in English and mathematics. Based on the results of these tests, students are provided with structured support and intervention programs, where appropriate, in order to close any academic gaps. The school supports both students and parents in their efforts to achieve academic success.

Cultural Diversity: The Holyoke Community Charter School believes cultural diversity in its student body and staff is part of its mission to “*educate citizens of the world.*” The diversity of the student body gives students the experience of interacting with children and adults from a variety of backgrounds, providing them with an opportunity to closely relate to people of different cultures, religions, and races. It fulfills one of the goals of the School’s philosophy, which is “*to help students develop a true understanding of the differences as well as the similarities of others.*”

Accountability: We believe that high efficiency and acceptable standards are achieved if individuals are held responsible for their actions and decisions. Hence, every individual at the school is accountable. Administrators bear the responsibility for setting, achieving, and maintaining high standards. The administration shares the curricula for all classes and monitors the attainment of objectives through externally-set assessment. Teachers are held accountable for student achievement.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 2020

As the Chair of the Board, I feel that every year at Holyoke Community Charter School (HCCS) is an adventure. The 2019-2020 school year has been one for the books, History books, that is. In March 2019, a global pandemic (COVID-19) spread like wildfire across the world. When it first hit the U.S., no one knew the extent of what we were dealing with. Despite all the confusion that was happening around the pandemic, Dr. Pope, her team & SABIS worked together and moved quickly to make sure that our students/staff were prepared to move from in-person teaching to the whole new world of online learning. They made sure that the teachers were equipped and trained quickly on how to manage and teach in a virtual environment. They worked with families to ensure they had access to internet, tablets, and any other tools needed to be able to do the schoolwork. I am very proud and grateful for all of the hard work the HCCS team put into making sure the students, family, and staff at HCCS were safe and able to continue the education without skipping a beat during this devastating time.

Some other highlights of the year at HCCS were as follows:

- MCAS (2019): HCCS continued to make substantial progress toward meeting targets; positive student growth was seen especially in Mathematics, where the school has put continued efforts to increase student performance – HCCS continues to outperform the Holyoke Public Schools District while closing the gap toward performance at the state level.
- This year, the three basketball teams made it to the playoffs. The girls' team made it to the quarterfinals, the 3rd-5th grade co-ed team made it to the finals, and the boys' team won the championship.
- During the 2019-2020 school year, HCCS took part in a Federal Programs Review audit in our Special Education and Civil Rights programs. The school was placed in Tier 1, meaning the school had no concerns for performance or compliance in the focused monitoring areas.
- International Day was another huge success, with over seven hundred people in attendance.

Every year here at HCCS seems to be an adventure. I cannot fathom what the 2020-2021 school year will bring.

Sincerely,

Jennifer Gable

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality education. HCCS, with SABIS® as its educational service provider, strives to promote the joy of learning within a distinctive school culture, climate, and character to prepare the HCCS children for success. Communication of the HCCS mission statement is accomplished by displaying it throughout the school and printing it in the student/parent handbook and documents distributed to the community. The mission statement is recited by students daily before starting the academic day. At the beginning of the school year, parents return their signatures that they have received a copy of the handbook and have reviewed it with their children.

HCCS has adopted an educational philosophy that all students can achieve their fullest potential and fulfill their potential to succeed in local area high school pre-college programs. Students are to lead successful lives intellectually, morally, and socially. They will have the ability, discipline, and desire to make meaningful contributions to their communities. Several distinctive methods of educating and supporting students are utilized at HCCS to achieve the desired outcome.

HCCS believes the biggest responsibility of a student is to learn. Students are responsible for managing their behavior to support learning both inside and outside of the classroom. Through its unique, academically-rigorous curriculum, and focus on student involvement, HCCS is preparing its students to earn post-secondary degrees and become involved in civic life. These are the qualities of an educated citizen poised for a successful career.

Key Design Element 1:

Students will be engaged in their education and experience the joy of learning

HCCS has high academic and behavioral standards that are implemented throughout the curriculum and culture of the school. One key element of its mission is “to promote the joy of learning” as a way to engage students in their education and take a personal stake in their academic outcomes. Infusing joy into instruction and the daily experience of each student is accomplished in a variety of ways.

Student Life Organization

The SABIS Student Life Organization® is a student-led society that empowers students to contribute to the management of the school, to make a positive difference around them, and to play an active role in their education as well as the education of others. A “Student Life” period of 45 minutes is scheduled at least three times each week.

While providing opportunities for emotional, social, and moral growth, the SABIS Student Life Organization® helps students to develop academic, managerial, organizational, and leadership skills. Student Life also gives students the chance to get involved in a variety of academic and non-academic activities such as tutoring other students, planning sports and social events, organizing community service projects, and much more.

School Events & Field Trips

The school has an annual calendar of events that includes multiple opportunities for students to become engaged in the school. These include the Academic Award Ceremony, Sports Awards Ceremony, Spelling Bee, mathematics “Jeopardy” competition, and Bingo for Books events. The

largest event, International Day, is one that is planned over the course of the year and culminates in a celebration that features brightly decorated halls, dances, and food celebrating the diversity of our planet. Each classroom is assigned a different country around a theme. This year the theme was “Wonders of the World,” and each grade represented a different country. Students spend the months leading up to International Day researching facts and cultural information about their country and then create presentations, artifacts, and live-demonstrations to teach the visitors of the International Day event.

Field trips are also designed to engage students further into the curriculum. Unfortunately, due to the COVID-19 closure, two year-end field trips were cancelled. The first planned trip was the annual eighth grade trip to Washington DC, a 3-day trip designed to bring their social studies curriculum alive. While on the trip, the students would have visited the United States Holocaust Memorial Museum. Because students read *The Diary of Anne Frank* in seventh grade, this visit also would have allowed them to contextualize what they have learned about. The second planned trip was for seventh grade students to see a live production of *Don Quixote* in Spanish in New York City. The seventh graders read *Don Quixote* as part of their Spanish curriculum, so this trip would have allowed them to see the text come alive while exercising their oral comprehension.

Hands-on Learning

Throughout the school year, teachers are encouraged to infuse hands-on learning and other classroom initiatives to excite students about the topics they are learning. An example of this is the eighth grade frog dissection lab that was scheduled to occur in June of this year. Due to COVID-19 this lab was unable to be executed.

In the eighth grade ELA curriculum, students completed a Figurative Language Poster Activity. In teams of two, students created a visual poster that represented metaphor, simile, hyperbole, imagery, or personification. The poster included a sentence or phrase that exemplified one of these types of figurative language and a visual using color to represent the figurative language. Another project that eighth graders worked on was a *Harriet Tubman: Conductor on the Underground Railroad* presentation. Students prepared a PowerPoint presentation delivered in front of their peers that discussed character, setting, and vocabulary from a different chapter of the book.

In seventh grade, students participated in a debate using the Middle School Public Debate Program guidelines. Students researched the topic and prepared to argue their side. Students also used the judging guidelines to assess which side won the debate.

All of these events and initiatives allow students to experience their education in a non-traditional way. These activities are designed to allow students to take an active role in their education and not be passive learners. HCCS believes that students who are engaged and experience joy in their learning will develop into lifelong learners and become strong, active citizens.

Key Design Element 2:

Students will develop a strong sense of civic responsibility

HCCS employs the SABIS Student Life Organization® (SLO®), a proprietary school-wide system of encouraging students to be involved in every aspect of school life and to reverse negative behaviors into positive ones. Not only are students encouraged to participate in a variety of activities during “Student Life Period,” they are encouraged to lead activities as well as to provide leadership in the functions of school management. Through the SLO®, each grade level (grades 3-8) plans and implements a community service project. Through these community activities, students learn proper and positive social interactions that will prepare them to be successful in college and beyond. Through the SLO®, students organize and participate

in community service initiatives that link them to local community leaders and institutions of higher learning.

Student Initiatives

- **Washington DC trip**

Each year, the 8th grade class takes a 3-day field trip to the nation's capital. A group of approximately 35 students and teachers learn about U.S. History and government as they tour the city. Teachers help students make connections between this real-world experience and their history/social studies curriculum. This is a life-changing experience for the students, many of whom have never traveled outside of the Western Massachusetts region. In the 2019-2020 school year, 40 students had registered for the trip; however, due to COVID-19, the school was forced to cancel the trip to Washington DC.

- **Student Life Training**

Student Life prefects annually attend a leadership training camp over the summer. During the week-long training, the students participate in diversity training, team-building projects, problem-solving, the exchange of best practices, and learn how to develop and deliver a presentation.

- **Student advocacy with community safety organizations**

HCCS Student Life Organization planned an event for May 2020 that invited Holyoke Police Officers, Fire Department officials, and school bus drivers to a breakfast honoring their service and commitment to keeping the community safe. Student Life prefects organized the event; however, due to COVID-19, this event was not able to be held.

- **Local fundraising and community service**

The SLO[®] involves students with many local fundraising projects that also bring them into the community. Each grade (3rd-8th) participates in their own community service project. The students are involved in the planning and implementation. This year some of the projects included a can drive to benefit a local community organization, Pennies for Patients to benefit the Leukemia and Lymphoma society, and a "Rays of Hope" walk to raise funds for breast cancer research.

Key Design Element 3:

All students will be supported in working to achieve their fullest potential through the academic program

HCCS created and implemented the Massachusetts Tiered System of Support (MTSS) team. The purpose of this team is to improve educational outcomes for all students. The focus is to provide to students who are identified as "at-risk" assessments that will determine specific academic needs. The MTSS Team serves as the driving force for instructional decision-making in the building. Achievement and discipline data from universal screenings, which include formative and summative measures, are used to make decisions. The team members ensure that all staff in the building are trained in order to best serve the students. The team is composed of the School Principal, the Academic Deputy, the Academic Quality Controllers, the MTSS Chair, the Social Worker, the Student Management Coordinator, School Adjustment Counselor, classroom teachers, and parents.

This team uses a systematic process to address learning and/or behavior problems of students, K-8, in the school. The process includes the following steps: (1) Gathering of information about the student's academic progress, (2) Assessment and Evaluation of Data, (3) Development of Educational Plan, (4) Implementation of Educational Plan, (5) Evaluation of Progress, and (6) Ongoing Monitoring and Evaluation to ensure progress.

HCCS requires that teachers show student work samples illustrating the student's strengths and/or weaknesses, copy of current grades, anecdotal notes, progress monitoring data, and any other

documentation that could be used to assist the MTSS team in identifying the cause of the student's problems and selecting specific interventions to address the problems. The team acknowledges that the success of the MTSS depends upon professional collaboration among team members and knowledge of the student's educational history and current difficulties. Furthermore, HCCS MTSS Team conducts meetings to review each case and analyze data from common and summative assessments. Instruction is adjusted appropriately based on the analysis. In summary, students are identified, assessed, and monitored in order to ensure academic progress.

The school has created a school-wide attendance initiative called "Roar for Four" to increase student attendance. Students are encouraged to keep their absences to only four in a school year. The "Roar for Four" initiative was presented to students at the beginning of the school year in a pep rally. Signs are hung around the building, and a flyer was mailed home to parents. Students with perfect attendance are recognized with awards. Classrooms with daily perfect attendance are given a "shout-out." Through this initiative, students are reminded of the importance that attendance plays in their overall school performance.

Key Design Element 4:

Students will be exposed to a rigorous curriculum that will prepare them for college and careers

Using the SABIS® model, HCCS implements a curriculum aligned to the Massachusetts Curriculum Frameworks and guided by pacing charts, which require teachers and learners to stay on target to complete required subject matter concepts. HCCS teachers use the SABIS Point System® of instruction, ensuring students follow the daily plan for learning. Teachers teach, but also utilize HCCS students as prefects to aid classmates who need additional support in the subject matter. HCCS prefects are students who lead or participate in the SABIS Student Life Organization®.

In order to ensure students master the essential concepts and that the needs of individual students are met, teachers utilize a variety of instructional methods, such as the SABIS Point System®, SABIS® Pacing Charts, Mastery Learning, Essential Concepts, Teach-Practice-Check Cycle, Academic Cycle, Tutoring, Prefects, and Peer Tutoring. To aid administrators, teachers, and parents in accurately assessing student learning, HCCS also employs data-driven decision-making – the process of gathering student data – academic performance, attendance, demographics, and other information. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. The concept of data-driven decision-making at HCCS stresses continuous improvement, as data are collected for a well-defined set of objectives on an ongoing basis so that subsequent action plans can be designed to address these objectives.

HCCS academic administrators and teachers employ an inclusion model of instruction. In order to ensure the success of all diverse learners, a lesson plan format is used by all teachers. This format explicitly dictates differentiation in instruction for Special Education students within the regular education classroom. The lesson plan also includes language goals to support ELL students. All HCCS teachers have been given support and guidance on differentiated instruction, sheltered English immersion, and meeting the needs of diverse learners. HCCS believes this inclusive model allows delivery of a high quality education to each of its students.

Key Design Element 5:

Providing students with a high quality education by ensuring all teachers and administrators demonstrate competency and are provided meaningful professional development opportunities

Developing HCCS teachers, administrators and other personnel is a priority and key component in retaining an outstanding staff. During regular, annual training sessions, HCCS staff members become familiar with the SABIS® curriculum, pacing charts, teaching methods, the assessment program, classroom management, reporting student performance, student behavior management and discipline, Special Education, English language learners, safety, and other general policies and procedures typical of a SABIS® school. Staff

development at HCCS goes beyond the traditional workshop approach to include activities focused on how to achieve higher standards and fully embrace accountability for student results.

HCCS ensures that its teachers are highly qualified for the subject areas and grade levels for which they provide instruction. Teachers are encouraged to advance their education and licensure status by enrolling in courses that are reimbursable with Title I funds. In the winter of 2019, HCCS partnered with The Collaborative for Education to offer a Sheltered English Immersion (SEI) course to those teachers who did not yet have the SEI endorsement. In this way, the HCCS administration is ensuring high quality instruction for its students.

The school provides teachers with the opportunity to collaborate around specific areas of concern or areas for improvement through Professional Learning Communities (PLC). These PLCs consist of a small group of teachers and administrators who work over several months to suggest and execute plans and programs that will have an impact on instruction, student supports, and school safety. This year, HCCS convened several PLCs, including: Social Emotional Learning (SEL), Educator Mentoring Training Program, Student Opportunity Act (SOA), and Improving School Safety & Security. Due to the COVID-19 closure, the PLCs were suspended until the next academic year.

HCCS provides multiple days of internal professional development. Ten days of professional development training are mandatory for new faculty and staff members in August; returning faculty and staff also attend five days of training. Additionally, two full-days and two half-days of professional development are scheduled during the school year. Due to the COVID-19 closure, only one in-person full-day and one in-person half-day of internal training were provided. Teachers/staff were provided with seven additional remote trainings to transition to emergency remote learning. These internal trainings are in addition to the many external trainings that occur throughout the year. During the 2019-2020 school year, HCCS provided training opportunities in these and other areas:

- **Administration**
including Accountability Plan Training; Annual Report Guidelines; Community Eligibility Provision Webinar: Completing the April Report; Confidentiality and Civil Rights for School Staff; Department of Elementary and Secondary Education: RADAR SPED Intro Webinar; DESE Charter Renewal Process Call; DESE Early Childhood Experiences Data Element Webinar; DESE Webinar on FY20 Federal Grant Programs Monitoring; DESE: Foster Care Transportation Reimbursement reporting Tool Webinar; EOY & SY20-21 Data Collection Changes; Human Resources; Main Office Staff Meetings; Pillar's Retreat; School Procedures
- **Classroom Management/Student Behavior/Social & Emotional Supports**
including 5 Tips for Advocating for Your School Counseling Program; Anti-Bullying Policy and Expectations; DESE Orientation to Educational Stability; DESE Supporting Students' Behavioral and Mental Health and Wellness Webinar; In Pursuit of Equity, Accountability and Success: Latinx Students in MA Conference; Krokidas & Bluestein, LLP: Peer-to-Peer Bullying and Harassment in Schools: School Responsibilities and Liability Exposure; Massachusetts Charter School Association: Individualized Inclusive Behavioral and Academic Interventions; SABIS Student Life Organization® Overview; Social Emotional Learning: Growth Mindset, Self-Management, Self-Efficacy, and Social Awareness; Student Management & Discipline Presentation; Suicide Prevention Training; The Developing Adolescent Brain: Implications for School Counselors
- **Special Education and English Learners**
including DESE MCAS Alt Portfolios-in-Progress session; PESI seminar: Section 504 in Massachusetts; Special Education Overview; Special Education Progress Monitoring; English Learner's Individualized Plans.

- **MCAS and ACCESS**
 including ACCESS Post-testing Protocols and Procedures; ACCESS Pre-Administration Tasks for Technology Staff; DESE Introduction to MCAS-Alt session/Administrator's Overview; MCAS Accessibility and Accommodations for special education students and English language learners; MCAS Blueprint; MCAS Data Analysis; MCAS Overview of Infrastructure Trials; MCAS Test Security Administration Protocols.
- **Curriculum, Assessment, and Instruction**
 including Instructional Technology; Lesson Planning; DESE Leading with Access and Equity Summit; DESE MTSS Planning Institute; Massachusetts Tiered System of Support (MTSS); Math MCAS Training for grades 3-5 and 6-8 math teachers; New Social Studies Curriculum Training; SABIS® Curriculum training; SABIS® Expectations for Educator Evaluation System; SABIS® Point System of Instruction & Lesson Planning; Teacher Mentor Program Mentor and Mentee Meetings; Universal Design for Learning (UDL)
- **Health & Safety**
 including Safety Training; Bleed Control – Emergency Management Training; CPR/AED Certification; Diabetes Numeracy: Enhancing Knowledge and Confidence of School Nurses; First Aid Certification Training; Life-threatening Food Allergies: Essentials for Nurses & Others Working in Private & Public School Settings; Nonviolent Crisis Intervention Flex Education; CPI Instructor Certification Exam; and NCI Virtual Renewal 1:1 Coaching Session; Nurse topics: Seizures, Concussions/Head Injuries, Standard Precautions, Allergies; Physical Restraint Policy & Procedures; Preparing School Nurses and School Teams for Sudden Cardiac Arrest in Schools
- **COVID-19 Pandemic & School Closure**
 Including Activity Ideas for Online Meetings/Classrooms & Virtual Conferences; AIM Return to the Workplace - Here's What We Know; Back to School - School Operation Practices in the New Normal; Best Practices for Supporting Students, Teachers, and Parents; Boston University: How to Cope with Uncertainty; CARES Act - Elementary and Secondary Schools Emergency Relief (ESSER) Funds; Charter Boards Go Remote; Charter School Governance Amid the Coronavirus Pandemic; COVID-19 and Trauma- Using the Trauma-Attuned Model to Support Students; COVID-19 Series: Unemployment Compensation in the Age of COVID; COVID-19 Training for Employees: A Certificate for Healthy Workspaces; COVID-19: Recognizing Disparities during the Pandemic; COVID-19: School nurses' Actions during the Pandemic; COVID-19: School Nurses Connecting with Students During the Pandemic; DESE Commissioner Riley Weekly Conference Call with Charter Leaders during COVID-19 Closure; DESE Conference Call with Associate Commissioner Rob Curtin - Pandemic EBT project; DESE Conference Call with Commissioner Riley and Massachusetts Department of Public Health; DESE Conference Calls with Associate Commissioner Russell Johnson for Special Education services during COVID-19 Closure; DESE Town Hall: Serving Meals During COVID-19; Education Development Center, Transforming Education, DESE: Setting up Effective district-Wide Systems to Support Students' and Educators' Mental Health Needs during COVID-19; Effective School Solutions: Strategies to DeEscalate Emotionally Charged Students and How to Adapt Them to the School Closure Environment; Ethical Considerations in Virtual School Counseling; Financial Turmoil for Public Education: Projections, stimulus, and what superintendents and principals can expect; Massachusetts Charter Public School Association (MCPSA): Opening Government Obligations of Massachusetts Charter Schools; MCPSA: Top 10 Tips & Activity Ideas That Amplify Engagement & Connections Online; MEMA: receiving federal funds under the FEMAS's Public Assistance Program; New England League of Middle Schools: Guidance and Support for the Re-Opening of Our Schools: An Initial Conversation Webinar; Reinforcing Tier I Supports in the Home During the COVID-19 Crisis; School Counseling in an Online World; Supporting Student Mental Health from a Distance; The Nuts and Bolts of Virtual School Counseling; Suddenly Remote Distance Leadership

Key Design Element 6:

Partnership with Families to Build Positive School-Home Relationships

Strong connections between home, school, and community are critical to the positive growth and development of children. Therefore, HCCS places particular emphasis on building close and respectful relationships with the families of the students it serves, promoting active parental participation in the life of the school and encouraging community service within the school and the broader community.

HCCS communicates frequently with parents to ensure they are partners in the education of their child. Given that approximately 92% of HCCS students are Latino, all communications to parents are translated and parents receive communication in both English and Spanish from the school. This is essential to ensuring parents are well informed and involved in the education of their children. HCCS makes use of the following methods to communicate with parents directly: interim reports, report cards, fall and spring parent/teacher conferences, Blackboard Connect Phone Messages, and the SABIS® Digital Platform website. The SABIS® Digital Platform application allows parents to access up-to-date grades, classroom notes, homework assignments, and teacher comments. Always looking for ways to further engage with parents, HCCS has a Facebook page with almost 1,300 followers and uses email to inform parents of important information and upcoming events. In addition, HCCS uses Class Dojo across all grade-levels, a program that allows teachers to provide real-time updates of class performance, instruction, and homework via smartphone or email.

Further, HCCS ensures that parents are integral members of the school community and are partners in the education of their children through the school's *Parent Connection* organization. The mission of the *Parent Connection* is to create an inviting school environment for all of the students, staff, families, and visitors. All parents are members of the *Parent Connection*, but the level of their participation is at their discretion. This group serves as an advocate for having the school and parents work cooperatively in order to make HCCS a success. *Parent Connection* meetings are held monthly at the school. The *Parent Connection* also raises money through a variety of fundraisers. The money raised is used to purchase supplies, provide incentives, and offer free family events and activities.

HCCS hosts a number of events that parents are invited to attend that boast consistently high attendance. Due to the COVID-19 closure, HCCS was not able to hold in-person events after March 13, 2020; however, the school did hold 28 events before the closure, including an October Open House, Book Fair, Parent/Teacher Conferences, and the annual International Day.

Following the COVID-19 closure, the school made multiple efforts to ensure all families were engaged. HCCS created a dedicated page on its website with resources for parents that included not only details about instruction and supporting students at home, but also Wi-Fi, health, nutrition, and other community organization information. The school continued serving meals for drive-by pick-up three days a week throughout the entire closure. For parents/students who lacked a technology device or did not have one adequate for distance learning at home, HCCS provided iPads, Chromebooks, and tablets that allowed them to access their lessons and teachers. School counselors reached out to families not connected to online learning to provide necessary assistance. In order to celebrate the accomplishments of the graduating eighth grade class, a ceremony utilizing social distancing was held in the school's parking lot, where students drove by in their cars as their names were announced over a loud speaker. The parade of cars was greeted by teachers and staff who line up to cheer on the graduates. This event helped parents and students close out their years at HCCS, many for whom stretched all the way back to kindergarten.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
08/21/2019	Board of Trustees Bylaws	Approved

Table 1. Amendments requested in the 2019-2020 school year.

Access and Equity

The most recent, publicly available student discipline data for the Holyoke Community Charter School, published by the Department of Elementary and Secondary Education, is available at

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04530005&orgtypecode=6&=04530005&>.

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension (%)	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	722	52	1.0	6.5	0
English Learner	110	12	2.7	10.0	0
Economically Disadvantaged	536	43	1.3	7.1	0
Students with Disabilities	157	24	3.8	12.7	0
High Needs	590	48	1.2	7.3	0
Female	388	13	0.5	2.8	0
Male	334	39	1.5	10.8	0
American Indian or Alaska Native	0	--	--	--	--
Asian	5	--	--	--	--
African American/Black	11	0	--	--	--
Hispanic/Latino	664	51	1.1	6.9	0
Multi-race, Non-Hispanic/Latino	11	1	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	31	0	--	--	--

Table 2. In- and out-of-school suspension rates for the 2018-2019 school year.

Restorative Practices

The school has developed a robust Behavioral Intervention Department with staff who are trained to utilize restorative practices. This approach teaches and encourages students to identify, reflect upon, and repair the harm that was caused as opposed to enforcing punitive consequences. Some examples of these practices are below:

- RP staff-guided reflection. Students trained for peer-guided as well
- Circles
- RP conferencing
- Collaboration with parents, family, coaches and community leaders
- Peer mentoring
- Mapping
- Mediation

Positive Behavior Interventions and Supports (PBIS)

The school community also incorporates various primary, secondary and tertiary PBIS methods such as the following, which are geared toward proactive measures of reducing disciplinary referrals:

- Primary or school-wide system of support (ex. Shout outs, Student Life, Student Management, events/activities, student of the month etc.)
- Secondary or classroom systems (ex. Class-wide lessons, incentive programs, activities, class-wide behavior management systems etc.)
- Tertiary or individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation)
- Bully prevention month
- Gold slips – Monthly raffles
- Student Management wall of excellence
- Student of the month (class and school-wide)
- Athlete of the month
- Elite Scholars' Club

Student Discipline systems and processes

As an educational institution, one of HCCS' primary goals for the school disciplinary process is to help students learn from their mistakes. The Student Management Department at HCCS works to maintain a civil and orderly academic environment on campus by administering the Student Code of Conduct. The disciplinary system at the school is educational in nature; the goal is to hold students accountable for their actions and to help them understand how their actions impact themselves and others. To monitor the various discipline infractions, the administrators and Student Management Department use an array of monitoring tools to ensure all students' needs are being met. Some of the most common tools that are implemented on campus is the SABIS® Student Management System (SSMS) 581 behavior tracking log, SSMS 580 Infraction Log, SSMS 601 Infraction Comparison Log, student management call log, student management sign-in tracking, Individualized Behavior Tracking Logs, and Individualized behavior plans. Along with these data tracking tools, HCCS uses Student Management staff members to monitor student behavior by conducting consistent classroom check-ins.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Behaviors: Restorative Practices and Positive Behavior Interventions and Supports (PBIS)	Department of Elementary and Secondary Education's "Sharing for Success" 2019 Dissemination Fair on November 8, 2019	School Director & School Adjustment Counselor	Teachers and school leaders from around the state were in attendance.	Presentation slides

Table 3. Dissemination efforts in the 2019-2020 school year.

ACADEMIC PROGRAM SUCCESS

Student Performance

External Assessment

Massachusetts Comprehensive Assessment System (MCAS)

Holyoke Community Charter School's 2019 MCAS data can be viewed on the school's report card posted on the Department of Elementary and Secondary Education's website at:

<http://reportcards.doe.mass.edu/2019/04530005>

2019 Official Accountability Report - Holyoke Community Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	71% - Substantial progress toward targets
Accountability percentile	28

Table 4. Information from the school's report card/statewide Accountability Report.

Overall Performance Comparison and Achievement Trends

HCCS is making substantial progress toward meeting annual improvement targets as set by DESE for Accountability. HCCS expects to continue rigorous and effective implementation of initiatives and supports to provide students with the highest quality education possible. Understanding the high rate of growth that HCCS students made in the Legacy MCAS, HCCS is looking forward to a similar trajectory of growth on the Next Generation MCAS.

English Language Arts and Mathematics Next Generation MCAS

By comparing the Spring 2019 and Spring 2018 scores to the 2017 baseline scores on the Next Generation MCAS, Holyoke Community Charter School students have demonstrated they are outperforming the Holyoke Public Schools (HPS), the district where a majority of HCCS students reside.

In ELA, HCCS students show a positive trajectory of performance, where the grade 3-8 scaled score decreased by just 0.1 point (see Figure 1 below). The ELA scaled score is 13 points above the Holyoke Public Schools and only 7.5 points below the state. It is also evident that HCCS has seen the most growth over the three-year period when compared to HPS and the state. HCCS saw their scaled score grow by 5.9 points, where the state saw an increase of only 2.1 points and HPS saw an increase of 1.7 points.

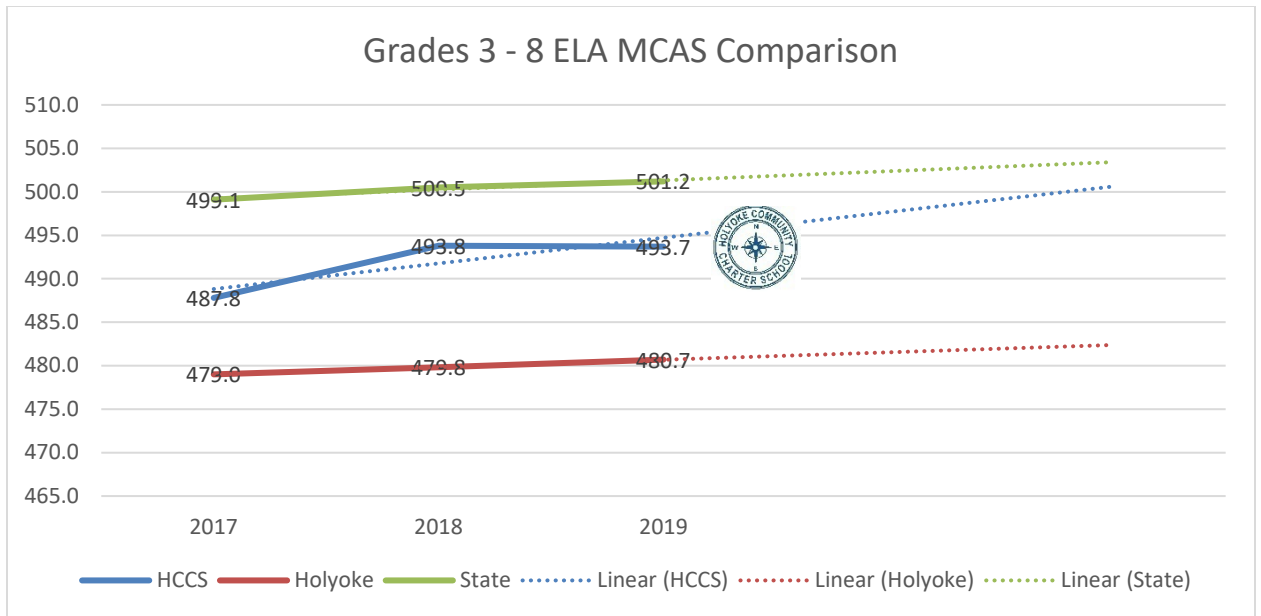


Figure 1. The scaled scores for all students in grades 3-8 on the ELA MCAS for Holyoke Community Charter School, Holyoke Public Schools (Holyoke), and statewide over a three-year period.

In Math, HCCS students showed positive growth when comparing the grade 3-8 scaled score over the past three years (see Figure 2 below). This indicates that HCCS’s program is successfully improving performance for all students. HCCS students in grades 3-8 increased their Math scaled score by 2.2 points, a higher percentage of growth than seen at HPS or the state level. HCCS students have a Math scaled score 14 points higher than the 3rd-8th grade students at HPS and only 9.4 points below the same group of students at the state level.

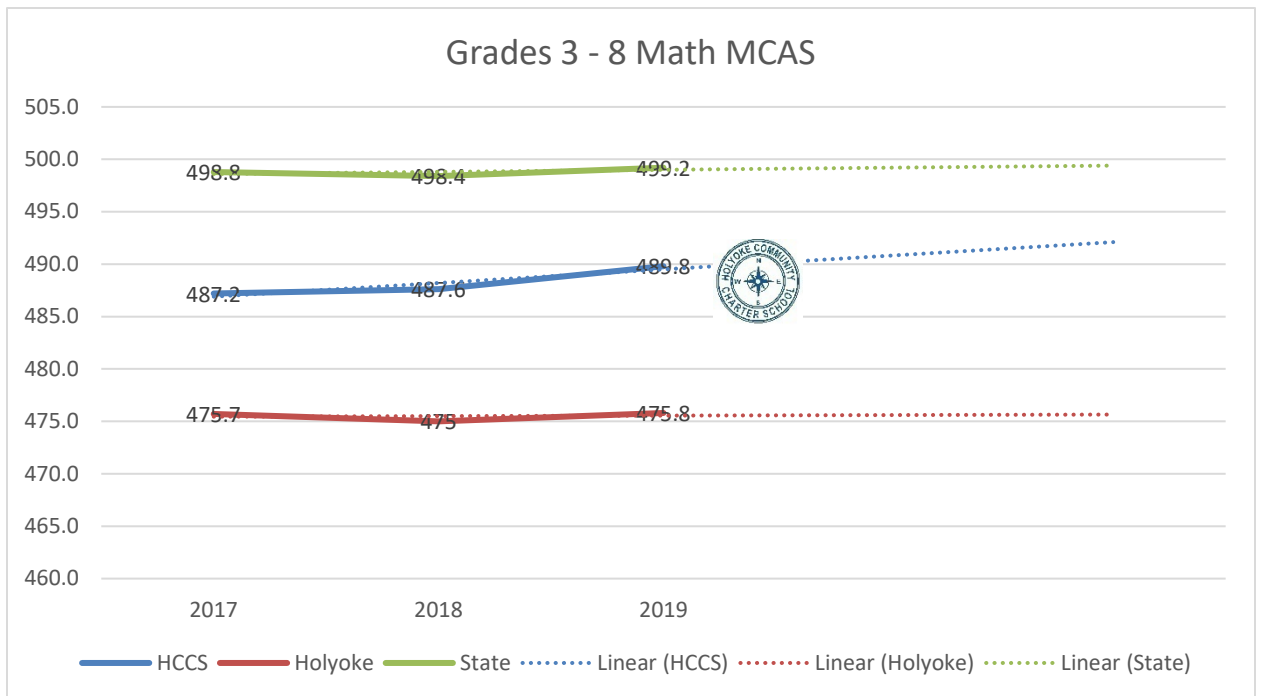


Figure 2. The scaled scores for all students in grades 3-8 on the Mathematics MCAS for Holyoke Community Charter School, Holyoke Public Schools (Holyoke), and statewide over a three-year period.

By comparing both the ELA and Math scaled scores for the 3rd-8th grade students at HCSS over the past three years, it is evident that their growth in performance is closing the gap between HCSS and the state. HCSS continues to analyze student performance and uses targeted and school-wide interventions in order to provide students with an education that will help them to succeed.

English Learners and Former English Learners

In the past two years, HCSS has worked to revise and strengthen its Sheltered English Immersion instruction and English Learners curriculum. These efforts have proved to have positive outcomes for English Learners and Former English Learners on the MCAS over the 2017 baseline. On the Spring 2019 MCAS, EL and FEL students at HCSS exceeded targets in ELA and Math (see Figure 3, below).

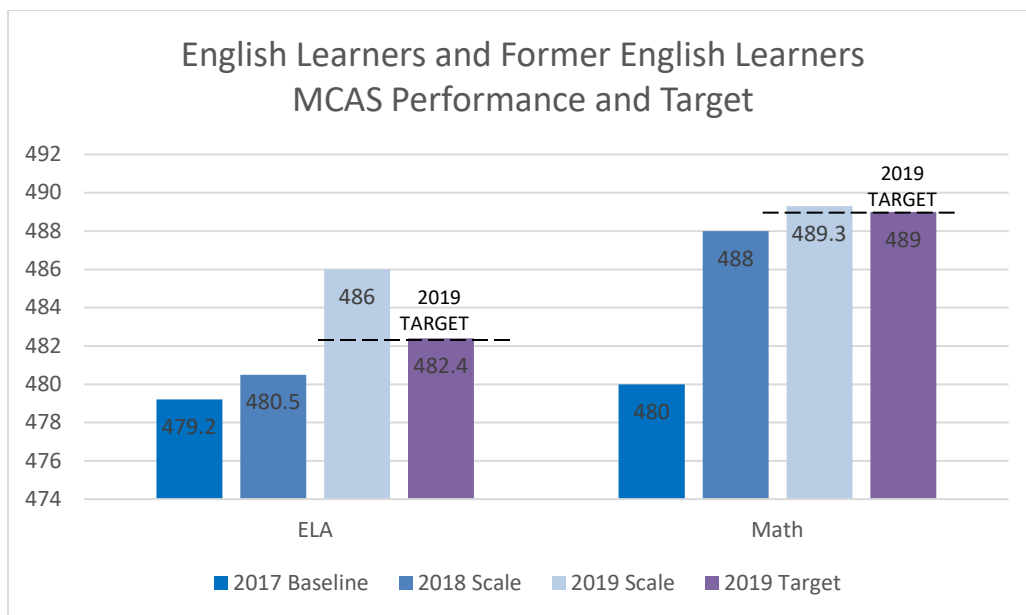


Figure 3. The scaled scores for all EL and FEL students in grades 3-8 on the ELA and Math MCAS for Holyoke Community Charter School and 2019 targets.

External Assessments: ACCESS

Serving a large population of Latino students, many of whom come from homes where English is not the first language, Holyoke Community Charter School (HCCS) understands the importance of providing a strong English Learners (EL) curriculum. Through the English-language proficiency – Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) scores, HCCS has demonstrated that EL students make remarkable progress in becoming proficient in the English language.

The chart below compares EL student performance on the ACCESS over a period of four years from 2016-2019. In order to show progress of the same individual students, only those students who were enrolled at HCCS and took the ACCESS for each of the four years was included. The chart shows that over the four years, students scoring at a Level 1 and Level 2 decreased to zero, as those students moved through the EL program and scored at higher proficiency levels each year. By the fourth year in the ELL program, all students had moved beyond level 1 and 2. In comparing the 2016 to 2019 scores, the growth over these four years is dramatic – in 2016, 44% of students were at level 1, 2, or 3. By 2019, only 4% of students scored in a Level 3 and 96% of students had progressed to Level 4/5. This demonstrates that EL students at HCCS are making progress and are on track to attain English proficiency within six years, a state measure.

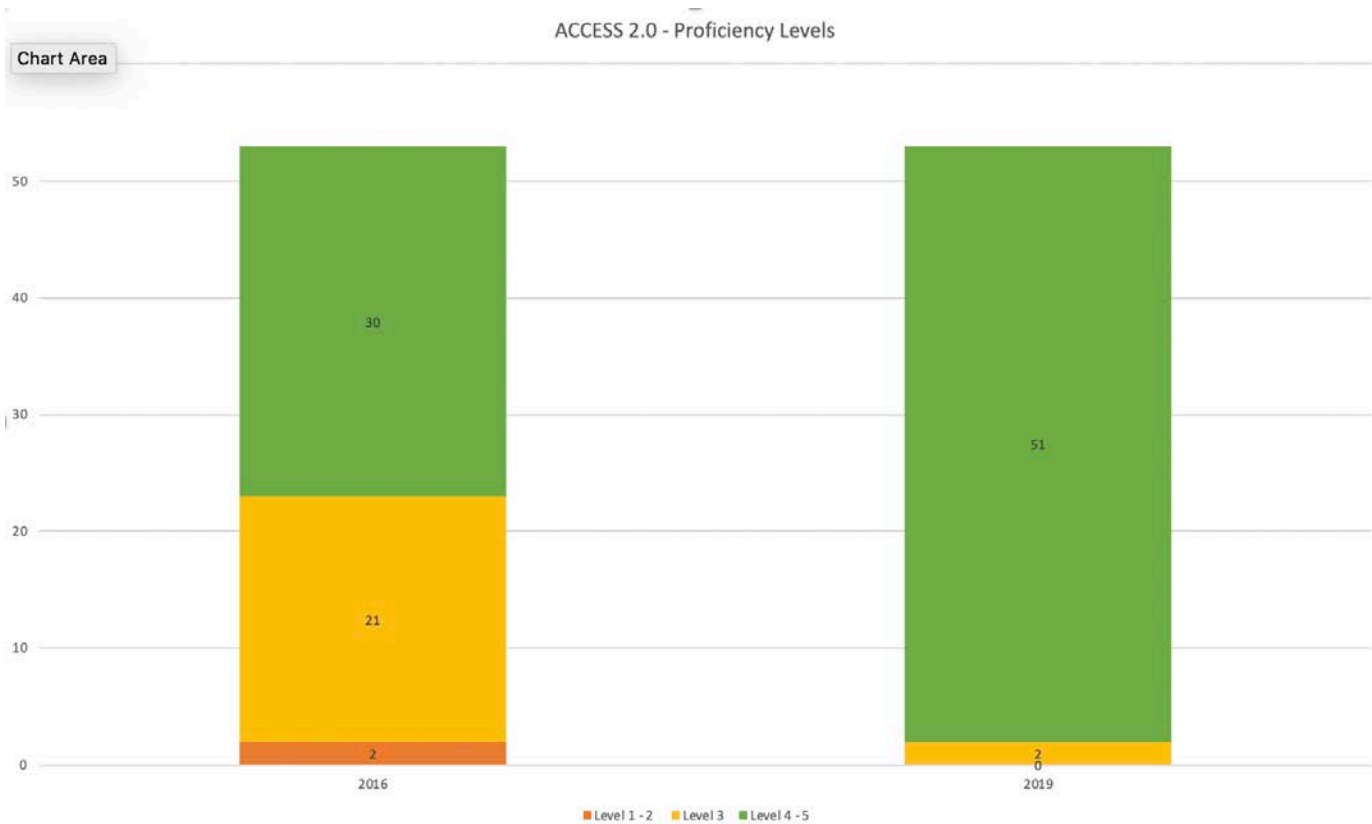


Figure 4. HCCS English Language Learners (ELL) students’ performance on the statewide Assessing Comprehension and Communication in English State-to-State (ACCESS) exam.

Academic Program

No significant changes were made to the school’s curriculum, instructional model, assessment methods, or supports for diverse learners.

Curriculum

HCCS implements the SABIS® K-8 curriculum guided by pacing charts, which require teachers and learners to stay on target for completing required subject matter concepts. The curriculum is aligned to the Massachusetts Curriculum Frameworks and is integrated, sequential, and includes the teaching of age-appropriate skills, knowledge, and values.

Instructional Model

HCCS teachers use the SABIS Point System® of instruction ensuring students follow the daily plan for learning. Teachers teach, but also utilize HCCS students as prefects to aid classmates who need additional support in the subject matter. HCCS prefects are students who lead or participate in the Student Life Organization®.

The SABIS Point System® involves the teacher listing the points that will be covered during a lesson on the white-board at the beginning of the class. The points serve as the agenda for the class and articulate to students up front what the learning objectives for the lesson will be. Teachers then proceed through the SABIS® teaching cycle to ensure students master each concept. While the teacher follows this process, s/he marks off points on the white-board as students demonstrate they have mastered each concept. Through this process, the teacher continuously gauges the learning progress of each student to ensure mastery of concepts. The process begins again with a new lesson.

Assessment Methods

The internal assessment system at HCCS is organized around the primary purpose of improving student learning. Assessment systems provide useful information about the attainment of goals and the academic progress of HCCS students, including accountability for essential concepts learned at each grade level in the core subjects. Classroom assessments are integrated into curriculum and instruction through SABIS® Periodic Exams and computerized SABIS Academic Monitoring System® tests. Such assessments reflect students' actual knowledge and are created to be adapted to accommodate the specific needs of particular students. HCCS believes assessments are valid when they measure what has been taught.

The results from these assessments are monitored and evaluated on a regular basis to ensure that the curriculum is meeting the needs of individual students. This system allows both teachers and school leadership to closely monitor student learning. By doing this, the school is able to identify gaps in learning and quickly address them before moving students onto new concepts and skills.

Supports for Diverse Learners

HCCS Academic Administrators and teachers implement an inclusion model of instruction. In order to ensure the success of all diverse learners, a lesson plan format is employed that explicitly dictates differentiation in instruction for Special Education students within the regular education classroom. The lesson plan also includes language goals to support EL students. Special education and English Learners (EL) teachers assist regular content teachers by providing them support and guidance on differentiated instruction, sheltered English immersion, and meeting the needs of diverse learners. HCCS believes this inclusive model allows delivery of a high quality education to each of its students.

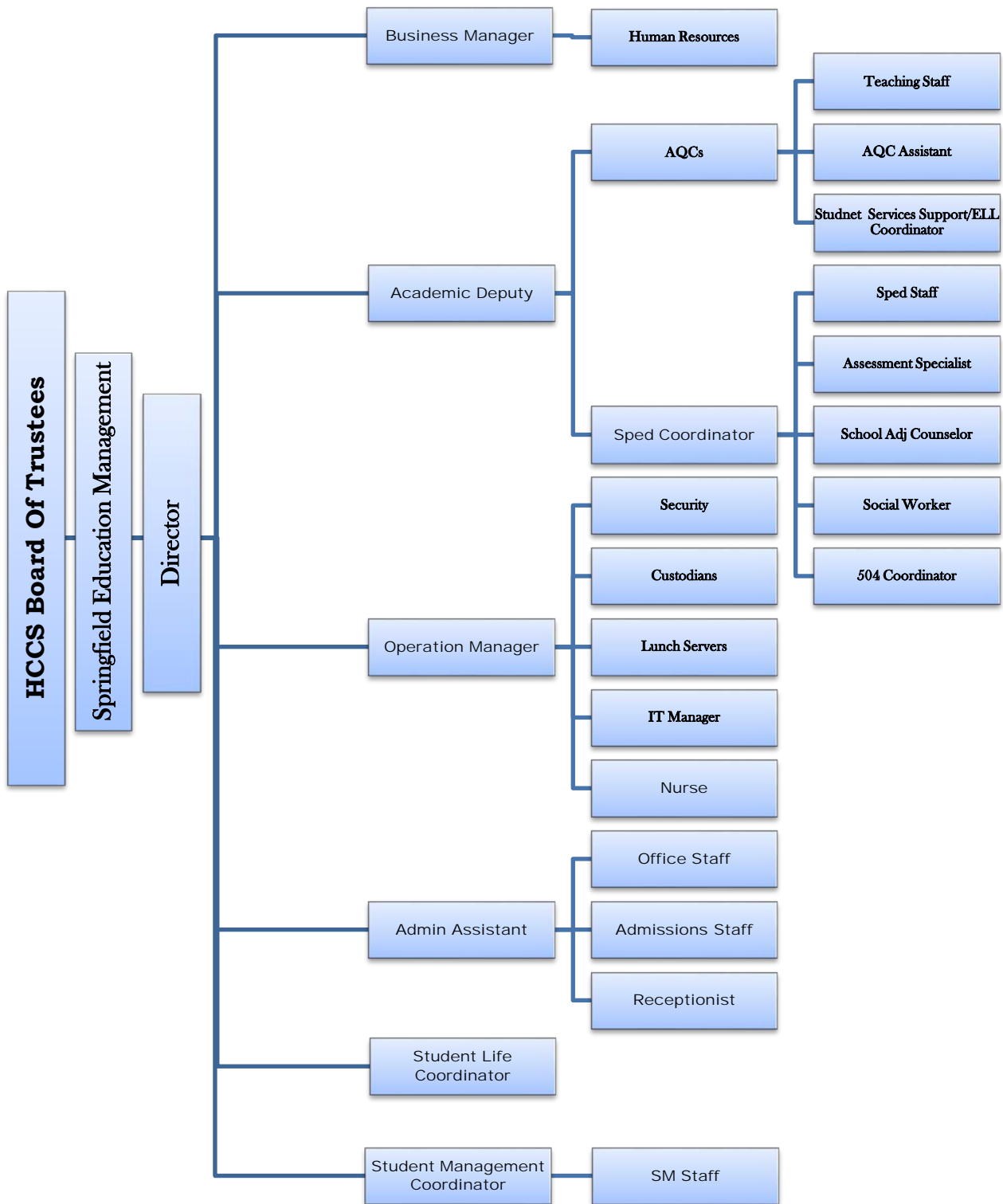
Organizational Structure of the School

Holyoke Community Charter School made no changes to the organizational structure of the school during the 2019-2020 school year, nor does it anticipate any changes for the upcoming year.

The school is staffed with a leadership team consisting of many roles. The school leader has been in the position since year one. School administrators have always reported a system of strong communication to improve student learning and implement the mission.

HCCS has been able to sustain a well-functioning organizational structure and maintain clearly delineated roles for all. At the school level, HCCS has a school director, an Academic Deputy, two Academic Quality Controllers (AQC), a Student Life Coordinator, a Student Management Coordinator, a Special Education Coordinator, an EL Coordinator, an Operations Manager, a Business Manager, and Human Resources Coordinator. Each administrator has clearly defined roles and responsibilities within the school. The board of trustees and SABIS® share responsibility for the evaluation of the director. The school director formally evaluates the other administrators and collaborates with the AQCs to evaluate all of the teachers.

Organizational Chart



Budget and Finance

Unaudited FY20 statement of revenues, expenses,
and changes in net assets (income statement)

Statement of net assets for FY20 (balance sheet)

Fiscal Year 2020 Financial Reports

Statement of Revenues and Expenses

Operating Revenue	
Student Tuition	10,282,368
Federal Grants	894,287
Interest Income	66,100
Food Service Income	433,933
After School Program, net of expenses	2,359
Other Income	17,797
TOTAL OPERATING REVENUES	11,696,845
Operating Expenses	
Marketing & Recruitment	14,611
Bank Fees	7,422
Board & Trustees Expense	9,776
Classroom & Other Supplies	376,352
Food Service	459,277
Grants Program	894,287
Insurance	35,503
Interest	92,545
License Fee	21,828
Management Fee	1,439,532
Utilities	151,807
Office Supplies, Postage	37,605
Payroll Services	34,678
Professional Services	34,201
Repairs, Maint & Supplies	347,276
Salaries & Benefits	5,199,715
Staff Development	17,620
Special Education	144,140
Telephone	21,888
Transportation	420,671
Computer Expenses	29,966
Depreciation & Amortization	548,237
TOTAL OPERATING EXPENSES	10,338,937
Change in net assets	1,357,907
Net Assets, Beginning of Year	14,232,345
Net Assets, End of Year	15,590,252

Note: This Statement reflects preliminary unaudited numbers

Statement of Net Assets FY20

Assets	
Current Assets	
Cash & Cash Equivalents	6,632,195
Debt Service Reserve	253,865
Receivables	252,225
TOTAL CURRENT ASSETS	7,138,285
Capital Assets	
Property & Equipment	17,674,819
Accumulated Depreciation	-5,616,291
Capitalized Int & Loan Costs, net of amortization	191,861
TOTAL CAPITAL ASSETS	12,250,389
Total Assets	19,388,674
Liabilities	
Accounts Payable	77,613
Accrued Compensation	533,841
Accrued Liability	878,805
Bonds & Notes Payable	2,308,162
Total Liabilities	3,798,422
Total Net Assets	15,590,252
Total Liabilities & Net Assets	19,388,674

Note: This Statement reflects preliminary unaudited numbers

Approved School Budget for FY21

FISCAL YEAR 2021 APPROVED SCHOOL BUDGET

Capital Budget

Furniture & Equipment	38,800
Computer Equipment & Software	11,780
Building Improvements	86,556

TOTAL CAPITAL OUTLAY **137,136**

Operating Budget

Operating Revenues

Student Tuition	10,208,247
Federal Grants	1,277,278
Interest Income	52,140
Food Service Income	533,171
After School Program net of expenses	(9,034)
Other Income	12,500

TOTAL OPERATING REVENUES **12,074,303**

Operating Expenses

Marketing and Outreach	18,000
Bank Fees	8,000
Board of Trustees Expense	30,000
Classroom and Other Expenses	422,180
Food Service	502,106
Grants Program	1,277,278
Insurance	36,568
Interest	86,423
License Fee	22,000
Management Fee	1,429,155
Utilities	148,350
Office Supplies, Postage	34,550
Payroll Services Charge	42,000
Professional Services	37,231
Repairs, Maintenance, and Supplies	422,682
Salaries & Benefits	5,497,968
Staff Development	11,000
Special Education	140,528
Telephone	17,944
Transportation	587,004
Computer Expenses	56,016
Depreciation & Amortization	548,237

TOTAL OPERATING EXPENSES **11,375,219**

Change in Net Assets **699,084**

Net Assets, Beginning of Year **15,590,252**

Net Assets, Ending of Year **16,289,336**

FY21 School Budget approved on MAY 27, 2020

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	702
Number of students upon which FY21 budget tuition line is based	702
Number of expected students for FY21 first day of school	702
Please explain any variances: <i>N/A</i>	

Capital Plan for FY21

FISCAL YEAR 2021 CAPITAL PLAN

**Holyoke Community Charter School
Capital Projects Planning Fiscal Year 2021**

Type	Description	Estimated Cost
Building		\$ 86,556
	HVAC Updates	\$ 15,000
	Security Systems Update	\$ 33,556
	Capital Reserve	\$ 30,000
	Maintenance Equipment	\$ 8,000
	Gymnasium and building upgrades project	Pending
FF&E		\$ 50,580
	Admin Furniture	\$ 10,000
	Classroom Furniture	\$ 28,800
	Computer Equipment	\$ 11,780
TOTAL		\$ 137,136

APPENDIX A

HCCS 2019-2020 Accountability Plan Report Faithfulness to Charter

	2019-2020 Performance- (Met/Partially Met/Not Met)	Evidence
Objective: Students at the Holyoke Community Charter School will be engaged in their education and experience the joy of learning.		
Measure: Annually, at least five extra-curricular academic opportunities will be provided to students.	Measure not met due to COVID-19 Closure	HCCS scheduled five extra-curricular academic opportunities to take place during the 2019-2020 year: <ol style="list-style-type: none"> 1. Fourth Grade Spelling Bee (11/08/2019) 2. Fifth Grade Spelling Bee (11/12/2019) 3. Spanish Spelling Bee (scheduled for April 2020) 4. Math Competition (scheduled for March 2020) 5. National Spanish Exam (scheduled for April 2020) Due to the COVID-19 Closure, which began on March 15, 2020, only two of these opportunities were able to be held.
Measure: Annually, 85% of students in grades 6-8 who voluntarily participate in the National Spanish Examination will receive an honorable placement.	Not Measurable due to COVID-19 Closure	Due to the COVID-19 Closure beginning on March 15, 2020, students were not able to participate in the National Spanish Exam, which was scheduled for April 2020.
Measure: HCCS will annually hold at least three events celebrating student achievement.	Measure not met due to COVID-19 Closure	HCCS scheduled five events to celebrate student achievement in the 2019-2020 year: <ol style="list-style-type: none"> 1. Academic Awards Ceremony (scheduled for May 2020) 2. Sports Awards Ceremony (scheduled for May 2020) 3. MCAS Performance Rally (scheduled for May 2020) 4. Honoring Our Families Event (scheduled for June 2020) 5. Eighth Grade Ceremony (held 06/19/20) Due to the COVID-19 Closure, which began on March 15, 2020, the first four events were not able to be held. The Eighth Grade Ceremony was held as a drive-thru, socially distant event in the school's parking lot. Parents and students were invited to attend this event that celebrates completion of the eighth grade. In addition to completion certificates, the two students with highest GPA are awarded with a scholarship and students who qualified are awarded the President's Award for Educational Achievement.
Measure: Annually, 90% of students from grades 3rd through 8th will participate in Student Life activities measured by attendance.	Met	During the 2019-2020 academic year 99% of students from grades 3 through 8 have participated in Student Life activities. The SABIS Student Life Organization® is a student-led society that empowers students to play an active role in their education as well as the education of others. Students voluntarily sign-up to participate in Student Life.
Objective: Holyoke Community Charter School students will develop a strong sense of civic responsibility.		
Measure: Annually, 100% of students from 3 rd -8 th grade will participate in the planning and implementation of a grade level community service activity.	Met	100% of students in grades 3-8 participated in the planning and implementation of a grade level community service activity. Each community service project extended over a multi-day period and gave opportunities for logistical planning, promotion, and creativity every student was able to partake. <ul style="list-style-type: none"> • Grade 3: Pennies for Patients (October 2019) – donated to The Leukemia and Lymphoma Society

		<ul style="list-style-type: none"> Grade 4: Rays of Hope (October 2019) - donated to Baystate Health Cure for Breast Cancer Walk Grade 5: Food Drive (November 2019) – donated to the Western Mass Food Bank Grade 6: Can Drive (November 2019) – donated to Margaret’s Pantry (Holyoke Food Bank) Grade 7: Toy Drive (December 2019) – donated to Enlace de Familias Grade 8: Clothing Drive (December 2019) – donated to Margaret’s Pantry
<p>Measure: Annually, 80% of eighth graders will enroll in the peer guidance program (designed to promote academic engagement for lower school students) and will log at least 10 hours of service.</p>	<p>Measure not met due to COVID-19 Closure</p>	<p>Through the Peer Guidance Program, eighth grade students participate in many of the peer guidance opportunities at HCCS, including the Peer Mentoring program, the Reading Partners program, and the Peer Tutoring program. Participation is logged by the student and the Student Life Coordinator. In the 2019-2020 year, 98% of eighth graders were enrolled in the peer guidance program. 52% of eighth graders were able to complete and log 10 hours or more. Another 46% of eighth graders (29 students) were in the process of logging their hours when the school was forced to close due to COVID-19. These students were therefore unable to complete the ten hours, which would have happened through April and May.</p>
<p>Objective: Holyoke Community Charter School will provide support for all students to achieve their fullest potential through the academic program.</p>		
<p>Measure: Annually, HCCS will provide at least three different targeted academic interventions to improve academic success.</p>	<p>Met</p>	<p>During the 2019-2020 academic year, HCCS provided six different targeted academic interventions that are designed to improve academic success: Reading Support program, after-school academic support; Reteach/Retake, Lexia, IXL, and MTSS.</p>
<p>Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Reading assessment.</p>	<p>Not Measurable due to COVID-19 Closure</p>	<p>Due to COVID-19 closure, the end of year STAR assessment was not administered; therefore a growth percentile is not available.</p>
<p>Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Math assessment.</p>	<p>Not Measurable due to COVID-19 Closure</p>	<p>Due to COVID-19 closure, the end of year STAR assessment was not administered; therefore, a growth percentile is not available.</p>
<p>Objective: Holyoke Community Charter School will have high expectations for students’ learning to prepare them for college and careers.</p>		
<p>Measure: Annually, HCCS will achieve a 95% promotion rate (according to the SABIS® promotion criteria*).</p>	<p>Not Measurable due to COVID-19 Closure</p>	<p>Due to COVID-19 Closure, remote learning began on March 15, 2020. SABIS AMS, Periodic Exams, and End-of-Year exams could not be administered. Therefore, the SABIS promotion rate could not be applied. As per DESE recommendation, all students were promoted.</p>

<p>Measure: HCCS will achieve a 90% attendance rate on a monthly basis for students in grade K-8.</p>	<p>Met</p>	<p>For the 2019-2020 academic year, HCCS has achieved an overall average attendance rate of 95.6% and a minimum of 93% attendance rate on a monthly basis. Due to the COVID-19 Closure, remote learning began on March 15, 2020. Attendance data was collected for the months of September 2019-February 2020 and for the period of March 1 – March 13, 2020 <i>See Object A1</i></p>
<p>Measure: In an annual survey with a 90% response rate, at least 90% of parents will agree with the statement: “The school has high expectations for my child’s learning.”</p>	<p>Met</p>	<p>94.6% of parents responded to an annual survey during the 2019-2020 year and 99% agreed with the statement “The school has high expectations for my child’s learning.”</p>
<p>Objective: Teachers will be provided with professional development opportunities that will increase subject competency and instructional effectiveness for diverse learners.</p>		
<p>Measure: HCCS will annually provide at least three full professional development days to teachers, each with a 90% attendance rate, with topics including special education and English Language Learners.</p>	<p>Met</p>	<p>During the 2019-2020 year, HCCS provided three full professional development days to teachers that included topics dealing with Special Education and English Language Learners. Each of these professional development days had above a 90% attendance rate. <i>see Object A2</i></p>
<p>Measure: In staff surveys with a 70% response rate, following professional development training sessions, 95% of teachers will indicate that each session provided helpful information that impacts their teaching practices.</p>	<p>Met</p>	<p>Following the August, October, and January professional development days, teachers were asked to complete a survey indicating if the sessions “presented helpful information that can impact my teaching practices”. In all of the surveys, the response rate was never lower than 70%. The average response rate was 88.5% An average of 99% of teachers indicated that each session provided information that impacts their teaching practices (rates of agreement range from 95% to 100%). <i>see Object A3</i></p>
<p>Measure: 100% of teachers will receive three observations annually that provide feedback on instruction, classroom management, and student engagement.</p>	<p>Measure not met due to COVID-19 Closure</p>	<p>During the 2019-2020 academic year, 64% of teachers received at least three observations that provided them feedback on instruction, classroom management, and student engagement. Due to the COVID-19 Closure, remote learning began on March 15, 2020 and no further in-person observations were possible. 34% of teachers had received at least two observations before the closure and 2% had received one observation before the closure. This measure would have been met if observations continued from March – May.</p>
<p>Objective: Holyoke Community Charter School will engage families through events that promote positive home-school connections.</p>		
<p>Measure: HCCS will hold at least twenty annual parent events/workshops that will engage families and empower parents to become strong stakeholders in their children’s educations.</p>	<p>Met</p>	<p>HCCS held a total of 28 parent events and/or workshops that were designed to engage families and generate involvement in their children’s education. An additional eleven events were scheduled for March 13-June 9, 2020. Due to the COVID-19 Closure, these events were cancelled. <i>see Object A4</i></p>
<p>Measure: Following at least three parent events/workshops, 80% of parents in</p>	<p>Met</p>	<p>HCCS conducted parent surveys following three different events throughout the year. The response rate varied from 83% to 100%. The percent of respondents who agreed to the statement</p>

attendance will respond to a survey and 90% of respondents will agree to the statement “This event helped me to feel engaged in my child’s education”.		that “this event helped me to feel engaged in my child’s education” ranged from 92% to 100%. <i>see Object A5</i>
Measure: Annually, 90% of parents will attend an individualized meeting at the school with administrators and/or teachers.	Measure not met due to COVID-19 Closure	As of March 13, 2020, 79% of parents came to the school to attend an individualized meeting. Due to COVID-19 Closure, meetings after March 13 were not possible. Only 56 additional parents needed to attend a meeting to meet this measure. The school would have met this measure if not for the COVID-19 closure. April Parent/Teacher Conferences and end-of-year conferences were not able to be held.

Objective and Measures related to Dissemination (required):

Objective: HCCS will be an active partner with the Holyoke community by engaging local public school districts in events that promote best practices.		
Measure: Annually, HCCS will invite local area districts, including the Holyoke Public Schools, to at least one workshop to demonstrate best practices while serving diverse learners.	Measure not met due to COVID-19 Closure	HCCS planned to hold a dissemination workshop in April 2020. Due to COVID-19, the workshop was cancelled. However, HCCS did present at the DESE “Sharing for Success” 2019 Dissemination Fair on 11/08/19. The presentation focused on Social Emotional Learning.

Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

Objective: HCCS will provide World Language education to prepare students for citizenship in the global economy.		
Measure: 85% of students will pass internally developed assessments in our unique World Language Program according to SABIS® grading criteria*.	Not Measurable due to COVID-19 Closure	Due to COVID-19 Closure, remote learning began on March 15, 2020. SABIS AMS, Periodic Exams, and End-of-Year exams were not able to be administered. Therefore, the SABIS® grading criteria could not be applied.

Accountability Plan Evidence

Faithfulness to Charter

Measure: HCCS will achieve a minimum of 90% attendance rate on a monthly basis.

Academic Year 2019-2020	
Attendance rate	
September	98%
October	96%
November	96%
December	96%
January	93%
February	94%
March	96% (through March 13)
April	N/A – COVID 19 Closure
May	N/A - COVID 19 Closure
June	N/A - COVID 19 Closure
Overall	95.6%

Object A1: HCCS' 2019-2020 monthly student attendance rate.

Measure: HCCS will annually provide at least three full professional development days to teachers, each with a 90% attendance rate, with topics including special education and English Language Learners.

Date of PD	SPED/ELL Topic	Attendance Rate
08/21/2019	Differentiation in Lesson Planning & Delivery	100%
08/22/2019	Language Objectives, Sheltered English Immersion, and Universal Design for Learning	100%
08/28/2019	MTSS & UDL	90%

Object A2: Professional Development days offered during the 2019-2020 school year for teachers with topics including special education and English Language Learners.

Measure: In staff surveys with a 70% response rate, following professional development training sessions, 95% of teachers will indicate that each session provided helpful information that impacts their teaching practices.

	Professional Development Session	Date	Response Rate	% agreed
1	SABIS Point System® of Instruction	08/20/19	81%	100%
2	SABIS Point System® of Instruction for Special Education	08/20/19	88%	100%
3	Guided Lesson Planning	08/20/19	75%	100%
4	Developing and Delivering a Lesson Plan	08/21/19	75%	100%
5	Language Objectives, Sheltered English Immersion, and Universal Design for Learning	08/22/19	74%	100%
6	Social/Emotional Learning Practices	08/22/19	87%	100%
7	Introductions & City Tour	08/26/19	91%	97%
8	SABIS Student Life Organization® and Special Education	08/26/19	96%	100%
9	Mentoring Updates	08/26/19	91%	100%
10	Student Management Training (break-out sessions)	08/27/19	92%	100%
11	SABIS® Curriculum Training	08/27/19	85%	95%
12	ELL Individualized Plan	08/27/19	100%	100%
13	Special Education Test Modification & Proctoring	08/27/19	100%	100%
14	Special Education Interventions and IEP Progress Monitoring	08/27/19	88%	100%
15	Anti-Bullying Policy, Mandated Reporter Training, Physical Restraint Policy, and Nurse/Health Training	08/28/19	84%	99%
16	Massachusetts Tiered System of Support (MTSS) and Universal Design for Learning (UDL)	08/28/19	90%	97%
17	Educator Evaluation Portfolio	08/29/19	83%	100%
18	MCAS Presentation	10/04/19	100%	96%
19	Attendance Initiative	10/04/19	77%	100%
20	E-Star Presentation	10/04/19	93%	97%
21	Anti-Bullying Policy Training & Physical Restraint Policy Training	01/06/20	100%	100%
22	Suicide Prevention Training	01/06/20	86%	100%
23	Social Emotional Learning	01/06/20	100%	99%

Object A3: Staff surveys taken after Professional Development days offered during the 2019-2020 school year indicating response rate and percentage of agreement with the statement “The workshop presented helpful information that can impact my teaching practices”.

Measure: HCCS will hold at least twenty annual parent events/workshops that will engage families and empower parents to become strong stakeholders in their children’s educations.

	Event	Date
1	Parent Orientation Night Grades 6-8	08/27/19
2	Parent Orientation Night Grades 3-5	08/28/19
3	Parent Orientation Night Grades K-2	08/29/19
4	Parent Connection Ice Cream Social	09/06/19
5	Parent Connection Meeting	09/10/19
6	Teddy Bear Picnic	09/27/19
7	English Learners Parent Advisory Council October Meeting: ELPAC formation	10/01/19
8	Special Education Parent Advisory Council October Meeting: Parents’, Guardians’ & Students’ Rights	10/07/19
9	Parent Connection Meeting	10/08/19
10	Bingo for Books	10/10/19
11	Open House/Book Fair	10/15/19
12	Parent/Teacher Conferences	10/28/19; 10/29/19; 10/31/19
13	High School Informational Meeting	11/05/19
14	English Learners Parent Advisory Council November Meeting: ELPAC Bylaws	11/05/19
15	Parent Connection Meeting	11/12/19
16	HCCS Family Fun Hockey Game	11/22/19
17	Parent Connection Meeting	12/10/19
18	Free Family Movie Night	12/13/19
19	English Learners Parent Advisory Council January Meeting	01/07/20
20	Parent Connection Meeting	01/14/20
21	High School Transition Meeting	01/14/20
22	Bingo for Books	01/17/20
23	English Learners Parent Advisory Council February Meeting: ELE Program	02/04/20
24	Parent Connection Meeting	02/11/20
25	Free Family Movie Night	02/20/20
26	English Learners Parent Advisory Council March Meeting: ACCESS Reports	03/03/20
27	International Day	03/07/20
28	7 th grade High School Information Meeting	03/09/20

Object A6: A list of the parent events/workshops held during the 2019-2020 academic year

Measure: Following at least three parent events/workshops, 80% of parents in attendance will respond to a survey and 90% of respondents will agree to the statement “This event helped me to feel engaged in my child’s education”.

Date	Event Title	Response Rate	% agreed
10/15/2019	October Open House	83%	100%
11/05/2019	High School Informational Parent Meeting	100%	100%
01/14/2020	High School Transition Meeting	100%	92%

Object A7: The response rate and percentage of agreement on parent surveys following three separate parent events. Parents were asked if they agreed to the statement “This event helped me to feel engaged in my child’s education”.

APPENDIX B

Recruitment and Retention Plan

Recruitment Plan

2020-2021

School Name: Holyoke Community Charter School

2019-2020 Implementation Summary:

1. Successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan

Holyoke Community Charter School was successful in completing most activities indicated on its 2019-2020 Recruitment Plan. The school's admission officer posted informational flyers throughout the community at the indicated strategic locations. Due to the COVID-19 Closure, the school was able to hold only two (out of an originally scheduled three) well-attended open house events and had administrators, teachers, students with disabilities, and other important staff available to speak with prospective parents. The additional strategy added to the 2019-2020 recruitment plan for English Learners was to partner with the Holyoke Puerto Rican parade committee, however the parade was cancelled due to COVID-19. If the parade is held in Spring of 2021, HCCS will work to implement this strategy.

Holyoke is a city where Spanish is the second most common language and 28.8% of HCCS students come from a home where Spanish is their first language. In order to reach Latino families, HCCS implements a variety of recruitment strategies. All school flyers, postings, and information materials are translated into Spanish. These flyers are posted throughout the community in Latino business and community centers where many Spanish-speakers visit. HCCS has a highly bi-lingual staff, including front office staff, teachers, administrators, and the school director. The Spanish language is part of HCCS' daily academic program, where all students in kindergarten through eighth grade take a Spanish language course. HCCS is fully committed to serving and supporting Spanish-speaking students and families.

During the 2019-2020 school year HCCS was successful in maintaining its Special Education population. The Department of Elementary and Secondary Education's CHART tool provides schools with comparison data. This data compares HCCS to the multiple district schools from which the school draws its students and that service the same grade levels. Over the last seven years, HCCS has seen a steady increase in its Special Education student population. Since 2015, HCCS has exceeded the Gap Narrowing Target (GNT), indicating above target growth. In regards to the EL population, HCCS has seen a steady increase, up from 8.7% in 2015 to 13% in 2019. From 2012-2014, HCCS' EL population remained static at around 6%. While falling below the GNT of 13.3% by only 0.3%, the yearly gains made since 2015 demonstrates that HCCS recruitment efforts have proven effective, helping our student body grow in diversity.

2. Additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)

- **High number of siblings enrolled in entry class:** For the 2019-2020 school year 43% of newly enrolled students received entry because of their sibling status.
- **Re-classification of English Learner status:** HCCS has a robust English Learners program and Sheltered English Instruction, allowing EL students to quickly gain proficiency in the English Language. At the end of the 2018-2019 school year, 22% of English Learners were re-classified as proficient, exiting EL status.

For the 2019-2020 school year, 21% of newly enrolled students were classified as English Learners, demonstrating HCCS' ability to recruit English Learners.

3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2019 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

For the renewal of its Community Eligibility Program (CEP) in March of 2019, HCCS had identified that 74.7% of its students qualified for Free/Reduced Price lunch through the state's Direct Certification Process. For the 2019-2020 updated CEP Eligibility Report, HCCS identified that 73.3% of students qualified for Free lunch and an additional 5% of students qualified for reduced price lunch. Many of our students' families become eligible for free lunch as the school year progresses, not being captured in the October SIMS data. With this preliminary data, HCCS hopes to exceed both the GNT and the CI for Economically Disadvantaged students and would like further discussion with the Department regarding the school's Recruitment Plan once HCCS has submitted October 1, 2020 SIMS demographic information.

The school's 2019-2020 newly enrolled students were made up of 21% English Learners, above the comparison index of 15.5% enrolled English Learners. Also, as mentioned above 22% of English Learners were reclassified as proficient at the end of the 2018-2019 school year. HCCS would like further discussion with the Department regarding the school's rates of enrolling English Learners compared to the gap narrowing target.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2020-2021:

- Open House events – two held each year
- HCCS Website with school mission, practices, and events
- Student Talent Show
- Parent Orientation Nights
- Monthly Newsletter
- International Day
- Family Movie Nights
- Advertisement on local cable station
- Student Enrollment Lottery
- SABIS® Digital Platform
- Parent Orientation at beginning of school year
- Parent/teacher conferences
- Eighth grade high school transition meetings
- Boys & Girls Basketball Team
- Cheerleading Team
- HCCS Facebook Page
- Invite public to student performances
- Mailings to district students using the MailHouse

Recruitment Plan –2020-2021 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 19.1%</p> <p>GNT percentage: 18.1%</p> <p>CI percentage: 21%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Monthly Parent Advisory Council Meetings and Seminars open to the public that address issues important to Special Education students • Special Education administrators and staff present at all Open House events • Place informational posters advertising HCCS in local preschools where most students will enter the district public schools (27.5% Special Education population): Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart • Post information regarding monthly Parent Advisory Council meetings in local public establishments inviting the public to attend these events • Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services • All recruitment materials state in English and Spanish that “children with special needs are welcome at our school”, including on the school’s website. • Have a special education student available at open houses to speak about his/her experience and lead tours of the school.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p>N/A, Met GNT</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 13.0%</p> <p>GNT percentage: 13.3%</p> <p>CI percentage: 15.5%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino community-based events • Place informational posters advertising HCCS in local businesses, such as Salsa Rengue, Fernandez Restaurant • Advertisement translated into Spanish on local Spanish radio station, on the school’s website, and on the school’s Facebook page • Monthly Newsletter translated in Spanish • Translation services available at all Open House and community events • Place an ad in El Pueblo Latino, a local Spanish language newspaper • Leave translated copies of our flyers and applications at The Community Education Project, a community adult ESL program • Advertisements translated into Spanish will be posted in local Spanish-speaking churches throughout Holyoke. • The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced from Puerto Rico. • Partner with the annual Puerto Rican Parade Committee in Holyoke to help promote and organize the event and advertise the school through representation in the parade and in culminating events surrounding the parade day. This strategy was employed after the 2019-2020 enrollment lottery and will therefore take 2-3 years to have effect on enrollment data.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p>

	<p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> The school will invite prospective families and community members to our International Day festival that highlights the Puerto Rican culture.
--	--

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 66.9%</p> <p>GNT percentage: 67.8%</p> <p>CI percentage: 71.6%</p> <p>The school is <u>below</u> GNT percentages and CI percentages</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Place informational posters advertising HCCS at community centers servicing low-income families, such as the Holyoke Housing Authority, YMCA, Boys & Girls Club, Girls Inc., Department of Transitional Assistance, Career Point Place informational posters advertising HCCS in local preschools/daycares offering services to low-income families: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare, SquareOne Attend recruiting events at Holyoke-Chicopee-Springfield Headstart Continue to hold Bingo-for-Books events open to the public at HCCS Provide refreshments and child-care at one or more informational events Ensure all recruiting and open house events are scheduled in tandem with the city bus schedule. Include information that school is located on the city bus route with a stop in front of the school on informational flyers. Post informational flyers at local urgent care/walk-in clinics that accept MassHealth. This strategy was implemented for the 2019-2020 enrollment lottery, and will therefore require at least 2-3 years to have effect on enrollment data. Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. This will impact the 2020-2021 enrollment lottery, and will therefore require at least 2 years to have effect on enrollment data.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> HCCS has identified that 73.2% of students qualified for Free Lunch through the state's Direct Certification Process. Establish relationships with Homework House, an after-school program serving economically disadvantaged students, and make information available to organization leaders and post flyers.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> Place informational posters advertising HCCS in local preschools from which most students will enter the districts public schools: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare Post information on school website regarding MCAS performance, release MCAS data via 2019 Accountability Data and on the SABIS® annual report. Place informational posters advertising HCCS in local libraries Continue to promote our school to Latino and low-income parents and students with the intention of reaching Latino students and low-income students. Low-income students and Latino students score at lower levels than their peers on the MCAS tests state-wide.

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Invite local community agencies that work to support students in our area, including those at risk of dropping out of school (such as the Boys & Girls Club, Girls Inc., DCF), to our Open House and International Day events. Through this partnership, these agencies will gain more information about HCCS and will be provided with materials they can pass on to their clientele. • Check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc. • Identify the elementary schools in sending districts with higher percentages of students with low MCAS scores, compared to other elementary schools and use the Mailhouse to send information to these parents about HCCS’ academic program.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u> Latino Students</p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <p>Holyoke is a community where 41.4% of people claim Latino ethnicity (2010 U.S. Census data). During the 2019-2020 school year, 92.2% of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 80.6%. HCCS’ goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community.</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino festivals, such as the Emmanuel Festival, Puerto Rican Day Parade, and the New Horizons Family Community Center • Showcasing Latino-heritage at HCCS’ annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as Salsa Rengue, Fernandez Restaurant, and El Rincon • Advertisement translated into Spanish on Spanish-language radio station • Monthly Newsletter translated in Spanish

Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2018-2019 Retention Plan.

2019-2020 Implementation Summary:

Holyoke Community Charter School completed most activities indicated on its 2019-2020 Retention Plan. The MCAS Prizes Pep Rally was not able to be held due to the COVID-19 closure. The annual goal for student retention for 2019 was 89%. HCCS exceeded this goal: its 2019-2020 retention rate was 92.1% HCCS had a better retention rate for 2019-2020 when compared with the median rate of 87.2% and the statewide average of 91.6%

For the 2020-2021 Retention Plan, HCCS will continue to pursue the same successful goals and strategies. Parent involvement is a key design element of the school, and remains an important way for students to be invested and engaged with their education. HCCS will continue its many parent events, including the Parent Advisory Council for English Language Learners (ELL PAC) and the annual International Day.

HCCS believes that sportsmanship is an important way to instill pride and a sense of belonging for students. For this reason, HCCS has a boys and girls basketball team as well as a cheerleading team. This year, HCCS expanded sports opportunities to the elementary school students with a grades 3-5 co-ed basketball team and a “Baby Lions” grade 3-5 cheer team. This year, the three basketball teams made it to the playoffs. The girls team made it to the quarterfinals, The 3rd-5th grade co-ed team made it to the finals, and the boys team won the championship. The pride in being an HCCS Lion resonates throughout the school.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	89%

Retention Plan – 2020-2021 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.5%</p> <p>Third Quartile: 15.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings • Inclusion-model • Highly-Qualified Special education staff
<p>(c) 2020-2021 Additional Strategy(ies), if needed</p>	

	<input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. N/A – below third quartile
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 11.9% Third Quartile: 23.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • RETELL/WIDA trained staff for Sheltered English Immersion Endorsement • Newsletter and all other communications translated into Spanish, including the mass-notification telephone system messages • Highly-Qualified English Language Learners teachers • Parent Advisory Council for English Language Learners addressing specific needs of Special Education Students • Bi-lingual staff members, including main office and Special Education office staff, academic administrator, and school director <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed. N/A – below third quartile
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 8.6% Third Quartile: 16.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2019-2020 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • After-school tutoring program • Extended Day program • Free Breakfast program • Summer program <hr/> <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. N/A – below third quartile
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • School-wide MCAS pep-rally and prizes • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies • Summer Reading program
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • School Adjustment Counselor and School Social Worker

	<ul style="list-style-type: none"> • evidence-based Social Emotional Learning Curriculum • free breakfast in the classroom program • Student Life Organization® clubs and mentorship • Elite Scholar’s Club (formerly called the Gentleman’s Club)
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2019-2020 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p>
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u></p> <p>Latino Students</p>	<p style="text-align: center;">(g) Continued 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Newsletter and all other communications translated into Spanish • Spanish language/culture taught in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director

APPENDIX C

School and Student Data Tables

Holyoke Community Charter School's demographic information is posted on the Department of Elementary and Secondary Education's website. HCCS profile page can be found at:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04530005&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	1.1%
Asian	0.7%
Hispanic	92.2%
Native American	0.0%
White	4.6%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	1.4%
Selected Populations	% of School
First Language not English	28.8%
English Language Learner	13.0%
Students with Disabilities	19.1%
High Needs	76.2%
Economically Disadvantaged	66.9%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Sonia C. Pope	School Director	01/17/2006	-----
Keisa Valle	Academic Quality Controller	08/22/2011	-----
Tony Tannous	Academic Quality Controller	08/25/2015	-----
Benjamin Torres	Academic Deputy ELL/MTSS Coordinator	08/22/2006	-----
Thomas Paquin	Facilities Manager	01/15/2014	-----
Maria Rodriguez	School Business Manager	07/15/2019	-----
Kyle Wolmer	IT Manager	02/18/2008	-----
Kyle Callender	Student Management Coordinator	04/01/2014	-----
Anthony Rios	Student Life Coordinator	08/17/2016	-----
David Potter	Special Education Coordinator	06/24/2014	-----
Cameo Restrepo	Human Resources Coordinator	11/25/2019	-----
Stacey Hernandez	School Social Worker	10/26/2016	-----
Elizabeth Pawlowski	Administrative Assistant	01/30/2008	-----
Claritza Baez	Admissions Officer	08/20/2008	-----
Alexandra Pelchar	School Nurse	09/10/2019	-----

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	49	3	1	employee chose to end employment (4)
Other Staff	56	1	1	employee chose to end employment (2)

During the 2019-2020 year, three teachers and one staff member chose to end employment with HCCS: one left due to health problems, one left to pursue a career outside of education, two left for employment at another school district. These positions were immediately filled with qualified personnel, therefore providing a smooth transition in the classroom.

At the end of the 2019-2020 school year, one teacher moved to another state and one staff member left to pursue a career outside of education.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	7
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Jenna Gable	Chair	<ul style="list-style-type: none"> Finance/Facilities Executive 	1 Term Served; in 2 nd Term	08/2016-08/2019 08/2019-10/2022
Leona Florek	Vice Chair	<ul style="list-style-type: none"> Policy Finance/Facilities 	1 Term Served; in 2 nd Term	08/2015-08/2018 08/2018-08/2021
Cynthia Dennis	Treasurer	<ul style="list-style-type: none"> Finance/Facilities Executive Policy 	13 Terms Served; in 14 th Term	6/2005-10/2022 Re-Election 10/2019 until 10/2022
Janine Kent	Secretary	<ul style="list-style-type: none"> Policy Finance/Facilities 	In 1 st Term	01/2019-01/2022
Jay Breines	Member	<ul style="list-style-type: none"> Finance/Facilities 	14 Terms Served; in 15 th Term	6/2004-10/2022 Re-Election 10/2019 until 10/2022
Lina Rivera	Member	<ul style="list-style-type: none"> Policy Finance/Facilities 	In 1 st Term	04/2019-04/2022
Jean Swinney	Member	<ul style="list-style-type: none"> Policy Finance/Facilities 	In 1 st Term	07/2019-07/2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2020-2021 SCHOOL YEAR	
Date/Time	Location
September 23, 2020 @ 5:00 pm	Holyoke Community Charter School
October 28, 2020 @ 5:00 pm	Holyoke Community Charter School
November 18, 2020 @ 5:00 pm	Holyoke Community Charter School
December 16, 2020 @ 5:00 pm	Holyoke Community Charter School
January 27, 2021 @ 5:00 pm	Holyoke Community Charter School
February 24, 2021 @ 5:00 pm	Holyoke Community Charter School
March 24, 2021 @ 5:00 pm	Holyoke Community Charter School
April 28, 2021 @ 5:00 pm	Holyoke Community Charter School
May 26, 2021 @ 5:00 pm	Holyoke Community Charter School
June 23, 2021 @ 5:00 pm	Holyoke Community Charter School
July 28, 2021 @ 5:00 pm	Holyoke Community Charter School
August 25, 2021 @ 5:00 pm	Holyoke Community Charter School

Due to the size of the board, all committee meetings take place during the regularly scheduled board meetings. Regular committees include the Executive committee, the Finance/Facilities committee and the Policy committee. In the case that a situation required a separate committee meeting, that meeting would be scheduled and posted in compliance with the Open Meeting Law.

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
N/A	N/A	N/A

APPENDIX D

Additional Required Information

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders.

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Jenna Gable	jgable@specialtybolt.com	No Change
Charter School Leader	Sonia Correa Pope	spope@sabis.net	No Change
Assistant Charter School Leader	N/A	-----	N/A
Special Education Director	David Potter	dpotter@sabis.net	No Change
MCAS Test Coordinator	Benjamin Torres	btorres@sabis.net	No Change
SIMS Coordinator	Elizabeth Pawlowski	epawlowski@sabis.net	No Change
English Language Learner Director	Benjamin Torres	btorres@sabis.net	No Change
School Business Official	Maria Rodriguez	mrodriguez@sabis.net	No Change
SIMS Contact	Elizabeth Pawlowski	epawlowski@sabis.net	No Change
Admissions and Enrollment Coordinator	Claritza Baez	cbaez@hccs-sabis.net	No Change

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality?

Location	Dates of Occupancy
N/A	N/A

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2021-2022 school year?

Action	Date(s)
Student Application Deadline	March 4, 2021
Lottery	March 5, 2021