

HOLYOKE COMMUNITY CHARTER SCHOOL



Member of the SABIS® School Network



2024-2025 Annual Report

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INTRODUCTION TO SCHOOL

Holyoke Community Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Holyoke, MA
Regional or Non-Regional	Regional (Began in AY2021-2022)	Districts in Region (if applicable)	Holyoke and Chicopee
Year Opened	2005	Year(s) Renewed (if applicable)	2010, 2015, 2020, 2025
Maximum Enrollment	702	Chartered Grade Span	K-8
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 nineteenth year of operation. Holyoke is an urban area, where 93.6% of HCCS students are Hispanic/Latino and 81.3% are low income.

Features of the SABIS® 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® 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 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 assessments. Teachers are held accountable for student achievement.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 2025

Another amazing academic year has come to a close. All of our eighth graders moved on to high school and our kindergarten students stepped up to the first grade. Our gymnasium was the setting for these celebrations, and, as always, it provided the backdrop to a full house of parents, staff and faculty. Our HCCS spirit of community remains inspiring. Of course, the Board continues to focus on academic performance & we remain confident in the experience of our Director as well as that of the SABIS® Educational System who help to improve our outcomes.

On behalf of the Board, I would like to welcome Joshua Famiglietti, who joined us in January 2025. Our Board has implemented an onboarding process for new members to supplement the mandatory trainings that are required by DESE. We worked on the Board bylaws to become more efficient and to be compliant with state expectations.

On another note, some of our student athletes had the opportunity to attend the SABIS® Global Sports Competition. The Board thought this was a thrilling & positive experience, which we wanted to support wholeheartedly.

Finally, HCCS remains financially stable due to collaborate expert management. As was true last year our Auditor's report once again included no findings. This reality is allowing us to be in the planning stages of other projects, which we hope will add more opportunities for our students and families to encounter the community spirit and support of HCCS.

Respectfully submitted,

Leona Florek

Chair, Board of Trustees

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of Holyoke Community Charter School (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. 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 HCCS students 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 students.

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.

No amendments were requested or approved during the 2024-2025 school year.

Key Design Element 1:

Students at the Holyoke Community Charter School 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® (SLO®) 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.

While providing opportunities for emotional, social, and moral growth, the SABIS Student Life Organization® helps students to develop academic, managerial, organizational, and leadership skills. The SLO® 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, and organizing community service projects. The SLO® puts on student-organized events and programs that reinforce academic concepts. Examples of these programs include subject matter Jeopardy contests, the Homework Club (supporting students with assignments), and Academic Interventions (targeted support for specific learning needs).

School Events & Field Trips

The school has an annual calendar of events that include multiple opportunities for students and families to become engaged in the school. These include the Academic Award Ceremony, Sports Awards Ceremony, Honoring our Families, Eighth Grade Ceremony, Kindergarten Step Up Ceremony, as well as a College and Career Readiness event.

This year, HCCS marked its 20-year anniversary with a special celebration that combined two of its biggest events, Honoring Our Family and International Day. The festivities brought together students, parents, and alumni for an exciting series of basketball games, including parents vs. staff matchups and alumni vs. alumni competitions, fostering a spirit of connection and friendly rivalry. Students also had the opportunity to sign up for matchups and contests during the halftimes, adding an extra layer of excitement and engagement to the games.

The kickoff to the event featured dynamic performances from HCCS's new step team, alongside captivating capoeira, taekwondo, and cheerleading showcases, setting the tone for an energetic and memorable celebration.

Field trips are also designed to engage students further into the curriculum. One example is 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 visited the Capitol Building, the Supreme Court, the Martin Luther King, Jr. Memorial, Arlington National Cemetery, and many other important United States Memorials. Because students study US History in fifth grade and Civics in their eighth-grade social studies curriculum, this visit allows them to contextualize what they have learned.

For the first time, a group of dedicated HCCS student athletes embarked on an exciting journey to Abu Dhabi to represent the school in the SABIS® Global Tournament Event. Filled with anticipation and pride, these young athletes embraced the opportunity to compete on an international stage, connect with peers from around the world, and showcase their skills in a spirit of sportsmanship and teamwork. The experience not only marked a significant milestone in their athletic journeys but also offered invaluable cultural exposure and unforgettable memories.

This year, HCCS proudly revived its MCAS Assembly on April 4, 2025, creating an electrifying atmosphere of encouragement and celebration. Designed to energize students for the upcoming MCAS exams, the event also shined a spotlight on last year's top performers, awarding high-achieving students for their excellence. Awarded student parents joined in the celebration, turning the assembly into a powerful moment of recognition and motivation.

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 occurs at the end of each year. The chance to discover the circulatory, nervous, and digestive systems firsthand excites the eager students.

To enhance hands-on learning and reinforce students' understanding of ecosystems, a third-grade teacher implemented a creative, project-based activity as a culminating assignment. After studying a variety of land and water ecosystems including grasslands, deciduous and coniferous forests, tropical rainforests, deserts, freshwater, and saltwater environments students were tasked with creating a diorama at home. Using a shoebox, each student designed a three-dimensional representation of a chosen ecosystem, highlighting the plants, animals, and key features of that environment. This

project encouraged independent learning, creativity, and the practical application of scientific concepts.

This year, thanks to the support of the Mass Cultural Council grant, the school had the exciting opportunity to bring in the art of Capoeira, a vibrant Afro-Brazilian martial art that blends dance, music, and movement. The program was thoughtfully integrated across the curriculum: in English classes, students explored *City Beat Dreams* to connect literature with rhythm and expression; in history, they studied Brazil's rich cultural and historical context; ESL students engaged through language and movement; and physical education classes embraced the physical aspects of Capoeira. This hands-on, interdisciplinary experience enriched learning and celebrated cultural diversity throughout the school.

These projects 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 life-long learners and become strong, active citizens.

Key Design Element 2:

Holyoke Community Charter School students will develop a strong sense of civic responsibility.

HCCS employs the 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 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 US History and governments 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.

- **Student Life Training**

Student Life Prefects annually attend a three-day leadership training camp over the summer. During the training the students participate in diversity training, team-building projects, problem-solving, exchanging best practices, and learning how to make a presentation. The SLO® theme of the year was “Innovate, Motivate, Energize”. In order to follow this theme, HCCS SLO® prefects had a weekly meeting with the Student Life Coordinator (SLC) to prepare them to be the ambassadors of the school.

- **Local Fundraising and Community Service**

The SLO involves students with many local fundraising projects that also bring them into the community. Each grade (Kindergarten-8th) participates in a community service project. The students are involved in planning and implementation.

- **Civics Project**

As part of the Civics Project requirement in Massachusetts public schools, 100% of HCCS eighth graders participated in a small-group, student-led, non-partisan civics project. Groups of students identified issues impacting Holyoke/Springfield and Western Massachusetts, such as drug abuse, gun violence, littering, and unemployment rates. Students visited the Holyoke Public Library to broaden their research. In using the library's resources, each group researched the issue, developed presentations, and delivered them to the class. Students then participated in classroom discussion reflecting on their efforts and the issues. Finally, students developed plans and identified key stakeholders to whom they would send their presentations.

Additionally, students took part in a civics field trip, this year students visited Babson College, where they took part in a series of engaging and educational presentations. They heard from professors who highlighted the importance of financial literacy, listened to a graduate student who shared their personal experiences at Babson, and received valuable insights from an admissions officer about the college application process. The trip provided students with a deeper understanding of both higher education and the practical knowledge essential for responsible citizenship.

Key Design Element 3:

Holyoke Community Charter School will have high expectations for students' learning to prepare them for college and careers.

HCCS employs the SABIS® model to implement a curriculum that aligns with the Massachusetts Curriculum Frameworks. The school's approach is guided by pacing charts, which help teachers and students stay on track to cover all necessary subject matter concepts. HCCS teachers utilize the SABIS Point System® of instruction, ensuring that students adhere to the daily learning plan. In addition to teaching, our educators also enlist the help of student prefects to assist peers who require additional support in their studies. These prefects, who are active participants in the SABIS Student Life Organization®, play a crucial role in our educational ecosystem.

To ensure mastery of essential concepts and cater to individual student needs, teachers employ a variety of instructional methods. These include the SABIS Point System®, SABIS® Pacing Charts, Mastery Learning Cycle, Essential Concepts, Tutoring, Prefects, and Peer Tutoring. The school also utilizes data-driven decision-making to accurately assess student learning. This involves gathering data on academic performance, attendance, demographics, and other relevant information. This data allows HCCS to make necessary adjustments to the pace of content or curricula, leading to measurable improvements. At HCCS, data-driven decision-making is a continuous process, with data collected regularly to inform subsequent action plans.

HCCS academic administrators and teachers adopt an inclusion model of instruction. To ensure the success of all learners, the school uses a standardized lesson plan format that mandates differentiation through Universal Design for Learning (UDL) for diverse learners within the regular education classroom. These lesson plans also include language goals to support multilingual students. All HCCS teachers receive support and guidance on differentiated instruction, sheltered English immersion, and strategies for meeting the needs of diverse learners. HCCS believes this inclusive model enables the delivery of high-quality education to each student.

The school has improved the Massachusetts Tiered System of Support (MTSS) team to expand educational outcomes for all students. The team focuses on providing assessments for students identified as "at-risk" to determine specific academic needs. The MTSS Team drives instructional decision-making in the school, using achievement and discipline data from universal screenings, including formative and summative measures. The team, composed of the School Principal, Academic Deputy Director, Academic Quality Controllers, Student

Management Coordinator, Student Support Services, Classroom Teachers, and Parents, ensures that all staff are trained to best serve our students.

The MTSS Team follows a systematic process to address the learning and/or behavior problems of students from kindergarten through eighth grade. This process includes gathering information about the student's academic progress, assessing and evaluating data, developing and implementing an educational plan, evaluating progress, and conducting ongoing monitoring and evaluation to ensure progress, and conducting ongoing monitoring and evaluation to ensure progress by providing evidence-based Tier 2 interventions.

In addition to the data provided through the use of evidence-based screeners (DIBELS 8th Edition via mCLASS and IXL), teachers are required to provide student work samples that highlight the student's strengths and/or weaknesses, current grades, anecdotal notes, progress monitoring data, and any other documentation that could assist the MTSS in identifying the student's challenges and selecting specific interventions. The MTSS Team acknowledges that its success depends on professional collaboration among team members and a thorough understanding of the student's educational history and current difficulties. The team conducts regular meetings to review each case and analyze data from formative and summative assessments. Instruction is adjusted based on this analysis. In summary, the school identifies, assesses, and monitors students to ensure their academic progress.

Key Design Element 4:

Teachers and support staff receive training and are provided with ongoing in-service professional development throughout the school year to ensure that students receive a high-quality education.

HCCS prioritizes the professional development of its teachers, administrators, and other staff members as a key strategy for retaining an exceptional team. The school's regular, annual training sessions equip staff with a comprehensive understanding of various aspects of the SABIS® model. These include the curriculum, pacing charts, teaching methodologies, assessment programs, classroom management techniques, student performance reporting, student behavior management and discipline, Special Education, multilinguals, safety protocols, and other general policies and procedures typical of a SABIS® school. The school's approach to staff development extends beyond traditional workshops, incorporating activities designed to promote higher standards and foster a culture of accountability for student outcomes.

In addition to its robust internal professional development program, HCCS offers staff access to high-quality training and ongoing in-service professional development through a variety of external partners. Notable examples include:

- A team of HCCS administrators participated in the DESE-sponsored Dyslexia Institute, presented by Crafting Minds, where they developed a comprehensive Dyslexia Action Plan for the school.
- Teachers and administrators engaged in the DESE-sponsored MTSS-R Literacy Institute, resulting in the creation of a literacy plan to enhance the school's Multi-Tiered System of Supports (MTSS) framework.
- Administrators took part in the DESE-sponsored Social Emotional and Behavioral (SEB) Academy to support the schoolwide implementation of a Positive Behavioral Interventions and Supports (PBIS) system.
- A group of teachers and administrators completed the "Improving Reading for Older Students" course, offered by Student Achievement Partners, to strengthen instructional strategies for supporting students with reading difficulties in the upper grades.
- K–2 teachers, interventionists, and administrators have been participating in ongoing professional development provided by The New Teacher Project (INTP) to support the implementation of *Appleseeds: Evidence-Based Foundational Skills for Massachusetts*, a DESE-vetted foundational skills curriculum.

HCCS ensures that teachers are highly qualified for the subject areas and grade levels they instruct. To this end, HCCS has partnered with The French River Education Center to offer a virtual Sheltered English Immersion (SEI) course for teachers who have yet to receive the SEI endorsement. This initiative underscores the school's commitment to delivering high-quality instruction to its students.

The school also provides teachers with opportunities to collaborate on specific areas of concern or improvement through Professional Learning Communities (PLCs) and Common Planning Time (CPT). These PLCs and CPTs, comprising a small group of teachers and administrators, work over several months to propose and implement plans and programs that enhance instruction, student support, and school safety. This year, HCCS convened PLCs focusing on Culturally and Linguistically Sustaining Practices, Science of Reading, Literacy Institute, and Foundational Skills. HCCS also implemented frequent CPTs to provide additional professional development opportunities for teachers and staff.

HCCS is committed to providing extensive internal professional development opportunities. There is a mandated ten days of professional development training for new faculty and staff members in August, while returning faculty and staff attend five days of training at the start of each school year. Additionally, the school schedules two full-days and two half-days of professional development during the school year. As outlined in the school Accountability Plan, HCCS offered 92.4 hours of internal professional development this academic year. These internal training courses complement the many external training opportunities available throughout the year. During the 2024-2025 school year, HCCS provided training opportunities in a variety of areas such as:

- School Administration
- Classroom Management/ Student Behavior
- MCAS; mCLASS and ACCESS Testing
- Culturally and Linguistically Sustaining Practices
- Science of Reading
- Dyslexia Institute
- Evidence- Based Foundational Reading Skills
- Fostering a Culture of High Expectations
- Models of Inclusion
- Lesson Planning
- Health and Safety

Key Design Element 5:

Holyoke Community Charter School will partner 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 94% 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 ensure 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, ConnectEd 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 1,800 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 Parent Connection is to create an inviting school environment for all 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 to make HCCS a success. Parent Connection meetings are held throughout the school year to plan events and discuss important topics and activities happening around the school. 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 several events that parents are invited to attend, which consistently have high attendance. Events include the August Parent Orientations, Parent/Teacher Conferences, and Award Ceremonies among many others.

Access and Equity

- [Enrollment by Race/Ethnicity \(2024-25\)](#)
- [Selected Populations \(2024-25\)](#)
- [2023-24 Student Discipline Data Report](#)

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
Sharing Best Practices in English Language Learner Education	Presentation on March 25, 2025	School Principal Deputy Director of Academics ELE & MTSS Coordinator K-8 ESL Teachers	Invited 60+ Massachusetts public and charter schools including Holyoke Public Schools. Participants included teachers and/or administrators from Neighborhood House Charter School (Dorchester) and Northampton Public Schools District	Through a slideshow presentation, observational walkthrough, and best practices roundtable, participants collaborated with HCCS administrators and ESL educators to explore strategies for enhancing ESL programs. The focus was on equity, inclusivity, and culturally and linguistically sustaining practices. Attendees left with evidence-based, UDL-aligned methods to proactively address barriers and support the academic success of all ESL students.

Student Performance

Holyoke Community Charter School [2024 School Report Card](#).

The tables below provide a detailed comparison of internal assessment data and external standardized test results across English Language Arts (ELA), Mathematics, and Science at HCCS. This section serves to contextualize the data by highlighting key performance trends since the 2018–2019 academic year, showcasing the school’s consistent academic outcomes and the impact of its rigorous instructional approach.

Internal data reflects steady achievement levels across all subjects, demonstrating the effectiveness of HCCS’s curriculum and its commitment to high academic standards. External data, primarily drawn from MCAS results, offers a comparative perspective particularly for high-needs, English Learner, and Hispanic student subgroups revealing that HCCS not only maintains performance amid broader state and district declines but, in many cases, surpasses both district and state averages.

Together, the internal and external data illustrate HCCS’s success in supporting student growth and achievement across diverse populations, reinforcing the school’s strong academic foundation and targeted instructional practices.

English Internal vs. External Data

Since the 2018–2019 academic year, internal English Language Arts (ELA) achievement data at HCCS has demonstrated a consistent performance trend, with the overall school average ranging from 76.52% to 78.1% through the 2024–2025 school year. This narrow year-to-year variance of just 1.58% reflects the school’s sustained commitment to high academic standards and the effectiveness of its rigorous curriculum.

Recent external assessment data reveals a significant 3% increase in the percentage of high-needs students at HCCS meeting or exceeding expectations on MCAS, in contrast to continued declines observed at both the Holyoke Public Schools district and the state level. Additionally, the proportion of English Learners (EL) and former EL students meeting expectations at HCCS is 7 percentage points higher than the district average and only 8 points below the state average. Notably, the percentage of Hispanic students at HCCS meeting expectations rose by 1%, now aligning with the state average. This stands in stark contrast to Holyoke Public Schools, where Hispanic student performance has remained stagnant and trails both HCCS and the state by 12 percentage points amid a broader statewide decline.

Math Internal vs. External Data

Since the 2018–2019 academic year, internal mathematics achievement data at HCCS has shown a stable performance trend, with overall school averages ranging from 74.7% to 78.7% through the 2024–2025 school year. Notably, in the years following the COVID-19 pandemic, math achievement has demonstrated a positive upward trajectory. This growth is a result of HCCS’s continued commitment to high academic standards and the effectiveness of its rigorous curriculum.

Recent external assessment data further highlights this progress. The percentage of high-needs students at HCCS meeting or exceeding MCAS expectations increased by 2%, representing the strongest performance for this subgroup since the onset of the pandemic. In contrast, both the Holyoke Public Schools district and the state showed minimal to no improvement. Additionally, the percentage of students with disabilities at HCCS who met or

exceeded expectations doubled, surpassing the district average by 2 percentage points. Among Hispanic students, HCCS achieved its highest post-pandemic performance, outperforming the district by 10 percentage points and narrowing the gap with the state average to just 6 points.

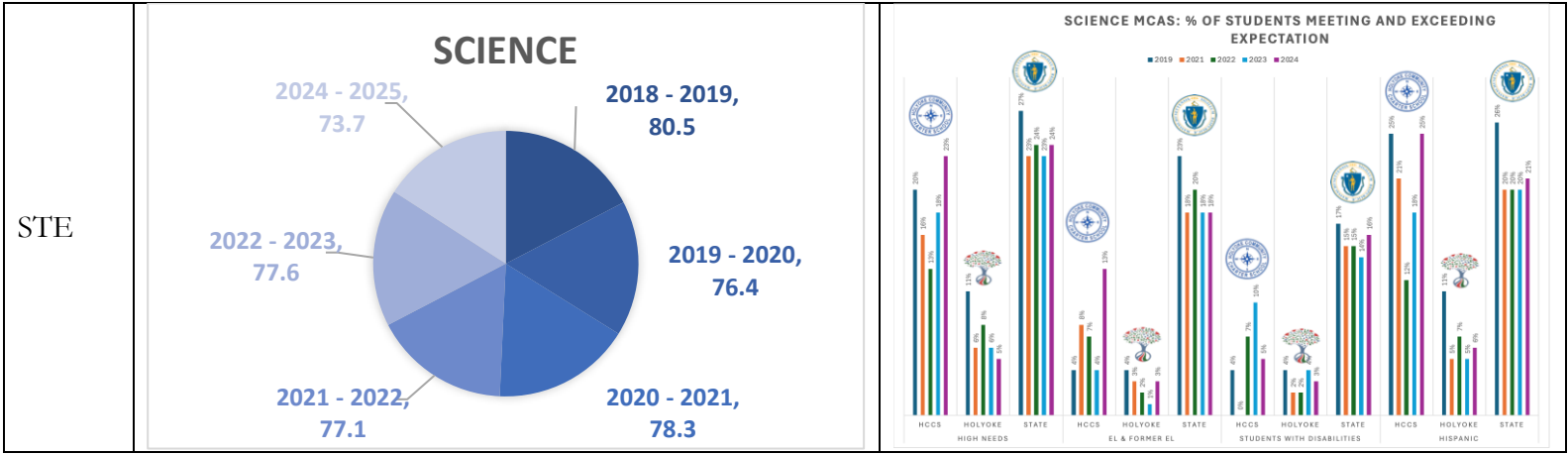
Science Internal vs. External Data

Since the 2018–2019 academic year, internal science achievement data at HCCS has remained stable, with overall school averages ranging from 73.7% to 80.5% through the 2024–2025 school year.

Recent external assessment data further underscores this stability. The percentage of high-needs students at HCCS meeting or exceeding MCAS expectations rose to 23%, surpassing pre-pandemic levels and placing HCCS just one percentage point below the state average. In contrast, state performance has largely plateaued, while the Holyoke Public Schools district continues to decline.

Among English Learners (EL) and Former EL students, 13% met or exceeded expectations, well above HCCS’s pre-pandemic performance, bringing us within 5 points of the state average. Meanwhile, the Holyoke Public Schools district trailed the state by 10 percentage points. Additionally, HCCS matched its highest pre-pandemic performance among Hispanic students, outperforming the district by 19 percentage points and exceeding the state average by 4 points.

Subjects	Internal Data	External Data																																						
ELA	ELA <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2018 - 2019</td><td>78.1</td></tr><tr><td>2019 - 2020</td><td>76.6</td></tr><tr><td>2020 - 2021</td><td>76.9</td></tr><tr><td>2021 - 2022</td><td>76.7</td></tr><tr><td>2022 - 2023</td><td>77.4</td></tr><tr><td>2024 - 2025</td><td>76.52</td></tr></table>	Year	Percentage	2018 - 2019	78.1	2019 - 2020	76.6	2020 - 2021	76.9	2021 - 2022	76.7	2022 - 2023	77.4	2024 - 2025	76.52	ELA MCAS: % OF STUDENTS MEETING AND EXCEEDING EXPECTATION <table><tr><th>Year</th><th>HCCS</th><th>HOLYOKE</th><th>STATE</th></tr><tr><td>2019</td><td>15%</td><td>10%</td><td>15%</td></tr><tr><td>2021</td><td>20%</td><td>15%</td><td>15%</td></tr><tr><td>2022</td><td>25%</td><td>15%</td><td>15%</td></tr><tr><td>2023</td><td>25%</td><td>15%</td><td>15%</td></tr><tr><td>2024</td><td>23%</td><td>10%</td><td>15%</td></tr></table>	Year	HCCS	HOLYOKE	STATE	2019	15%	10%	15%	2021	20%	15%	15%	2022	25%	15%	15%	2023	25%	15%	15%	2024	23%	10%	15%
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MATH	MATH <table><tr><th>Year</th><th>Percentage</th></tr><tr><td>2018 - 2019</td><td>78.3</td></tr><tr><td>2019 - 2020</td><td>78.7</td></tr><tr><td>2020 - 2021</td><td>76.5</td></tr><tr><td>2021 - 2022</td><td>74.7</td></tr><tr><td>2022 - 2023</td><td>75</td></tr><tr><td>2024 - 2025</td><td>76.6</td></tr></table>	Year	Percentage	2018 - 2019	78.3	2019 - 2020	78.7	2020 - 2021	76.5	2021 - 2022	74.7	2022 - 2023	75	2024 - 2025	76.6	MATH MCAS: % OF STUDENTS MEETING AND EXCEEDING EXPECTATION <table><tr><th>Year</th><th>HCCS</th><th>HOLYOKE</th><th>STATE</th></tr><tr><td>2019</td><td>15%</td><td>10%</td><td>15%</td></tr><tr><td>2021</td><td>20%</td><td>15%</td><td>15%</td></tr><tr><td>2022</td><td>25%</td><td>15%</td><td>15%</td></tr><tr><td>2023</td><td>25%</td><td>15%</td><td>15%</td></tr><tr><td>2024</td><td>23%</td><td>10%</td><td>15%</td></tr></table>	Year	HCCS	HOLYOKE	STATE	2019	15%	10%	15%	2021	20%	15%	15%	2022	25%	15%	15%	2023	25%	15%	15%	2024	23%	10%	15%
Year	Percentage																																							
2018 - 2019	78.3																																							
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2024	23%	10%	15%																																					



Program Delivery

Curriculum

The curriculum at HCCS is aligned with the Massachusetts Curriculum Frameworks, covering subjects such as English Language Arts, math, science, social studies, world language (Spanish), computer science, fine arts (cultural enrichment and expression), health and physical education, and 21st-century life and careers. Developed by SABIS®, the curricula for math, English, science, Spanish, and technology are standardized and provided to the school. The Social Studies curriculum comes from McGraw-Hill and is paced by SABIS®. Weekly learning objectives, textbooks, and course materials are outlined in detailed pacing charts, ensuring compliance with state standards, and providing clarity on assessments. Moreover, HCCS also provides physical education, cultural expression (arts), cultural enrichment (music), as well as computers.

HCCS board of trustees initially selected the SABIS® Educational System™ because of its rigorous curriculum. SABIS® is committed to providing a high-quality learning environment that empowers and respects the different learning needs, perspectives, and backgrounds of students and teachers through their curriculum. SABIS® strongly believes that diversity, equity, and inclusion are developed through its different learning programs and the equitable access to the curriculum it provides. As such, SABIS® undeniably offers maximum educational opportunities, while respecting the needs and rights of all students.

SABIS® takes the lead in curriculum development, crafting a comprehensive scope and sequence aligned with the Massachusetts Curriculum Frameworks from kindergarten through grade 8. This includes designing materials and assessments tailored to prepare students for state testing, such as the MCAS, ensuring they can demonstrate mastery across various formats. Curriculum review operates at both micro and macro levels. Weekly consultations between subject area teachers, Subject Heads of Department (HODs), and the Academic Quality Coordinator (AQC) take place to adjust pacing and content based on ongoing student performance data. At the macro level, analysis of state exam results drives collaborative discussions among SABIS®, the AQC, and teachers to identify broader curricular enhancements aimed at boosting future exam performance. Adjustments may involve content additions or eliminations, timing shifts, assessment format changes, or alterations to time allocations for specific concepts.

Instruction

HCCS teachers adhere to the SABIS® curriculum and teaching methods to meet world-class standards. The SABIS® Point System optimizes instructional time by efficiently covering a broad range of concepts and materials. Each learning cycle involves specific activities for teaching, learning, and assessment, with clear roles assigned to staff members. Teachers focus on maximizing subject content coverage and student learning while maintaining mastery. They employ pacing charts and point-by-point instruction to ensure students’ progress at the designated pace, mastering each concept before moving on. Students who have difficulty mastering essential concepts will be

assigned to Tier 2 academic support outside of class time to help them build the foundational skills and concepts being addressed in the pacing charts.

As part of the HCCS self-assessment practices for the special education and English Learner Education programs, the school has undertaken a comprehensive curriculum search to ensure that the diverse needs of HCCS students are met. HCCS has recently adopted HMH Into Reading for grades 1–5, StudySync for grades 6–8, and Into Math for grades 1–8 as part of the tier 2 curriculum for Resource Room students. These resources are designed to elevate academic expectations and facilitate a smooth transition of students from the resource room to the inclusive classroom setting, ensuring that all student needs are met with a rigorous set of expectations.

Regarding the English Learner Education (ELE) self-assessment, HCCS is actively working to improve compliance with Tiered Focused Monitoring (TFM) criterion ELE 5. DESE data reveals that during a typical TFM cycle, up to 65% of districts receive findings of noncompliance with ELE 5: Program, Placement, and Structure. ELE 5 encompasses critical components of an effective ELE program, including ESL curriculum, benchmarking requirements, staffing, and student outcomes. HCCS carried out a Next Generation PLC to examine possible ESL curricula options. For AY2425 we selected Reach Higher for grades 1-3 and English 3-D for grades 4.

Efficiency is paramount in teaching at HCCS. Through the SABIS® system, teachers aim to minimize wasted time and capitalize on every teaching opportunity. Differentiated instruction ensures that all students grasp essential concepts before advancing, with additional support provided as needed. By employing rigorous teaching methods and comprehensive support systems, HCCS ensures that students not only cover the curriculum but also develop a solid understanding of the material.

Assessments

Student learning at HCCS is assessed on an ongoing basis at specific stages of the learning process. HCCS believes that centrally created assessments, as opposed to teacher-created assessments, are more effective. Pre-tests, called diagnostic exams, are given at the beginning of the academic year to both new and returning students. The purpose of these tests is to establish baseline data and ensure that students with similar prerequisite knowledge are met in the development of the curriculum.

Internal Assessments:

- Weekly AMS® tests in English, math (beginning in Grade 3), and science (starting in Grade 6) assess single concepts crucial for progression. Results are promptly available to teachers for analysis within 24 hours. Teachers use this data to identify individual and class-wide concept mastery. Teachers respond in various ways that include continuing with planned teaching, class-wide reteaching of certain concepts, or enrolling a student in a Tier 2 intervention.
- Periodic exams, End-of-Term exams, and End-of-Year exams assess multi-concept thinking, resembling state exam questions. These exams occur periodically throughout the term and at the end of each term and year, respectively. Results from these summative exams are analyzed to determine necessary academic interventions at individual, class, or school levels.
- Universal Screeners are given at specific times throughout the school year (DIBELS 8th Edition via mCLASS for grades K-3 and IXL for grades 3-8) to determine benchmark categories and to monitor progress throughout the year. Results are carefully analyzed by the HODs, AQC's, and teachers to create Tier 2 intervention groupings that are closely progress monitored.
- MCAS readiness assessments: Students in grades 3-8 took MCAS Readiness Assessments developed by SABIS® to prepare for the state exam. Results were analyzed at individual, class, and section levels to develop intervention pacing focusing on concepts not yet mastered.
- Curriculum revision/re-pacing: Data from MCAS Readiness Assessments guided instruction and pacing adjustments for the following academic year, emphasizing key concepts needing review.
- Ongoing assessment data analysis: Weekly assessment data informed pacing adjustments throughout the academic year.

- Tier 2 Interventions: Tutoring sessions led by content teachers during designated periods aimed to address students' learning gaps.
- Mental health support: An advisor was hired to assist students with the negative social and emotional effects of the pandemic.

In addition to monitoring academic data, school administrators monitor the consistency of instruction and the efficacy of the classroom environment by conducting regular classroom observations. Teachers receive at least three observations each year. The observations examine the following areas: instruction, student engagement, classroom management, and classroom learning environment. In order to best support content teachers and student learning both in and outside the classrooms, HCCS recently hired Subject Heads of Department for English, Math, Early Literacy, and Spanish. The individuals selected for this role are content specialists who offer several layers of data analysis and coaching including co-teaching, modeling, collaborative prep periods for lesson planning, targeted professional development, and mentoring.

Teachers implement a school-wide classroom management method to ensure consistency with discipline across all grade levels. Student management staff review SSMS reports to determine when additional classroom management support for teachers is required. The results of both the academic and behavioral progress of students are then communicated to the SABIS® Director on a regular basis, as well as to the families of the students attending the school.

Supports for All Learners

HCCS and the Board's philosophy is that every student can achieve his/her fullest potential. Accordingly, the school's educational program is designed to ensure that the diverse needs of individual students are met on a day-to-day basis. The key to this is the creation of systems and processes that consistently monitor students to ensure that they acquire the prerequisite knowledge before moving onto new material. HCCS's philosophy is that when the SABIS® core curriculum is combined with the school's emphasis on ensuring students' mastery of essential concepts, each student will reach his/her fullest potential.

One such way that HCCS aims to support all learners is to include parents and families in the learning process. This is achieved by regularly inviting families to attend parent workshops on topics ranging from early literacy and mathematics to understanding our digital learning component and high school transitions.

As highlighted in the Year Eighteen Site Visit report, HCCS has made commendable strides in catering to the needs of diverse learners. With a substantial enrollment of diverse learners over the years, HCCS has honed their approach to supporting at-risk students, English Language Learners (ELLs), and Students with Disabilities, among other diverse cohorts. While the school acknowledges the effectiveness of their efforts thus far, HCCS understands the importance of ongoing support and continuous enhancement of overall student outcomes. Notably, the school has established an inclusive spectrum of support services for Students with Disabilities, ranging from inclusion and resource room services as needed. As of June 2025, 95.6% of the HCCS teaching staff have completed specialized education training and obtained Sheltered English Immersion (SEI) endorsement. Additionally, HCCS offers targeted intervention periods in Mathematics and English Language Arts (ELA) to address subject-specific needs.

HCCS underwent its Tiered Focus Monitoring (TFM) and worked diligently to craft corrective action responses in partnership with the Department. DESE staff characterized HCCS's TFM performance as promising and are confident the process has helped strengthen the work being done. Moving forward, HCCS staff are hard at work defining their inclusion model for the coming years. HCCS will continue to build upon this strong foundation. The table below highlights the progress HCCS has made in creating an inclusive learning environment.

Effects of Implementing Full Models of Inclusion

Year	HCCS % of Students in Full Inclusion
2021	34.3%
2022	33.6%
2023	31.9%
2024	54.4%

Massachusetts Tiered System of Support

In 2015, HCCS established and implemented the Massachusetts Tiered System of Support (MTSS) team with the goal of enhancing educational, behavioral, and social/emotional outcomes for all students. The team focuses on providing targeted support to students identified as 'at-risk' through a tiered approach, spanning from Tier 1 to specialized, evidence-based interventions in Tiers 2 and 3. As the driving force for instructional decision-making within the school, the MTSS Team relies on achievement and discipline data from universal screenings.

Comprising key stakeholders, the MTSS Team includes the School Principal, Academic Deputy, AQCs, MTSS Chair, Social Worker, Student Management Coordinator, School Counselor, Classroom Teachers, and Parents. Their collective efforts ensure that all staff members are well-trained to effectively serve students. Additionally, four full-time MTSS Teachers deliver targeted interventions both in classrooms and through one-on-one or small-group settings.

During the 2023–2024 academic year, HCCS's academic team improved the MTSS practices using the DESE MTSS blueprint and mobilization guide. To supplement this, a team of HCCS teachers and administrators participated in an MTSS-R institute to add a literacy leg to the MTSS model. Then, in order to more fully develop the system of support, during the 2024-2025 academic year, a group of HCCS administrators attended a multi-session Dyslexia Institute and created a schoolwide Dyslexia Plan to further support students at the Tier 2 and 3 levels. The school aims to align their educational system to provide equitable access and meet the diverse needs of all students. This alignment involves optimizing data-driven decision-making, progress monitoring, and evidence-based support and strategies across increasing levels of intensity to sustain student growth.

As part of this alignment, HCCS will adopt the Data Wise approach. Developed at the Harvard Graduate School of Education in collaboration with educators worldwide, the Data Wise Project empowers educators to engage in collaborative data inquiry, driving continuous improvement in teaching and learning for all students. In addition, HCCS is adopting the Branching Minds MTSS platform in AY2526 to assist in data collection and management.

Students with Disabilities

For students with disabilities, HCCS offers services according to their Individual Educational Plans (IEPs) through the school's special education department. A robust Special Education department ensures that the curriculum and instruction have differentiation and multiple access points to support the learning of all students, including diverse learners. HCCS requires that teachers incorporate language objectives and explicit differentiation strategies into each lesson plan through the use of Universal Designs or Learning guidelines. Annual training for all teaching staff is conducted on the lesson plan form and administrators' expectations. These points of access and differentiation are discussed weekly in grade-level meetings and necessary changes are made. Finally, their implementation is observed in classroom observations, which are then discussed and reviewed by the teacher and their AQC.

Multilinguals (MLs)

ML students at HCCS receive tailored accommodations and modifications, following state guidelines for reading and math tests. All content-area teachers are required to be SEI endorsed, incorporating strategies like visuals and scaffolding. Testing is done in small groups with extra time, and modifications such as having tests read aloud for newcomers if needed. Regular observations ensure SEI strategies are used, and lesson plans include explicit

Universal Design for Learning to ensure that the needs of the ML students are met throughout the year. Professional development on SEI strategies is provided. Identification of ML students is done through a home language survey, with screening tests.

The English Learner Education (ELE) program at HCCS consists of two major components, SEI classrooms, and English as a Second Language (ESL) courses. Weekly grade-level meetings involve core content and ESL teachers.

Plans to Accelerate Learning

To provide additional support for students following the 2024-2025 academic year, the school developed a comprehensive summer school program in collaboration with SABIS® to address academic gaps. The 2024-2025 program was tailored to meet the academic needs of HCCS students from grades K-8. In addition, HCCS established two Learning Academies during the February and April breaks, specifically designed for students who require accelerated learning. The school also introduced an in-school tutoring program to assist students who are performing below benchmarks. These initiatives underscore our commitment to closing the achievement gaps among HCCS students, which have been exacerbated by the COVID-19 pandemic.

The HCCS summer program is a crucial tool in our efforts to close these achievement gaps. The program includes:

Summer School Program

- **English Summer School:**
 - Grades: K-8
 - Duration: 4 days per week for a 3-week program
 - Daily Schedule: 3.5 hours a day
 - Focus: Essential skills of phonics, reading, and writing
 - Pacing and materials: Provided by SABIS®
 - Assessments: Conducted weekly and at the end of the program
- **Math Summer School:**
 - Grades: K-8
 - Duration: 4 days per week for a 3-week program
 - Daily Schedule: 3.5 hours a day
 - Pacing and materials: Provided by SABIS®, focusing on essential skills
 - Assessments: Conducted weekly and at the end of the program

These programs are designed to ensure that students continue to progress academically, even outside of the regular school year.

Academic Year 2025-2026 – (Plans for Next Academic Year)

To ensure a successful start to the upcoming academic year, the HCCS academic team has collaborated with SABIS® to devise a comprehensive plan of action. This plan includes a series of curriculum enhancements and activities, which are briefly outlined below:

- **SRSS-IE:** HCCS is introducing The Student Risk Screening Scale – Internalizing and Externalizing research based behavioral screening tool which will be used to identify students at risk for discipline, suspension, and academic challenges.
- **Enhancing PBIS Strategies:** HCCS took part in the SEB Academy during the 2023-2024 academic year. Utilizing knowledge from this academy HCCS will continue to enhance its PBIS strategies and measures by using the SRSS-IE screener and the Branching Minds platform for tracking behavioral incidents.
- **Teacher Training:** A training program for all new and returning teachers will be conducted in August. This program will focus on imparting evidence-based teaching methodologies.

- **English Pathways:** Starting from the next academic year, we will offer two distinct English pathways for all students in grades 3 and 4. This approach will ensure that students are placed in the pathway that best suits their learning needs and challenges.
- **Special Education Curriculum:** We will continue to provide a specially tailored curriculum for students with severe disabilities. This curriculum will be paced appropriately to cater to their unique learning needs.
- **Models of Inclusion:** As a continuation of our partnership with Professor Cookish, from Elms College, we will work closely with her to develop the roles and responsibilities of the general education and inclusion teachers and paraprofessionals within the inclusion classrooms. Her guidance includes modeling and mentorship.
- **Appleseeds Grant:** As a continuation of our partnership with The New Teacher Project (TNTP) in the implementation of the Appleseeds foundational skills curriculum, HCCS has submitted a grant proposal to DESE for \$141,000 to be used for professional development and the purchase of student workbooks.
- **Diagnostic Tests:** At the beginning of the 2025/26 academic year, we will administer diagnostic tests created by SABIS®. The data from these tests, along with data from the 2024/25 End-of-Year exams and MCAS tests from spring 2024, will be used to appropriately place students and develop intervention plans.
- **Universal Screeners:** In addition to the SABIS® Diagnostic exams, we will implement IXL Universal Screeners and mCLASS Universal screeners. These tools will help us identify at-risk students and provide them with additional support through the What I Need (WIN) or Student Life blocks.
- **WIN/ Academic Support:** We will designate a daily WIN block for students in grades K – 2, during which we will provide targeted, evidence-based interventions. Students in grades 3 – 8 will receive additional support and interventions.

This plan aims to ensure that all students receive the support they need to succeed in the upcoming academic year. We look forward to its implementation and the positive impact it will have on our students' learning experiences.

ORGANIZATIONAL VIABILITY: COMMON SCHOOL PERFORMANCE CRITERIA

Budget and Finance

Unaudited FY25 statement of revenues, expenses,
and changes in net assets (income statement)

Fiscal Year 2025 Financial Reports

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	14,795,773
Federal Grants	1,231,154
Interest Income	368,694
Food Service Income	599,146
After School Program, net of expenses	4,007
Other Income	19,922

TOTAL OPERATING REVENUES	17,018,696
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Operating Expenses

Marketing & Recruitment	16,430
Bank Fees	8,568
Board & Trustees Expense	811
Classroom & Other Supplies	444,351
Food Service	747,401
Grants Program	1,215,918
Insurance	61,878
Interest	191,055
License Fee	43,240
Management Fee	2,070,390
Loan Fee	0
Utilities	217,889
Office Supplies, Postage	67,944
Payroll Services	38,098
Professional Services	67,305
Repairs, Maint & Supplies	508,306
Salaries & Benefits	7,423,012
Staff Development	12,474
Special Education	468,285
Telephone	18,334
Transportation	925,946
Computer Expenses	72,807

Depreciation & Amortization	791,135
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Extended Day Expenses	-
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TOTAL OPERATING EXPENSES	15,411,577
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Change in net assets	1,607,119
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Net Assets, Beginning of Year	25,324,831
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Net Assets, End of Year	26,931,950
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Note: This Statement reflects preliminary unaudited numbers

Statement of net assets for FY25 (balance sheet)

Statement of Net Assets FY25

Assets

Current

Assets

Cash & Cash Equivalents	15,743,960
Cash Restrestricted - Escrow	0
Prepaid Expenses	414,208
Receivables	320,956

TOTAL CURRENT ASSETS	16,479,124
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Capital

Assets

Property & Equipment	28,191,357
Accumulated Depreciation	-8,464,584
Capitalized Int & Loan Costs, net of amortization	0

TOTAL CAPITAL ASSETS	19,726,774
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Total Assets	36,205,898
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Liabilities

Accounts Payable	68,432
Accrued Compensation	747,950
Accrued Liability	1,515,899
Bonds & Notes Payable	6,941,667

Total Liabilities	9,273,948
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Total Net Assets	26,931,950
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Total Liabilities & Net Assets	36,205,898
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Note: This statement reflects preliminary
unaudited numbers.

Approved School Budget for FY26

**FISCAL YEAR 2026 APPROVED SCHOOL
BUDGET**

Capital Budget

Furniture & Equipment	143,000
Computer Equipment & Software	149,000
Building Improvements	3,420,000

TOTAL CAPITAL OUTLAY	3,712,000
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Operating Budget

Operating Revenues

Student Tuition	15,338,010
Federal Grants	1,100,303
Interest Income	217,915
Food Service Income	642,587
After School Program net of expenses	(16,587)
Other Income	15,500

TOTAL OPERATING REVENUES	17,297,729
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Operating Expenses

Marketing and Outreach	35,000
Bank Fees	8,000
Board of Trustees Expense	30,000
Classroom and Other Expenses	518,950
Food Service	620,652
Grants Program	1,100,303
Insurance	67,535
Interest	179,232
License Fee	45,274
Management Fee	2,147,321
Utilities	312,958
Office Supplies, Postage	62,550
Payroll Services Charge	40,000
Professional Services	41,439
Repairs, Maintenance, and Supplies	359,641
Salaries & Benefits	8,425,638
Staff Development	20,000
Special Education	500,000
Telephone	20,240
Transportation	1,012,265
Computer Expenses	138,506
Depreciation & Amortization	914,000

TOTAL OPERATING EXPENSES	16,599,503
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Change in Net Assets	698,225
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Net Assets, Beginning of Year	26,931,950
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Net Assets, Ending of Year	27,630,175
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FY26 School Budget approved on May 24, 2025.

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	702
Number of students upon which FY26 budget tuition line is based	702
Number of expected students for FY26 first day of school	702
Please explain any variances: N/A	

Capital Plan for FY26

FISCAL YEAR 2026 CAPITAL PLAN

Holyoke Community Charter School Capital Projects Planning Fiscal Year 2025

Type	Description	Estimated Cost
Building		\$ 3,420,000
	Multi Use Turf Field	\$ 3,100,000
	Capital Reserve	\$ 30,000
	Building Improvements (Bathroom Renovations, Climbing Wall	\$ 290,000
FF&E		\$ 292,000
	Admin Furniture	\$ 5,000
	Classroom Furniture	\$ 138,000
	Computer Equipment	\$ 149,000
TOTAL		\$ 3,712,000

APPENDIX A

HCCS 2024-2025 Accountability Plan Report Faithfulness to Charter

	2024-2025 Performance M (Met) NM (Not Met)	Evidence
KDE 1: Students at the Holyoke Community Charter School will be engaged in their education and experience the joy of learning.		
OBJECTIVE: HCCS will provide students with opportunities to engage beyond the traditional classroom setting to build a school-wide community of learners.		
Measure: Annually, at least seven extra-curricular cross-grade level team opportunities will be provided to students.	Measure met	HCCS offered nine extra-curricular cross-grade level team opportunities to students for the 2024-2025 school year. These opportunities included 1. Baby Lions Cheer squad (grade 3-5) 2. Cheerleading Team (grade 6-8) 3. Boys Basketball Team (grade 5-6) 4. Boys Basketball Team (grade 6-8), 5. Girls Basketball Team (6-8) 6. Co-Ed Basketball team (grade 3-4) 7. Elite Scholars Club (K-8) 8. Soccer teams (K-2, 3-5, 6-8) 9. Music Club (K-2, 3-5, 6-8, K-8)
Measure: HCCS will annually hold at least four events celebrating student achievement across grade levels. 60% of invited students/families will be in attendance at these events.	Measure Met	HCCS was able to hold four events to celebrate student achievement in the year 2024-2025: 1. Sports Awards Ceremony (May 23, 2025) a. The sports team program at HCCS has academic and disciplinary requirements: a student must receive a passing grade (60% or above) in each of the five major academic subjects during the marking period used to determine eligibility for the particular sport and maintain a good disciplinary record b. This year HCCS had 90% of students and families invited were in attendance. 2. Academic Awards Ceremony (k-2 May 30th, 2025, 3-5 May 29th, 2025, and 6-8 May 29th, 2025) a. This year, students were recognized for their hard work with subject-based awards, including Honor Roll, "Most Improved," and the "Physical Education Award." For the first time, the school hosted three separate award ceremonies for grades K-2, 3-5, and 6-8. This new format helped boost attendance and allowed each grade level to be celebrated in a more personal and meaningful way. This year HCCS exceeded attendance records as 710 family members attended. 90% of students and families invited were in attendance. 3. Kindergarten Promotion Ceremony (June 14, 2025)

		a. HCCS, held a kindergarten promotion ceremony where parents and students were invited to attend this event that celebrates the completion of kindergarten. b. 98% of students and families invited were in attendance. 4. Eighth Grade Ceremony (June 14, 2025) a. Parents and students were invited to attend this event that celebrates the completion of the eighth grade. In addition to completion certificates, the two students with the highest GPA are awarded a scholarship and students who qualified are awarded the President's Award for Educational Achievement. b. 99% of students and families invited were in attendance. ***HCCS exceeded family attendance records in other events and was able to deliver \$14,000 of food to families attending the Honoring our Family/ 20-year anniversary exhibit event. ***
Measure: Annually, at least ten Student Life clubs will be offered to students in grades 3-8 that allow for cross-grade level participation.	Measure Met	A total of twenty different Student Life Clubs were offered during the 2024-2025 school year in grades 3-8 that allowed for cross-grade level participation. 1. Step Dance (grades 3-5) 2. Book Club (grades 3-8) 3. Bey Blade (grades 3-8) 4. Lego Club (grades 3-5) 5. Robot Lego Club (grades 6-8) 6. Anime (grades 6-8) 7. Art (grades 6-8) 8. French (grades 3-5) 9. Jewelry Making (grades 3-5) 10. Board Game (grades 1-8) 11. Coding (grades 6-8) 12. Cooking (grades 6-8) 13. Newspaper (grades 6-8) 14. Pottery (grades 6-8) 15. Ping Pong (grades 6-8) 16. Floor Hockey (grades 6-8) 17. Volleyball (6-8) 18. Band (3-8) 19. Homework (3-8) 20. Basketball (6-8)
KDE 2: Holyoke Community Charter School students will develop a strong sense of civic responsibility.		
OBJECTIVE: HCCS students will engage in community activities that will teach them to be socially responsible and prepare them for college and careers.		
Measure:	Measure Met	HCCS hosted a school-wide "Community Service Day" for Thanksgiving as students were preparing to leave for their break.

Annually, all grade-levels will participate in a grade level community service activity.		Additionally, during the school's 20-year anniversary exhibit on June 7th, food from the school's Family Food Pantry was distributed to families. (Family Food Pantry opened in 2021 in partnership with Stop and Shop). In addition, each grade engaged in community service activities: Kindergarten – 3rd: Veterans' Home in Holyoke Grades 4-7: Held a competition to bring in and decorate rocks in remembrance of a student who passed away. Grade 8: Community School Wide Cleanup Day
Measure: Annually, 90% of eighth graders will enroll in the peer guidance program (designed to promote academic engagement for lower school students) and will log at least 12 hours of service.	Measure Met	Through the Peer Guidance Program eighth grade students participate in many 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 2024-2025 year, 100% of eighth graders enrolled in the peer guidance program and logged 12 hours or more.
Annually, HCCS will host a college and career information event. The event will feature at least five vendors and 80% of eighth graders will be in attendance.	Measure Met	HCCS held a College and Career event during the 2024-2025 school year: This year, HCCS held a College and Career Day on January 13, 2025 where five local colleges including Bay Path, Springfield College, Holyoke Community College, Westfield State, and Western New England University came to present information about their schools. The event also featured a presentation from the Alpha Phi Alpha fraternity, giving students valuable insight into college life and opportunities beyond high school. 92% of eighth graders were in attendance for this event.
KDE 3: Holyoke Community Charter School will have high expectations for students' learning to prepare them for college and careers.		
OBJECTIVE: HCCS will use a Multi-Tiered Systems of Support to help students reach the high expectations set by the school's curriculum.		
Measure: HCCS core content teachers employ SABIS® lesson plans that have explicit Universal Design for Learning (UDL) checkpoints providing multiple means of representation, engagement, action and expression. By the end of each academic year, 80% of core content teachers will score proficient or above on HCCS's teacher evaluation under the area of "Differentiation" which measures the use of UDL checkpoints.	Measure Met	At Holyoke Community Charter School (HCCS), we are proud to have a dedicated team of 39 core content teachers. These educators utilize SABIS lesson plans, which are meticulously designed with explicit Universal Design for Learning (UDL) checkpoints. These checkpoints offer diverse means of representation, engagement, action and expression, catering to the varied learning needs of our students. Remarkably, 32 out of these 39 teachers, which equates to 82% of our teaching staff, have achieved a rating of proficient or above in "Differentiation" on HCCS's teacher evaluation. This rating is a testament to their effective use of UDL checkpoints, further emphasizing our commitment to inclusive and adaptive education.
Measure:	Measure Met	The Holyoke Community Charter School has strategically instituted four primary academic interventions, tailored

Annually, 80% of students from grades 3rd through 8th will be enrolled in a targeted intervention program as per SOA implementation.		specifically for students from grades 3 to 8. These interventions aim to enhance the students' academic performance by providing them with the necessary support. Remarkably, out of the 444 students enrolled in these grades, 395 students, which constitutes an impressive 88.9%, have benefited from one or more of these interventions. This initiative is a testament to the school's unwavering commitment to creating an environment that encourages academic advancement and success.
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KDE 4: Teachers and support staff receive training and are provided with ongoing in-service professional development throughout the school year to ensure that students receive a high-quality education

OBJECTIVE: HCCS will provide high quality professional development to ensure teachers are delivering a 21st century education.

Measure: Annually, HCCS will provide at least 50 hours of mandatory internal professional development for teachers and classroom support staff.	Measure Met	During the 2024-2025 academic year, HCCS provided its teachers and classroom support staff with 57.4 hours of mandatory internal professional development. New teachers and staff were provided with an additional 35 hours of mandatory internal professional development for a total of 92.4 total hours. <i>See Object A1 on Appendix A6</i>
Measure: ESL Teachers will provide Sheltered Content Instruction support to core content classrooms serving EL students and core content teachers serving EL students will be assessed on their SEI implementation strategies. 100% of those teachers identified as below proficient will attend at least two professional development sessions targeting SEI implementation strategies.	Measure Met	ESL Teachers provided Sheltered Content Instruction support to core content classrooms serving EL students. ESL teachers and ELE Coordinator conducted an assessment of core content teachers serving EL students in the implementation of the SEI strategies. 100% of those teachers identified as below proficient attended two professional development sessions targeting SEI implementation strategies.

KDE5: Holyoke Community Charter School will partner with families to build positive school-home relationships

Objective: Holyoke Community Charter School will engage families through events that promote positive home-school connections.

Measure: HCCS will hold at least twenty annual parent events that will engage families and empower parents to become strong stakeholders in their children's educations. Teachers will be present to engage with parents and students at a minimum of ten of those events.	Measure Met	HCCS held a total of 39 parent events and/or workshops that were designed to engage families and generate involvement in their children's education. Sixteen of these events had a variety of teachers present who engaged with parents and students. <i>See Object A2 on Appendix A7</i>
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Measure: Annually, HCCS will hold grade-level specific parent workshops, designed to address the academic and/or social/emotional needs of that particular cohort of students (one per grade level). Following these grade-level parent 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”.	Measure Met	HCCS Conducted 9 grade-level specific parent workshops, designed to address the academic and/or social/emotional needs of that particular cohort of students (one per grade level). Following these grade-level parent workshops, 100% of parents in attendance responded to a survey and 100% of respondents agreed to the statement “This event helped me to feel engaged in my child’s education”.
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Objective and Measures related to Dissemination (required):

Objective: HCCS will be an active partner with the local 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 Met	On March 25, 2025, HCCS shared best practices in English Language Learner Education. Through a slideshow presentation, observational walkthrough, and best practices roundtable, participants collaborated with HCCS administrators and ESL educators to explore strategies for enhancing ESL programs. The focus was on equity, inclusivity, and culturally and linguistically sustaining practices. Attendees left with evidence-based, UDL-aligned methods to proactively address barriers and support the academic success of all ESL students.

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: Annually, 85% of students will pass with at least a 60% on internally developed assessments in our unique World Language Program according to SABIS® grading criteria*.	Measure Met	At Holyoke Community Charter School (HCCS), we currently have 579 students participating in our unique World Language Program. Of these, 559 students, or 96.5% of the total enrollment in the program, have successfully achieved a score of at least 60% on our internally developed assessments. This demonstrates their proficiency according to the SABIS® grading criteria, underscoring the effectiveness of our World Language Program.

Accountability Plan Evidence

Faithfulness to Charter

Measure: Annually, HCCS will provide at least 50 hours of mandatory internal professional development for teachers and classroom support staff.

	Professional Development	Date	Hours
1	New teacher/staff Training Day 1: Introduction and Tours, Instructional Technology, Human Resources Presentations, Online Trainings, SABIS® Educational System	08/12/2024	7
2	New teacher/staff Training Day 2: Classroom Management, Student Life Organization™, School Procedures, Online Trainings	08/13/2024	7
3	New teacher/staff Training Day 3: Introduction to SABIS® Teaching Methods, SABIS® Curriculum Introduction, Teacher Evaluation Tool	08/14/2024	7
4	New teacher/staff Training Day 4: Universal Design for Learning (UDL): Meeting the Needs of Diverse Learners, Special Education Department, English Language Education Department	08/15/2024	7
5	New teacher/staff Training Day 5: Unit Scope and Lesson Sequence, Online Trainings	08/16/2024	7
6	All teacher/staff Training Day 1: Introductions and Welcome, Human Resources Presentations, Instructional Technology, Classroom Management	08/19/2024	7
7	All teacher/staff Training Day 2: Student Life Organization™, Anti-Bullying Policy & Expectations, Mandated Reporter Training, Physical Restraint Policy Training, Nurse/ Health Training, Student Confidentiality, Suicide Prevention, Title IX, Sexual Harassment, Civil Rights, Curriculum Review	08/20/2024	7
8	All teacher/staff Training Day 3: Academic Strategic Plan, IXL, Models of Inclusion, Department Meetings	08/21/2024	7
9	All teacher/staff Training Day 4: Appleseeds Training, Department Meetings, Diversity, Equity, and Inclusion Training	08/22/2024	7
10	All teacher/staff Training Day 5: CPR, Discipline Techniques, Safety Training, First Days of School Updates, Appleseeds Discussion	08/23/2024	7
11	October Professional Development: Appleseeds Curriculum, Science of Reading, Math Department Meeting, Models of Inclusion, Site Visit Preparation	10/04/2024	2.20
12	January Professional Development: Principal Updates, MCAS Administration, Unit Planning & Centers, Common Planning Time: Unit Planning & Centers	01/07/2025	7
13	March Professional Development: IXL Tier 2 Intervention: Maximizing Student Growth, IXL Universal Screeners & Benchmark Data: Administrator Strategies, Enhancing Instruction Through Evidence- Based Instructional Practices	03/07/2025	6.20
14	March Professional Development: Reunification Drill, Early Literacy: Strengthening Appleseeds Implementation, MCAS Preparation: Tools, Access, and Practice, MCAS Content Deep Dive: Understanding MCAS Essays and Constructed- Response Expectations	03/28/2024	7
TOTAL HOURS PROVIDED			57.4 (All) 92.4 (New)

Object A1: Professional Development days/hours offered during the 2024-2025 school year.

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 5-8)	August 20, 2024 @ 5:00 pm
2	Parent Orientation Night (Grades k-4)	August 21, 2024 @ 5: 00 pm
3	Meet Your Teacher Night (Grades k-8)*	August 22, 2024 @ 5:00 pm
4	Parent Connection Ice Cream Social*	September 6, 2024 @ 4:00 pm
5	Parent Connection Meeting - Virtual	September 12, 2024 @ 5:00 pm
6	Teddy Bear Gathering (Grades K-2) *	September 27, 2024 @ 5:00 pm
7	Parent Connection Meeting - Virtual	October 10, 2024 @ 5:00 pm
8	Parent Meeting (k-3 Early Literacy Meeting) - Virtual	October 17, 2024 @ 5:30 pm
9	Bingo for Books	October 18, 2024 @ 5:00 pm
10	Fall Open House*	October 22, 2024 @ 5:00 pm
11	Special Education Parent Advisory Council Meeting / Parent Meeting - Virtual	October 24, 2024 @ 5:00 pm
12	Trunk or Treat*	October 26, 2024 @11:00 am
13	Parent Teacher Conferences (K-8) *	October 30-31, 2024
14	Parent Connection Meeting - Virtual	November 14, 2024 @ 5:00 pm
15	Special Education Parent Advisory Council Meeting / Parent Meeting - Virtual	December 5, 2024 @ 5:00 pm
16	Family Movie Night	December 6, 2024 @ 5:00 pm
17	Parent Meeting (8 th Grade High School Transition) - Virtual	December 12, 2024 @ 5:30 pm
18	Parent Connection Meeting - Virtual	January 16, 2025 @ 5:00 pm
19	Parent Meeting (Report Cards, SDP, and IXL) - Virtual	February 4, 2025 @ 5:30 pm
20	Parent Meeting (k-3 Early Literacy) - Virtual	February 6, 2025 @ 5:30 pm
21	Parent Meeting (Gr. 3) Multiplication Matters- Virtual	February 11, 2025 @ 5:30 pm
22	Parent Meeting (Gr. 4) Multiplication and Division Skills	February 13, 2025 @ 5:30 pm
23	Special Education Parent Advisory Council Meeting - Virtual	February 13, 2025 @ 5:00 pm
24	UMass Family Night	March 8, 2025
25	Parent Connection Meeting - Virtual	March 13, 2025 @ 5:00 pm
26	MCAS Pep Rally (gr. 3-8) *	April 4, 2025 @ 1:00 pm
27	Parent Connection Meeting - Virtual	April 10, 2025 @ 5:00 pm
28	Talent Show	April 11, 2025 @ 5:00 pm
29	Parent Teacher Conferences (k-8) *	April 28, 2025 @ 10:00 am
30	Parent Teacher Conferences(k-8) *	April 29, 2025 @ 4:00 pm
31	Special Education Parent Advisory Council Meeting - Virtual	April 30, 2025 @ 5:00 pm
32	Sports Award Ceremony*	May 23, 2025 @ 5:00 pm
33	Academic Award Ceremony* (gr. 6-8)	May 28, 2025 @ 12:00 pm
34	Academic Award Ceremony* (gr. 3-5)	May 29, 2025 @ 12:00 pm
35	Academic Award Ceremony* (gr. k-2)	May 30, 2025 @ 12:00 pm
36	Special Education Parent Advisory Council Meeting - Virtual	June 5, 2025 @ 5:00 pm
37	20 Year Anniversary Exhibit*	June 7, 2025 @ 11:00 am
38	Kindergarten Promotion Ceremony*	June 14, 2025 @11:00 pm
39	Eighth Grade Ceremony*	June 14, 2025 @ 1:00 pm

Object A2: A list of the parent events/workshops held during the 2024-2025 academic year.

**Indicates teachers were present to engage with parents and students at the event/workshop (16 total)*

APPENDIX B

Recruitment and Retention Plan 2025-26

Recruitment Plan 2025-2026

School Name: Holyoke Community Charter School

2024-25 Implementation Summary:

Holyoke Community Charter School successfully completed most activities outlined in its 2024–2025 Recruitment Plan. This year, HCCS combined International Day and Honoring Our Families into a single open event, welcoming the broader community. This inclusive approach brought in many families, providing them with valuable insight into the school’s programs, culture, and admissions process. Additionally, the school’s admission officer distributed informational flyers at key community locations to further support outreach efforts. The school’s admission officer also posted informational flyers throughout the community at the indicated strategic locations.

Since the opening of the gym last December, HCCS has continued to draw significant community engagement, including families from neighboring cities attending ongoing basketball tournaments, which has helped generate interest from parents considering enrollment at the school. The school also participated in the Holyoke St. Patrick’s Day Parade, a popular event that draws large crowds from Holyoke and surrounding towns. This year, the HCCS cheerleaders proudly represented the school by walking in the Holyoke Day Parade during The Big E, expanding the school’s visibility to an even wider audience.

Holyoke is a city where Spanish is the second most common language, and approximately 30% 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 large bilingual 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 language course. HCCS is fully committed to serving and supporting Spanish-speaking students and families.

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

General Recruitment Activities for 2025-2026:

- Open House events
- HCCS Website with school mission, practices, and events
- Student Talent Show
- Parent Orientation Nights
- International Day
- Family Movie Nights
- Advertisement on local cable station
- Student Enrollment Lottery
- School Social Media (Facebook and Instagram)
- Parent Orientation at beginning of school year
- Parent/teacher conferences
- Eighth grade high school transition meetings
- Boys & Girls Basketball Teams
- Cheerleading Teams
- HCCS Soccer Teams
- HCCS Volleyball Team
- Invite the public to International Day and Trunk or Treat event
- Mailings to district students using the MailHouse

Recruitment Plan –2025-2026 Strategies
List strategies for recruitment activities for each demographic group.

Students with Disabilities

(a) Charter School Dashboard Data School percentage: 23.1% CI percentage: 20.5% The school is <u>above</u> CI percentages	(b) Continued 2024-2025 Strategies ☒ Above CI: no enhanced/additional strategies needed • 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 on public Facebook page. • 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. (c) 2025-2026 Additional Strategy(ies), if needed N/A, At or Above CI
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English Learners

(a) Charter School Dashboard Data School percentage: 9.1% CI percentage: 9.3% The school is <u>below</u> CI percentages by 0.2.	(b) Continued 2024-2025 Strategies ☐ At or Above CI: no enhanced/additional strategies needed • Representatives from HCCS attend local Latino community-based events • Place informational posters advertising HCCS in local businesses, such as El Paraiso Colombiano, Rincons Restaurant, and Old San Juan Bakery. • Advertisement translated into Spanish on local Spanish radio station, on the school’s website, and on the school’s Facebook page • 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 ESL 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. • The school will invite prospective families and community members to our International Day festival that highlights the Puerto Rican culture.
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	• Invite members of the Puerto Rican Cultural Center to our Open House event in the fall to introduce them to our school community and begin building a partnership with them. The Puerto Rican Cultural Center serves Hampden County, most especially Springfield, Holyoke, and Chicopee.
	(c) 2025-2026 Additional Strategy(ies), if needed ☒ Below CI • Collaborate with English Learner (EL) families to explore opportunities for supporting and potentially serving their family members and or other families they might refer to the school.
Low Income	
(a) Charter School Dashboard Data School percentage: 81.3% CI percentage: 68.7% The school is <u>above</u> CI percentages	(b) Continued 2024-2025 Strategies ☒ Above CI: no enhanced/additional strategies needed • 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 • Provide refreshments 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 • Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. • Establish relationships with Homework House, an after-school program serving economically disadvantaged students, and make information available to organization leaders and post flyers. (c) 2025-2026 Additional Strategy(ies), if needed N/A, Above CI
<u>Students who are sub-proficient</u>	(d) Continued 2024-2025 Strategies • 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 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.

<u>Students at risk of dropping out of school</u>	(e) Continued 2024-2025 Strategies • 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 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.
<u>Students who have dropped out of school</u>	(f) Continued 2024-2025 Strategies Not Applicable – HCCS serves students in grades K-8
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u> Latino Students	(g) Continued 2024-2025 Strategies Holyoke is a community where 51.7% of people claim Latino ethnicity (2022 U.S. Census data). During the 2024-2025 school year, 93.6 % of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 81.3%. HCCS' goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community. • Representatives from HCCS attend local Latino festivals, such as the Puerto Rican Day Parade, and the Enlace De Familia events. • Showcasing Latino-heritage at HCCS' annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as El Paraiso Colombiano, Old San Juan Bakery, and El Rincon Restaurant • Advertisement translated into Spanish on Spanish-language radio station

Retention Plan 2025-2026

Please list the successes and challenges of implementing last year's retention strategies from the 2024-2025 Retention Plan.

2024-2025 Implementation Summary:

Holyoke Community Charter School completed most of the activities indicated on its 2024-2025 Retention Plan. The EL-PAC and SPED-PAC meetings continue to be held virtually due to increased participation. HCCS was excited to combine two of its major events to celebrate the school's 20th anniversary, an occasion that brought together families from surrounding cities and welcomed alumni, many of whom are now enrolling their own children back to campus to experience the school their children will soon attend.

The annual goal for student retention for 2024 was 90%. HCCS exceeded this goal: its 2024-2025 retention rate was 97%.

For the 2025-2026 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 looks forward to once again holding its many parent events including the Parent Orientation Nights, Awards Ceremonies, and Sports Award Ceremony to name a few.

HCCS believes that sportsmanship is an important way to instill pride and a sense of belonging in students. For this reason, HCCS has cross grade level boys' and girls' basketball teams as well as upper and lower-level cheerleading teams. HCCS offers a co-ed soccer program with teams at the K-1, 2-3, 4-5, and 6-8 grade levels. The volleyball program for students in grades 6-8, introduced last year, continues to grow and engage student-athletes.

HCCS sports teams had a standout year, winning multiple championship games across various levels. Looking ahead, the school's next capital project includes plans to enhance how soccer is played potentially through updated facilities or new formats and to explore the addition of new sports as part of a broader effort to expand and strengthen the extra-curricular sports program in 2025–2026. The pride in being an HCCS Lion continues to resonate throughout the school community.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan – 2025-2026 Strategies

List strategies for retention activities for each demographic group.

Students with Disabilities

(a) Charter School Dashboard Data	(b) Continued 2024-2025 Strategies
School percentage: 5.8%	☒ Below 1 standard deviation: no enhanced/additional strategies needed no enhanced/additional strategies needed • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings

1 Standard Deviation: 22.25% The school's attrition is <u>below</u> 1 standard deviation.	• Inclusion-model • Highly Qualified Special education staff (c) 2025-2026 Additional Strategy(ies), if needed ☐ Above 1 standard deviation: list additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and local community organization(s) consulted on these strategies. N/A – below 1 standard deviation
English Learners	
(a) Charter School Dashboard Data School percentage: 3.10% 1 Standard Deviation: 25.99% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-2025 Strategies ☒ Below 1 standard deviation: no enhanced/additional strategies needed no enhanced/additional strategies needed • WIDA trained staff for Sheltered English Immersion Endorsement • Highly Qualified English Learners teachers • Parent Advisory Council for English 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 (c) 2025-2026 Additional Strategy(ies), if needed ☐ Above 1 standard deviation: 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. ☐ No ELs were enrolled during the 2024-25 school year. No retention strategies needed. N/A – below 1 standard deviation
Low Income	
(a) Charter School Dashboard Data School percentage: 4.90% 1 Standard Deviation: 19.98% The school's attrition is <u>below</u> 1 standard deviation.	(b) Continued 2024-2025 Strategies ☒ Below 1 standard deviation: no enhanced/additional strategies needed no enhanced/additional strategies needed • After-school tutoring program • Extended Day program • Free Breakfast/ Lunch program • Fruit and Vegetable Grant Program • Summer program (c) 2025-2026 Additional Strategy(ies), if needed ☐ 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 1 standard deviation
<u>Students who are sub-proficient</u>	(d) Continued 2024-2025 Strategies • School-wide MCAS pep-rally • Parent Seminar on MCAS expectations

	• After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies
<u>Students at risk of dropping out of school</u>	(e) Continued 2024-2025 Strategies • School Social Worker and Support Staff • Free breakfast and lunch program • Student Life Organization® clubs and mentorship • Elite Scholar's Club
<u>Students who have dropped out of school</u>	(f) Continued 2024-2025 Strategies Not Applicable – HCCS serves students in grades K-8
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u> Latino Students	(g) Continued 2024-2025 Strategies • Parent letters and all other communications translated into Spanish • Spanish language/culture exposure 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 Data Tables

ADMINISTRATIVE ROSTER FOR THE 2024-25 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (If no longer employed at the school)
Dr. Sonia C. Pope	School Principal	01/17/2006	-----
Robert Riddles	Academic Quality Controller	08/01/2022	-----
Kofi Brooks	Academic Quality Controller	09/05/2024	
Benjamin Torres	Academic Deputy	08/22/2006	06/30/2025
Maria Rodriguez	School Business Manager	07/15/2019	-----
Luis Silva	Admin IT	12/12/2022	-----
Aaron Rosario	Academic IT	10/23/2013	
Kyle Callender	Student Management & Facilities Coordinator	04/01/2014	-----
Kayla Collins	Student Life Coordinator	08/01/2023	-----
Kristen O'Connor	Special Education Coordinator	08/01/2022	-----
Dr. Bridget Pinsonneault	ELE & MTSS Coordinator/ World Languages Supervisor	07/01/2023	
Joseph Alegre	Human Resources Coordinator	08/21/2023	09/06/2024
Geidi Castillo	Human Resources Coordinator	01/06/2025	
Haley Saltares	Administrative Assistant	07/10/2023	-----
Claritza Baez	Admissions Officer	08/20/2008	-----
Christine Pelchar	School Nurse	05/08/2023	-----

TEACHERS AND STAFF ATTRITION FOR THE 2024-2025 SCHOOL YEAR				
	Number as of the last day of the 2024-2025 school year	Departures during the 2024-2025 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	57	2	3	Employee chose to end employment (4) (1) Termination
Other Staff	62	6	1	Employee chose to end employment (7)

BOARD MEMBERS FOR THE 2024-2025 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Leona Florek	Chair	Policy/Executive	3 Terms Served; in 4 th Term	08/2015-08/2018 08/2018-08/2021 08/2021-08/2024 08/2024-08/2027
Lina Rivera	Treasurer	Finance/Facilities	3 Terms Served; In 4 th Term	04/2019-04/2022 04/2022-04/2025 04/2025-04/2028
Jean Swinney	Secretary	Policy/Executive	In 3 rd Term	07/2019-07/2022 07/2022-07/2025
Rafael Rodriguez	Member	-----	In 3 rd Term	09/2021-09/2024 09/2024-09/2027
Elizabeth Pawlowski	Member	Policy/Executive	In 1 st Term	04/2024-12/2026
Joshua Famiglietti	Member	Finance/Facilities	In 1 st Term	02/2025-02/2027

Board Member Contact Information along with Board of Trustee and Committee Meeting Notices are posted on the school's website: [Board of Trustee and Committee Meeting Notices](#)

APPENDIX D

Conditions, Complaints, and Attachments

Complaints

[Board of Trustees Contact Information](#)

Holyoke Community Charter Schools board of trustees did not receive any written complaints during the 2024 - 2025 school year.