HOLYOKE COMMUNITY CHARTER SCHOOL

SABIS®

1886

Member of the SABIS® School Network

2020-2021 Annual Report

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Holyoke Community Charter School (HCCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	**Location of School**	Holyoke, MA
Regional or Non-Regional?	Regional (beginning AY2021-2022)	**Chartered Districts in Region** (if applicable)	Holyoke (and Chicopee beginning AY2021-2022)
Year Opened	2005	**Year(s) the Charter was Renewed** (if applicable)	2010, 2015, 2020
Maximum Enrollment	702	**Enrollment** as of June 16, 2021	701
Chartered Grade Span	K-8	**Current Grade Span**	K-8
# of Instructional Days per school year (as stated in the charter)	180	**Students on Waitlist** as of June 16, 2020	37
# of Instructional Days during 2020-2021 School Year	170		
School Hours	8:00 am – 3:30 pm M-F	**Age of School** as of 2020-2021 School Year	16 years
Mission Statement			
The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high-quality public education.			

The Holyoke Community Charter School (HCCS) is a public charter school located in Holyoke, MA, in its sixteenth year of operation. Holyoke is an urban area, where 93% of HCCS students are Hispanic/Latino and 73% are from economically- disadvantaged homes.

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.

July 2021

This past academic year has been remarkable in so many ways. The pandemic brought challenges beyond our imagination, yet we stayed on course with our stated mission. Our dedicated Director, faculty & staff went above & beyond their usual performance as they attended to the needs of our students. SABIS®, our educational management service, provided adapted curriculum, which supported the remote delivery of said curriculum. The open meeting rules were relaxed, so our Board was able to meet remotely as planned each month.

As a board we continued to plan for the future of HCCS, which includes the expansion of our present facility to include a gymnasium & more classroom space. We also were able to get approval for regional status. Our staff remains stable & strong with few resignations. One example involved the position of AQC , and we were able to quickly fill the position to assure continuity.

At this point, as classes end, we have approved the plan for summer school, the list of planned board meetings for the next academic year & scheduled our annual retreat. The only measures of meeting stated outcomes that were not met were pandemic related. This will change when we resume in person classes in the coming academic year. We remain dedicated to preparing our students for success as students, workers, and citizens.

Respectfully submitted,

Leona Florek

Chair, Board of Trustees

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high-quality education. HCCS, with SABIS® as the educational service provider, strives to promote the joy of learning within a distinctive school culture, climate, and character to prepare the 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 a signed document indicating that they have received a copy of the handbook and have reviewed it with their children. This year, due to the COVID-19 pandemic, the handbook was also provided electronically and available in print for those families requesting it.

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 taught to lead successful lives intellectually, morally, and socially. They will have the ability, discipline, and desire to make meaningful contributions to their communities. Several distinctive methods of educating and supporting students are utilized at HCCS to achieve the desired outcome.

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

Key Design Element 1:
Students 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 SLO® helps students to develop academic, managerial, organizational, and leadership skills. 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, organizing community service projects, and much more.

Due to the COVID-19 pandemic, the SLO® operated virtually and on a smaller scale. A group of HCCS Student Life prefects participated in three SLO® virtual conferences with prefects from other SABIS schools around the U.S. The HCCS prefects presented and led a team building exercise at one of the conferences. HCCS prefects also helped to decorate and execute the annual Eighth

Grade ceremony that took place in-person in June. HCCS looks forward to once again engaging students in a robust Student Life Organization this coming school year.

School Events & Field Trips
The school typically has an annual calendar of events that includes multiple opportunities for students to become engaged in the school. These include the International Day Celebration, the Academic Award ceremony, Sports Awards ceremony, Spelling Bee, mathematics "Jeopardy" competition, and Bingo for Books events. This year, due to the pandemic, the school was able to hold the Academic Award ceremony and a College and Career Readiness event virtually.

Field trips are also designed to engage students further into the curriculum. Unfortunately, due to the COVID-19 closure, two year-end field trips were not able to be held. The first trip was the annual eighth grade trip to Washington DC, a 3-day trip designed to bring their social studies curriculum alive. While on the trip, the students would have visited the United States Holocaust Memorial Museum. Because students read *The Diary of Anne Frank* in seventh grade, this visit also would have allowed them to contextualize what they have learned ~~about~~. The second planned trip was for seventh grade students to see a live production of *Don Quixote* in Spanish in New York City. The seventh graders read *Don Quixote* as part of their Spanish curriculum, so this trip would have allowed them to see the text come alive while exercising their oral comprehension. HCCS hopes to hold these trips in the 2021-2022 academic year once again.

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

Teachers were very creative this year and blended a multitude of fun, engaging activities into their live-stream remote lessons, through platforms such as Kahoot and Whiteboard.

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

Key Design Element 2:
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 (grades 3-8) plans and implements a community service project. Through these community activities, students learn proper and positive social interactions that will prepare them to be successful in college and beyond. Through the SLO®, students organize and participate in community service initiatives that link them to local community leaders and institutions of higher learning.

The pressures and difficulties of the COVID-19 pandemic and remote learning made meeting the measures for this Key Design Element difficult. However, as mentioned above the school was able to have Student Life prefects participate in SLO® virtual conferences and make connections with students from across the U.S. and plan and execute the Eighth Grade ceremony.

As part of the new Civics Project requirement in Massachusetts public schools, 100% of HCCS eighth graders participated in a class-wide, student-led, non-partisan civics project. The class chose to focus their project on pollution in the Connecticut River, which flows through Holyoke. The students analyzed the issue and researched multiple points of view and possible solutions. Each student wrote a letter to local congressman, Richard Neal, to request his support for clean-up efforts on the Connecticut River and environmental issues at large. This project allowed students to gain an understanding of the connections between federal, state, and local policies, and how those policies can impact the students' community.

Key Design Element 3:
Holyoke Community Charter School will have high expectations for students' learning to prepare them for college and careers.
Using the SABIS® model, HCCS implements a curriculum aligned to the Massachusetts Curriculum Frameworks and guided by pacing charts, which require teachers and learners to stay on target to complete required subject matter concepts. HCCS teachers use the SABIS Point System® of instruction, ensuring students follow the daily plan for learning. Teachers teach, but also utilize HCCS students as prefects to aid classmates who need additional support in the subject matter. HCCS prefects are students who lead or participate in the SABIS Student Life Organization®. Through live-stream classes, teachers were able to maintain the prefect system during remote learning.

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

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

The school has created a school-wide attendance initiative called "Roar for Four" to increase student attendance. Students are encouraged to limit their absences to only four in a school year. While this initiative was paused for the COVID-19 pandemic, the school still maintained high expectations for student attendance and participation. In order to ensure that each student was connecting and participating on a daily basis, the school formed a ten person "attendance team." These support staff followed-up on any student absence with a phone call to the parent/guardian. This allowed parents to monitor student attendance, especially in cases where students were in the care of a grandparent, babysitter, the YMCA, etc. These calls home would often address any technology issues that were making it difficult for the student to connect.

In addition to attendance, teachers used the SABIS Teacher App to indicate to administrators and counselors if students were connected, but not active participants in class. This allowed administrators/counselors to contact parents to discuss student participation and provide supports to

students to increase their participation. This was also a way for the school to monitor and address any social/emotional issues that often led to decreased participation.

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.
Developing HCCS teachers, administrators, and other personnel is a priority and key component in retaining an outstanding staff. During regular, annual training sessions, HCCS staff members become familiar with the SABIS® curriculum, pacing charts, teaching methods, the assessment program, classroom management, reporting student performance, student behavior management and discipline, Special Education, English language learners, safety, and other general policies and procedures typical of a SABIS® school. Staff development at HCCS goes beyond the traditional workshop approach to include activities focused on how to achieve higher standards and fully embrace accountability for student results.

HCCS ensures that its teachers are highly qualified for the subject areas and grade levels for which they provide instruction. Teachers are encouraged to advance their education and licensure status by enrolling in courses that are reimbursable with Title I funds. In the spring of 2021, HCCS partnered with The French River Education Center to offer a virtual Sheltered English Immersion (SEI) course to those teachers who did not yet have the SEI endorsement. HCCS also registered teachers to attend virtual MTEL prep courses offered by the French River Education Center. In this way, the HCCS administration is ensuring high quality instruction for its students.

The school provides teachers with the opportunity to collaborate around specific areas of concern or areas for improvement through Professional Learning Communities (PLC). These PLCs consist of a small group of teachers and administrators who work over several months to suggest and execute plans and programs that will have an impact on instruction, student supports, and school safety. This year, HCCS convened a PLC on English Learners Education curriculum.

HCCS provides multiple days of internal professional development. Ten days of professional development training are mandatory for new faculty and staff members in August; returning faculty and staff also attend five days of training at the start of each school year. Additionally, two full-days and two half-days of professional development are scheduled during the school year. Due to the COVID-19 pandemic, HCCS offered an additional four days to all teachers and staff at the beginning of the school year. As noted in the Accountability Plan, the school offered 94 hours of internal professional development this academic year. These internal trainings are in addition to the many external trainings that occur throughout the year. During the 2020-2021 school year, HCCS provided training opportunities in these and other areas:

- **Administration**
  Board On Track: Open Meeting Law Webinar; Clerical/Administrator training; DESE Commissioner Riley Meeting with Charter Leaders of Color; DESE Commissioner Riley Weekly Conference Calls with School Leaders; DESE Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) Webinar; DESE Student Learning Time Data Report Webinar; DESE Student Learning Time Webinar; DESE webinar: SIMS Attendance and Instruction Mode; Educator Evaluation Portfolio; In-person reopening (Overview of in-person student numbers; Facilities, Student Life, and Student Management; Drop-off, Dismissal, and Meals; Classroom Procedures & Academics; Classroom Materials; Nurse Office; First Days; Human Resources); MCAS Administrators Training; Pillars Team training; Pioneer Valley Excellence in Teaching Awards 2020-2021 Kickoff Meeting; Reopening Plan Presentation and Update Presentations; Title IX Bootcamp for K-12

- **Classroom Management/Student Behavior/Social & Emotional Supports**

Attendance Protocol; Attendance vs. Participation Infractions; Attendance-taking Procedures; Boston College webinar: Counseling the Whole Child: Systemic Approaches to Student Support during COVID; Crisis Prevention Institute Training (Nonviolent Crisis Intervention Certification); DESE Bullying Webinar; DESE EWIS Webinar - Attendance and Suspension Monitoring Report; Learn Launch "Include Social-Emotional Learning" Workshop; LearnLaunch/DESE webinar: Support Educator Well-Being; Permission to Feel for Kids: How Adults can Support Children in Managing Emotions During Challenging Times webinar; Social Emotional Learning under COVID-19; Student Engagement; Student Management Training for SM Staff; Teacher App & Parent Conferences; Virtual Southeast Conference on Positive Behavior Interventions and Support (SEPBIS) & Youth Mental Health Certification

- **Special Education and English Learners**
  Accountability Plan Measures/LOOK Act; Breakout Rooms for Special Education and English Learner students; DESE ACCESS for ELLs Test Coordinator Training; DESE EL Network Webinar: Equity During COVID-19; DESE ELE Tier Focused Monitoring CIMP/CAP Orientation Webinar; DESE MCAS Alternate Assessment Portfolios progress training session; DESE MCAS-Alternate Assessment Fall Educator Training Session: "MCAS-Alt Administrators Overview"; DESE MCAS-Alternate Assessment Fall Educator Training Session: "MCAS-Alt Update: What's New and Notable"; DESE Special Education Charter Directors Support Meeting; DESE Special Education Charter Directors Support Meetings; DESE Special Education Leaders Monthly Meetings; DESE Tiered Focus Monitoring 2019-20 OLA Reviews Orientation Webinar; DESE virtual conference: "Supporting Charter Special Education Directors"; DESE Zoom Call: Tiered Focused Monitoring (SPED/Civil Rights Audit) Orientation; ELE Progress Reporting; English as a Second Language (ESL) Professional Learning Community (PLC); Executive Function Workshop; MTSS, Inclusion, English Learners and Differentiation; Special Education Progress Reporting; Test Modifications for Students with Disabilities; Tiered Focus Monitoring: SPED Audit internal training

- **MCAS and ACCESS**
  ACCESS Testing; DESE – Office of Student Assessment Services: "Tasks in Pearson Access Next During and After Testing"; DESE MCAS Webinars; DESE Office of Student Assessment Services: Tasks in PearsonAccess Next; Training for Remote MCAS Administrators

- **Curriculum, Assessment, and Instruction**
  Breakout Rooms and OneNote in Microsoft Teams; Exams in OneNote; French River Education Center; MTEL Reading & Writing Prep Courses; French River Education Center; SEI Endorsement Course; HCCS Mentee Meetings; HCCS Mentor Meetings; Learn Launch "Ensure Equitable Access" Workshop; Lesson Planning; Library/Intervention Periods; Massachusetts Charter Public School Association (MCPSA): The Learning Brain, Equity, and Culturally Responsive Teaching; Microsoft Teams & Forms; MS Teams Breakout Rooms; MS Teams Protocols; Proctoring SDP Assessments; Remote Learning Overview; SABIS Point System of Instruction; SABIS Training: Teaching Metal Math Lessons in Grades 1-4; SABIS® : Planbook Training; SABIS® Training "Developing and Effectively Delivering Hybrid Lessons"; Utilizing SDP Exam Prep Materials

- **Health & Safety**
  American College of Medical Toxicology Webinar: "Long COVID"; Boston University School of Medicine Western Regional School Nurse Meetings; CDC Webcast: "Pediatric Environmental Health Specialty Unit Program Grand Rounds Webinar Series – Toxicity of

Chemical Disinfectants Encountered in Everyday Life"; DESE Tele-Assessment Webinar; DESE Webinar: Requesting Mobile Response Units; DESE Webinar: Risk Reduction Strategies – Transportation; Dexcom Continuous Glucose Monitoring; EducationAdmin Webinar: COVID-19 Vaccination Requirements – Legal Issues for Schools; HR Web Advisor: COVID-19 Vaccine Answers from WebMD's Chief Medical Officer; John C. Stalker Institute of Food and Nutrition: Nuts and Bolts of School Nutrition Programs Continuation Series; Lock Down Procedure/Fire Drills presented by State Police, Holyoke Police Department, and Holyoke Fire Department; Northeastern University – Bouvé College of Health Sciences School of Nursing: "COVID-19 Pooled Testing: Science & School Nurses' Experiences"; Northeastern University Bouvé College of Health Sciences – School of Nursing webinar: "Contract tracing: School nurses and local board of health collaboration during COVID-19"; Nurse/Health Training under COVID-19; Safety Training (Lockdowns, Fire Drill, Emergency Plan, Reunification); School Health "Saving Our Students – One Heart at a Time" Sudden Cardiac Arrest Webinar; Seizure Training for School Nurses: Caring for Students; Vaccine Updates

Key Design Element 5:
Holyoke Community Charter School will partnership with families to build positive school-home relationships.

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

HCCS communicates frequently with parents to ensure they are partners in the education of their child. Given that approximately 93% of HCCS students are Latino, all communications to parents are translated and parents receive communication in both English and Spanish from the school. This is essential to ensuring parents are well informed and involved in the education of their children. HCCS makes use of the following methods to communicate with parents directly: interim reports, report cards, fall and spring parent/teacher conferences (held virtually this year), Blackboard Connect Phone Messages, and the SABIS® Digital Platform website. The SABIS® Digital Platform application allows parents to access up-to-date grades, classroom notes, homework assignments, and teacher comments. Always looking for ways to further engage with parents, HCCS has a Facebook page with almost 1,300 followers and uses email to inform parents of important information and upcoming events. In addition, HCCS uses Class Dojo across all grade-levels, a program that allows teachers to provide real-time updates of class performance, instruction, and homework via smartphone or email.

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

HCCS hosts several events that parents are invited to attend that boast consistently high attendance. Due to the COVID-19 closure, HCCS was not able to hold in-person events; however, the school did hold 20 virtual events, including Parent Orientation, Parent/Teacher Conferences, Attendance Award Ceremony,

and Academic Award ceremony. The school held its Eighth Grade Ceremony in-person, in an outdoor, socially distanced event.

Because of the COVID-19 closure, the school made multiple efforts to ensure all families were engaged. HCCS created a dedicated page on its website with resources for parents that included not only details about instruction and supporting students at home, but also Wi-Fi, health, nutrition, and other community organization information. The school continued serving meals for drive-by pick-up four days per week throughout the entire closure and provided free produce by participating in the "Fresh Fruits and Vegetables" program. HCCS provided Chromebooks to all students ,which allowed them to access their lessons and teachers. For parents/students who lacked an Internet connection, wi-fi hotspots were given out. School counselors reached out to families not connected to online learning to provide necessary assistance. The school also had dedicated "technology team" staff to provide tech assistance to any family member or student that needed it, and an "attendance team" to support students with regular attendance and participation in virtual classes.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
02/23/2021	Regional Charter School (adding Chicopee)	Approved
06/07/2021	Enrollment Policy	Approved

Table 1. Amendments requested in the 2020-2021 school year.

Access and Equity

The most recent, publicly available student discipline data for the Holyoke Community Charter School, published by the Department of Elementary and Secondary Education, is available at http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04530005&orgtypecode=6&=04530005&.

2019-2020 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	% In-School Suspension)	% Out-of-School Suspension	Percent Emergency Removal
All Students	721	36	0.3	4.9	0
English Learner	94	2	--	--	0
Economically Disadvantaged	547	31	0.4	5.5	0
Students with Disabilities	152	11	0.7	7.2	0
High Needs	591	33	0.3	5.4	0
Female	375	14	0.3	3.7	0
Male	346	22	0.3	6.1	0
American Indian or Alaska Native	0	--	--	--	--
Asian	7	0	--	--	--
African American/Black	8	1	--	--	--
Hispanic/Latino	664	34	0.3	5.0	0
Multi-race, Non-Hispanic/Latino	10	0	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	32	1	--	--	--

Table 2. In- and out-of-school suspension rates for the 2019-2020 school year.

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

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

Positive Behavior Interventions and Supports (PBIS)
The school community also incorporates various primary, secondary, and tertiary PBIS methods such as the following, which are geared toward proactive measures of reducing disciplinary referrals:
- Primary or school-wide system of support (ex. Shout outs, Student Life, Student Management, events/activities, student of the month etc.)
- Secondary or classroom systems (ex. Class-wide lessons, incentive programs, activities, class-wide behavior management systems etc.)
- Tertiary or individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation)
- Bully prevention month

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

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Due to the COVID-19 pandemic, HCCS was not able to engage in dissemination efforts this academic year. The school plans for dissemination efforts to resume for the 2021-2022 academic year. As noted in the Office of Charter Schools and School Redesign Annual Report Guidelines, schools have until the end of the charter term to meet dissemination requirements.				

Table 3. Dissemination efforts in the 2020-2021 school year.

Student Performance

Holyoke Community Charter School's 2020 publicly available student performance data can be viewed on the school's report card posted on the Department of Elementary and Secondary Education's website at: http://reportcards.doe.mass.edu/2020/04530005

2020 Official Accountability Report - Holyoke Community Charter School	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	72% - Substantial progress toward targets

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

External Assessment
Due to the COVID-19 pandemic, the Spring 2020 MCAS was cancelled.

Internal Assessment
At Holyoke Community Charter School, students are tested to check their knowledge of the concepts that they have studied. Continuous evaluation of student learning is an integral part of the instructional process in SABIS® schools. Assessment of student learning is conducted in many ways, depending on the subject area. Below is a short description of various types of assessment tools used at the school.

SABIS® Academic Monitoring System:
The SABIS® Academic Monitoring System (SABIS® AMS) is intended to monitor student learning on an ongoing basis and is considered a teaching tool. It is a part of the instructional process beginning in the third grade. SABIS® AMS tests, given in math and English, are objective, criterion-referenced, computer-corrected formative assessments. They are designed to check student learning, mastery, and long-term retention. Test items are intended to evaluate basic or core concepts and focus primarily on factual information. Absent students must make up SABIS® AMS tests within 2 weeks of the original test date.

Integrated Testing and Learning (ITL)
The SABIS® ITL system has been developed as part of SABIS®'s overall, ongoing commitment to develop technology strategies that benefit the learner. Providing online learning and assessment, ITL is a tool that identifies learning gaps so that steps can be taken to address them. Remarkable features of the ITL include instant marking and on-the-spot correction of mistakes and unanswered questions as well as access to review content and challenge questions.

Periodic Exams:
Students are academically tested throughout the term through Periodic Exams, which serve as one of the summative assessments given. A testing schedule for each term identifies the academic subjects to be tested weekly.

End-of-Term (EOT) exams are given at the end of Term 1 to determine mastery of concepts taught over the full term. The End-of-Year Exam measures student achievement over the course of the academic year. The results of the End-of-Term and End-of-Year Final Exams each account for up to 50% of a student's grade.

At the conclusion of the school year, each student is given a final report card. The final report card reflects grades throughout terms 1 and 2. Passing criteria is earning 60% or more. Students who achieve below 60% are invited to the summer school program for intensive instruction in English or math. The graph below shows the percentage of students in each grade level who achieved a passing score (60% or above) in their overall average. The graph also shows the percentage of students earning a passing score in English and math (_see Object 1 below_).
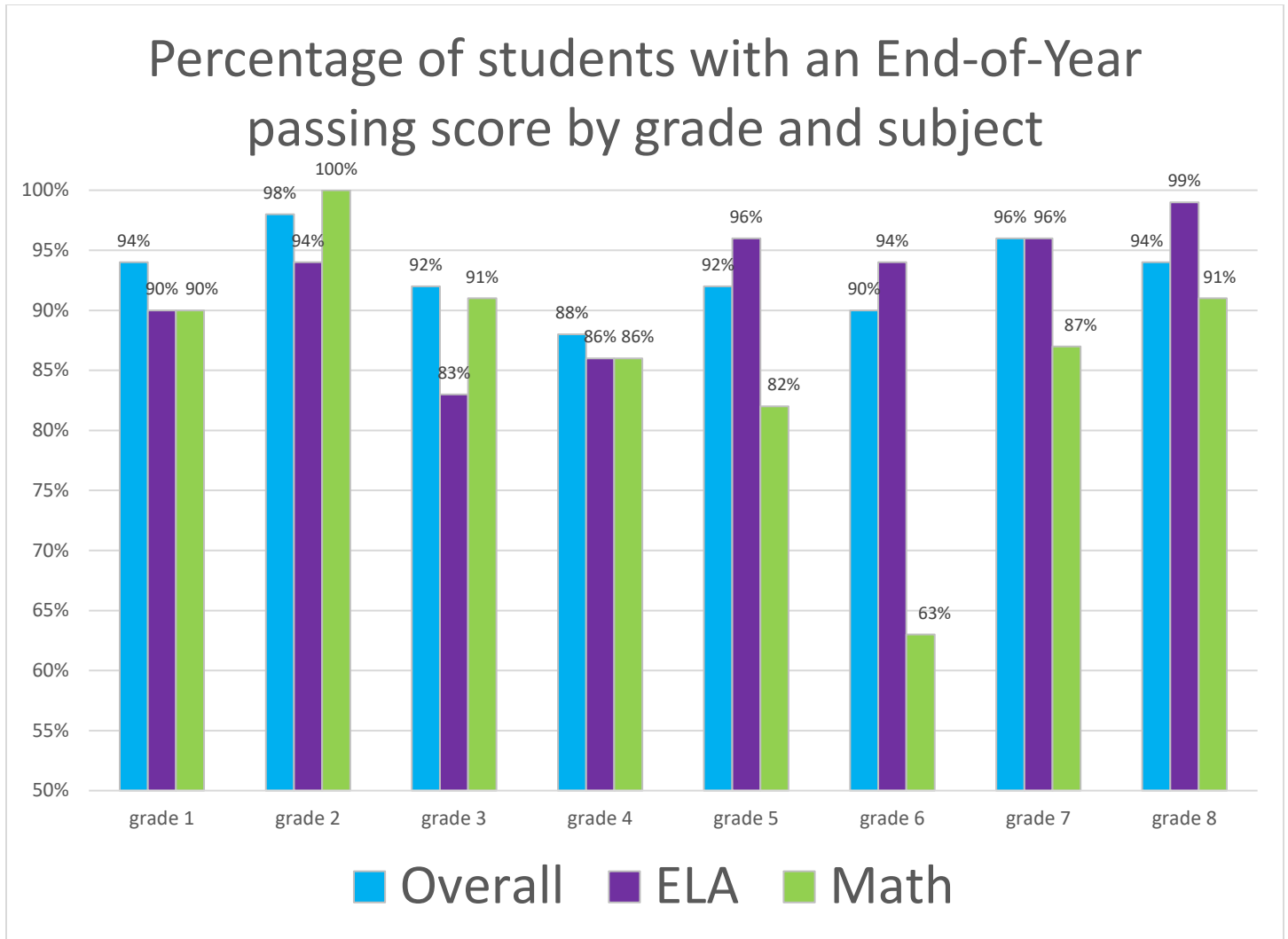
Object 1. Percentage of students by grade level with an End-of-Year passing overall average and a passing score in English and math in the 2020-2021 academic year.

Academic Program

Holyoke Community Charter School delivered a high-quality academic program that met the needs of all students during the 2020-2021 school year.

Description of the Academic Program

Mode of Instruction
All K-8 students began the year in an online mode which differs from prior years. The school procured Chromebooks for each student. In August, multiple pick-up days were held on which each student picked up a Chromebook, a set of textbooks, and Internet hotspots (for homes with limited or no Internet service). At these events, the school provided free school materials, such as notebooks and pencils, and loaned out student desks and chairs.

The school operated in a complete remote model for all students from September through March. Beginning in April, the school reopened for in-person learning. On April 5, 2021, the school was open for in-person learning to students in grades K-5, and on April 28 the school opened to students in grades 6-8. Families were provided with two options for instructional delivery and core content:

> One option was the "in-person" option with many additional health and safety measures in place. Some of these included a mask policy, social distancing policy and new arrival, dismissal policies (see Physical Safety section below). In-person learning was five days per week for the full school day.

> The second option was a 100% remote plan for those families that were not comfortable with sending their children back into the school building. These students remained connected to live-streaming classes five days per week for the full school day.

The delivery of the online plan was the same content that the in-person students received for core instruction. The curriculum remained the same as in non-pandemic years. Small revisions to pacing were made throughout the year when deemed necessary. Live-streaming occurred for those students who were remote, with in-person students taught in concurrent lessons. Students and teachers used the Microsoft Teams platform for lessons and the SABIS® Digital Platform (SDP) for the administration of assessments.

Microsoft TEAMS – Instructional Delivery Platform
The primary mode of instruction was via Microsoft TEAMS for teaching virtual and concurrent lessons. Microsoft TEAMS is a collaboration platform that helps teachers deliver lessons, stay organized, share work, and engage students during lessons.

All live instruction via TEAMS was recorded and a link placed in the TEAMS Chat through Microsoft STREAM for parents/students to access if they are unable to participate in-person at the time of the live classroom session. Students could refer to recorded sessions as they completed their assigned course work.

HCCS checked student learning and engagement using a variety of strategies:
- Teachers assigned homework or projects via SDP and MS TEAMS OneNote Notebook, tracked completion, and provided feedback about progress toward goals to students.
- TEAMS Polls feature was used during lessons to engage students and elicit responses to check mastery of the concept taught.
- Chapter tests (Periodic Exams) administered on the SDP.
- Weekly assessments on the SDP checked for understanding of the concepts taught the previous week.
- End-of- Term and End-of-Year Exams were administered on the SDP.

- The use of OneNote Notebook during TEAMS Live Online Lessons provided a platform for students to work in groups and for prefects to check the work of their team members and provide feedback.

SABIS® Digital Platform
SABIS® Digital Platform (SDP). SDP is a password-protected website and mobile application featuring tools and resources packed with advanced and practical features for parents and students in SABIS® Network schools. The platform allowed parents and students to log-in and access relevant information tailored to their needs and preferences, keeping them informed, connected, and alerted at all times. Additionally, SDP offered parents easy access to stay in the know about their child's academic performance and school involvement.

All internal assessments for students in grade 3-up were scheduled on the SDP. Students accessed their exams through the SDP and were monitored by a school proctor through an exam session on TEAMS. Scores were immediately available to school staff on the SDP and migrated to the school database, SSMS.

Curriculum and Instruction: Academic Standards
Holyoke Community Charter School's curriculum is aligned to MA state standards. As teachers navigated the range of competencies at the beginning of the school year, they used SABIS® Curriculum, data from diagnostic assessments, and results from pre-assessments to inform instruction. K-8 instructional standards for the 2020-2021 School Year were clearly communicated in the pacing charts distributed for each content area. Teachers were trained to implement instructional approaches to meet the range of student needs, assess students, and provide instruction in the content areas in face-to-face and virtual platforms.

For students who were working virtually, teachers engaged students through the following methods:
- Established and maintained remote classroom norms and learning routines
- Encouraged student collaboration and discourse
- Engaged students in meaningful learning opportunities
- Utilized multiple virtual platforms to keep students engaged during lessons

Oversight
Academic Quality Controllers, Special Education Director, Regional Subject Coordinators, Regional Academic Quality Controller, and the School Director conducted "pop-ins" and formal observations of the on-line classes to monitor instruction and offer feedback, support and training for improvement.

Assessment and Grading
Holyoke Community Charter School bases its assessment system on the Massachusetts Standards. Students are regularly assessed per the internal exam schedule to determine if they are making progress toward meeting those standards. HCCS places a heavy emphasis on formative assessments, which is critical in the instructional process. These formative assessments allow students to receive timely feedback that helps them understand what they need to do to improve. Formative assessments also provide the teacher important information to adjust the teaching and learning process to meet each student's needs.

Parents and legal guardians have access to a web-based system, SABIS® Digital Platform (SDP), which allows them to see their children's grades at any time. Teachers keep up-to-date information on homework assignments and other relative information. Interim Reports (progress reports) are sent to parents and guardians during each marking period. This is in addition to the expectation we have for the Academic Quality Controllers at each grade level to keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, End-of-Term Reports (report cards) are sent to parents/guardians at the end of each term.

Equitable Access

Technology
Holyoke Community Charter School ensured all students were provided with equitable access to technology and the Internet by providing each student with a Chromebook and, if needed, a wireless hotspot. In the Parent Orientations held at the beginning of the school year, families were trained on the basics of using the Chromebook and MS Teams. In addition, the school had a "technology team" of six individuals who were trained on all equipment and software/applications that were being employed for remote learning. This technology team provided support over MS Teams, via phone, and in-person appointment to address all issues with technology for families and students. Support was available in English and Spanish.

Students with Identified Special Needs
Students' IEPs and 504 plans were reviewed in coordination with general and Special Education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

HCCS established structures for general and Special Education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

HCCS ensured a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IEP. HCCS also ensured a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

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

Parent Communication
HCCS uses multiple methods to communicate with parents that it continued to employ during remote learning. Blackboard Connect is used to reach parents with mass-communication telephone calls. The school also uses ClassDojo to allow teachers and administrators to directly communicate with parents. Because each student received their own Chromebook, the school used the Microsoft Teams platform to schedule remote meetings with parents, either using webcams and/or voice. In addition, parents were always able to use the school's telephone system to connect with administrators and request support. Given that approximately 92% of HCCS students are Latino, all communications to parents are translated and parents receive communication in both English and Spanish from the school. Translation and interpretation services are always provided to limited English proficient parents and guardians.

Attendance & Participation Support
To ensure that each student was connecting and participating on a daily basis the school formed a ten person "attendance team." These support staff would follow-up any student absence with a phone call to the parent/guardian. This allowed parents to monitor student attendance, especially in cases where students were in the care of a grandparent, babysitter, the YMCA, etc. These calls home would often address any technology issues that were making it difficult for the student to connect.

In addition to attendance, teachers used the SABIS Teacher App to indicate to administrators and counselors if students were connected, but not active participants in class. This allowed administrators/counselors to contact parents to discuss student participation and provide supports to students to increase their participation. This was also a way for the school to monitor and address any social/emotional issues that often led to decreased participation.

Physical Safety

In the In-Person learning model, students received in-person instruction full time in school environments that had been appropriately modified to address health and safety requirements issued by DESE. To facilitate an in-person model, Holyoke Community Charter School made the following modifications in order to allow all students to return to the physical building safely.

Facilities and classroom spaces:
- Physical distancing: The school used a 6' social distancing grid in the classrooms where capacity allowed. If 6' distance could not be provided, the school used a 3' social distancing grid. This applied in the classrooms, but also in other spaces such as the library, computer labs, office spaces, and ancillary classrooms. The school installed three-sided Plexi-glass barriers on each student desk and a Plexi-glass barrier on each teacher desk. Teacher desks and the Interactive Whiteboards at the front of each room were at least, if not more, than 6' from any student desk.
- Reduce the mixing of student groups: When in classrooms, all students had assigned seating. Students were restricted in cohorts by classroom and remained with their cohort throughout the day. This limited student exposure outside of their cohort to their grade level class to the greatest extent possible. When students were pulled out for Special Education or English Learner instruction, desks were fully sanitized in between use.
- Breakfast and Lunch: The cafeteria, gymnasium, and Garden Room were used to serve snacks and lunches with students spaced at 6' apart.
- Mask breaks: In addition to lunch, students had at least two scheduled mask breaks per day (usually at snack and at recess). During mask breaks, students were placed 6' apart.
- Bathrooms: Bathrooms were monitored by staff members to ensure that only one student enters the bathroom at a time.
- Masks at all times: All staff and students were required to wear a mask at all times in the building and at recess. Students were encouraged to bring their own mask to school; however, the school provided each student and staff with a reusable cloth face mask and a mask lanyard. The school had a supply of mask available for emergencies.
- Daily Cleaning and Sanitizing: All classrooms, hallways, and offices were sanitized on a daily basis.

Arrival and Dismissal:
The school re-arranged traffic patterns for buses and cars at arrival and dismissal to allow for safe distancing between students as they entered and exited the building and that allowed each student to properly sanitize their hands as they entered and exited classrooms.

Transportation:
Parents/guardians were encouraged to provide their own transportation to and from school, where possible. Students who are Holyoke residents and who could not provide their own transportation were assigned a seat on a school bus. The busses operated under all safety protocols as provided by DESE and the DPH.

Plans to Accelerate Learning

For students needing additional support following the 2020-2021 academic year, a comprehensive remedial summer program was developed by SABIS® and tailored to HCCS students' academic needs in grades 1-8. The program includes the following:

Remedial Summer Program
- English Summer School:
    - Grades: 1-8
    - Duration: 4 days per week / 4-week program
    - 3.5 hours a day / 4 periods of English per day
    - Focus on essential skills of phonics, reading and writing
    - Pacing and materials provided by SABIS®
    - Assessments will be taken at mid-point and end of program
- Math Summer School:
    - Grades 1-8
    - Duration: 4 days per week/ 4-week program
    - 3.5 hours a day/ 4 periods of Math per day
    - Pacing and materials provided focusing on essential skills per course
    - Mid program and end of program exams

Summer Enrichment Opportunities for HCCS Students
In addition to the summer remedial program, HCCS students who wish to can complete summer enrichment packets in English or math or an online SABIS® course in English or mathematics.

- **English Enrichment Packets:** Students who are not attending summer school can choose to complete an English Enrichment packet specific to their grade level. The packets include fun and engaging content and games designed to reinforce reading, writing, vocabulary, and grammar skills.

- **Math Enrichment Packets:** Students who are not attending summer school can choose to complete a Math Enrichment packet specific to their grade level. The packets include fun and engaging content and games designed to reinforce grade-specific math skills.

- **Online SABIS® Digital Platform (SDP) Courses in English and Math:** For students who are looking for a more structured approach to summer enrichment, online courses in English and mathematics are available. These synchronous courses include content designed to focus on MCAS standards and content by grade level.

Academic Year 2021-2022
Beginning with the next academic year:

- **Diagnostics Tests:**
  SABIS®-created diagnostic tests will be administered during the first week of the 2021/22 academic year. Data from these CCSS-based diagnostics, data from the 2020/21 End-of-Year exams, and MCAS diagnostic tests from the spring of 2021 will be used to inform instruction.
- **English:**
  Students will be enrolled in courses specifically tailored to their needs in English based on diagnostic, End-of-Year exam, and MCAS data. An accelerated course will support

students who require additional review from the previous academic year, while remaining on track to cover all state standards.

- **Math:**
  Math courses at HCCS will focus on state standards for the current year. Additional practice throughout the academic year will be added on concepts that require further work based on information from the diagnostic results as well as End-of- Year data.

- **Individual Academic Support Plans:**
  Data from diagnostic tests, and End-of-Year exams, and individual item analysis from spring 2021 MCAS will be used to create academic support initiatives based on each students' needs.

- **Interventions**
  The following interventions will be provided for under performing students:
    - Study Groups
    - After School Tutoring
    - Power Study Sessions
    - Peer Tutoring
    - MTSS

- **Comprehensive literacy and math supports for every student:**
    - Literacy:
        - Leveled Reading Program deployed with all students in KG (Term II) through Grade 3.
        - Read Naturally implemented for remediation
        - AR Program implemented for reading motivation
        - Fully implemented SDP Exam Preparation
    - Math:
        - Systematic PrepList Implementation
        - Fully implemented SDP Exam Preparation

    - MTSS/SpEd/Interventions for failing students procedures in place
    - Daily oversight and follow-up by School Director, Deputy Director/Director of Academics, and AQCs
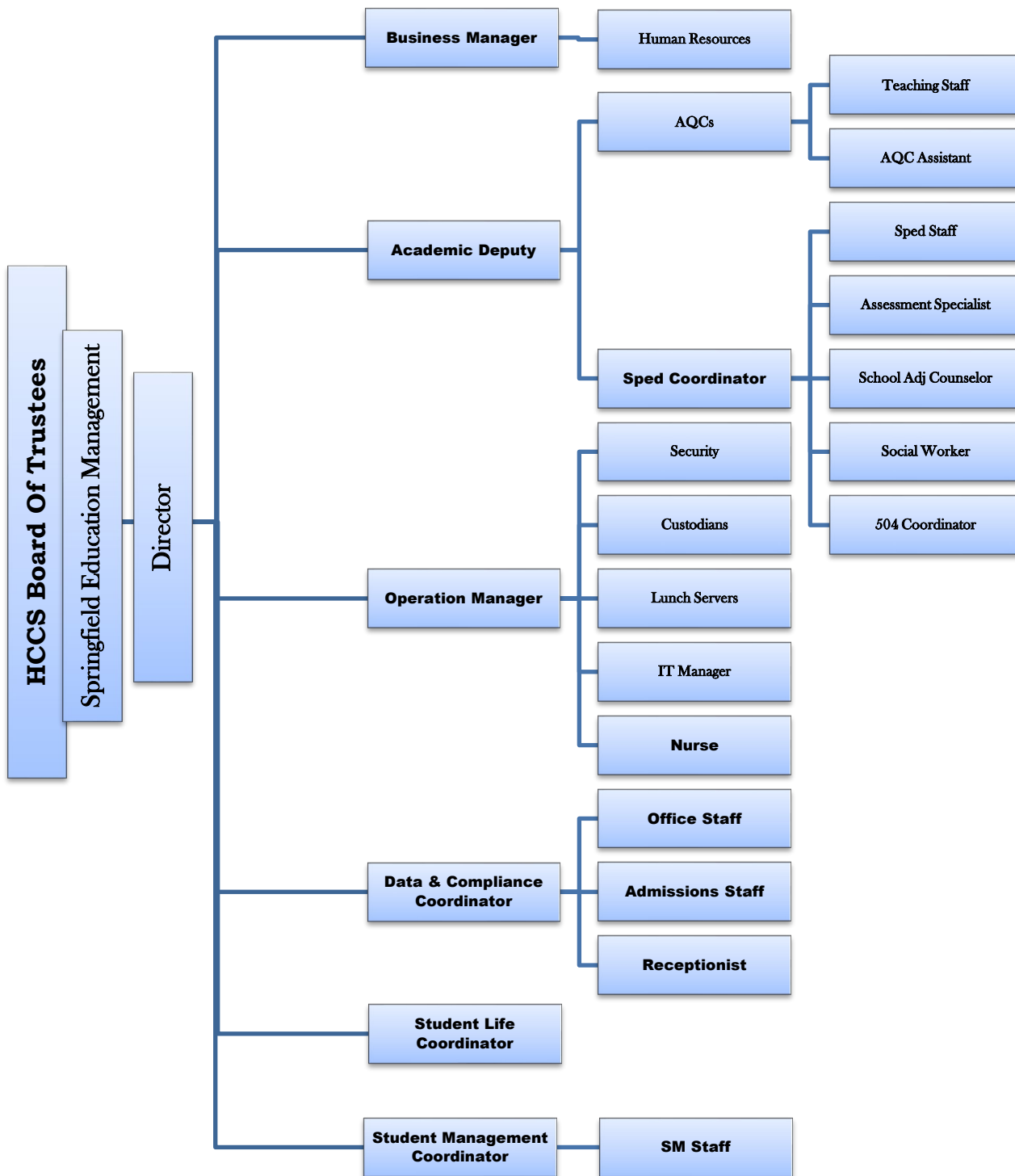
Organizational Structure of the School

Holyoke Community Charter School made no changes to the organizational structure of the school during the 2020-2021 school year, nor does it anticipate any changes for the upcoming year.

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

In October 2020, Ms. Jenna Gable resigned her position as the Chairperson of the Board of Trustees due to her relocation out-of-state. At the October 28, 2020 Board of Trustees meeting, Ms. Leona Florek was voted as Chairperson and Ms. Janine Kent was voted as Vice Chairperson. This ensured a continuous presence of leadership for the Board of Trustees.

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

Organizational Chart

- **HCCS Board Of Trustees**
- Springfield Education Management
- **Director**
  - **Business Manager**
    - Human Resources
  - **Academic Deputy**
    - AQCs
      - Teaching Staff
      - AQC Assistant
    - **Sped Coordinator**
      - Sped Staff
      - Assessment Specialist
      - School Adj Counselor
      - Social Worker
      - 504 Coordinator
  - **Operation Manager**
    - Security
    - Custodians
    - Lunch Servers
    - IT Manager
    - **Nurse**
  - **Data & Compliance Coordinator**
    - **Office Staff**
    - **Admissions Staff**
    - **Receptionist**
  - **Student Life Coordinator**
  - **Student Management Coordinator**
    - **SM Staff**

Budget and Finance

Fiscal Year 2021 Financial Reports

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	9,992,871
Federal Grants	1,698,790
Interest Income	17,662
Food Service Income	199,185
After School Program, net of expenses	(399)
Other Income	18,724
TOTAL OPERATING REVENUES	**11,926,832**

Operating Expenses

Marketing & Recruitment	10,178
Bank Fees	23,585
Board & Trustees Expense	2,845
Classroom & Other Supplies	329,076
Food Service	213,800
Grants Program	1,698,790
Insurance	37,057
Interest	47,794
License Fee	21,018
Management Fee	1,399,002
Utilities	120,176
Office Supplies, Postage	18,556
Payroll Services	31,271
Professional Services	36,145
Repairs, Maint & Supplies	301,042
Salaries & Benefits	5,221,079
Staff Development	1,231
Special Education	118,460
Telephone	25,451
Transportation	505,553
Computer Expenses	39,109
Depreciation & Amortization	516,876
TOTAL OPERATING EXPENSES	**10,718,093**
Change in net assets	1,208,739
Net Assets, Beginning of Year	15,582,569
Net Assets, End of Year	**16,791,308**

Note: This Statement reflects preliminary unaudited numbers

Statement of Net Assets FY21

Assets

Current Assets

Cash & Cash Equivalents	4,498,589
Debt Service Reserve	253,865
Receivables	138,375
TOTAL CURRENT ASSETS	**5,334,810**

Capital Assets

Property & Equipment	18,644,662
Accumulated Depreciation	-6,111,915
Capitalized Int & Loan Costs, net of amortization	166,837
TOTAL CAPITAL ASSETS	**12,699,585**
Total Assets	**18,034,395**

Liabilities

Accounts Payable	48,124
Accrued Compensation	525,699
Accrued Liability	839,160
Bonds & Notes Payable	12,396
Total Liabilities	**1,425,378**
Total Net Assets	**16,609,017**
Total Liabilities & Net Assets	**18,034,395**

Note: This Statement reflects preliminary unaudited numbers

FISCAL YEAR 2022 APPROVED SCHOOL BUDGET

Capital Budget

Furniture & Equipment	38,800
Computer Equipment & Software	21,250
Building Improvements	138,000
TOTAL CAPITAL OUTLAY	**198,050**

Operating Budget

Operating Revenues

Student Tuition	11,441,210
Federal Grants	3,068,002
Interest Income	52,140
Food Service Income	533,274
After School Program net of expenses	(9,034)
Other Income	12,500
TOTAL OPERATING REVENUES	**15,098,093**

Operating Expenses

Marketing and Outreach	18,000
Bank Fees	8,000
Board of Trustees Expense	30,000
Classroom and Other Expenses	422,180
Food Service	509,623
Grants Program	3,068,002
Insurance	37,850
Interest	38,911
License Fee	22,000
Management Fee	1,601,769
Utilities	153,863
Office Supplies, Postage	37,050
Payroll Services Charge	42,000
Professional Services	37,231
Repairs, Maintenance, and Supplies	447,521
Salaries & Benefits	5,722,138
Staff Development	11,000
Special Education	140,528
Telephone	17,944
Transportation	587,004
Computer Expenses	59,063
Depreciation & Amortization	580,000
TOTAL OPERATING EXPENSES	**13,591,676**
Change in Net Assets	**1,506,417**
Net Assets, Beginning of Year	**16,791,308**
Net Assets, Ending of Year	**18,297,725**

FY22 School Budget approved on MAY 26, 2021

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

Capital Plan for FY22

FISCAL YEAR 2022 CAPITAL PLAN

Holyoke Community Charter School
Capital Projects Planning Fiscal Year 2022

Type	Description	Estimated Cost
Building		
	Rebuilding of Bathrooms	$ 40,000
	Replace RTU Units	$ 60,000
	Capital Reserve	$ 30,000
	Maintenance Equipment	$ 8,000
	Gymnasium and building upgrades project	Pending
FF&E		$ 60,050
	Admin Furniture	$ 10,000
	Classroom Furniture	$ 28,800
	Computer Equipment	$ 21,250
TOTAL		$ 198,050

APPENDIX A

HCCS 2020-2021 Accountability Plan Report
Faithfulness to Charter

	2020-2021 Performance- (Met/Partially Met/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 not met due to COVID-19 Closure**	HCCS had planned to offer seven extra-curricular cross-grade level team opportunities to students for the 2020-2021 school year. These opportunities would have included Baby Lions Cheer squad (grade 3-5), Cheerleading team (grade 6-8), Girls Basketball team (grade 6-8), Boys Basketball team (grade 6-8), Elite Scholars Club (K-8), Sport Clinics (k-5), Music Club (k-2, 3-5, 6-8). However, due to the COVID-19 Closure and remote learning, these opportunities were not able to be offered. The Baby Lions and the Cheerleading Team were able to meet in June and practiced a routine they delivered at the Honoring Our Families event. The school plans to offer these during the 2021-2022 school year.
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 2020-2021 year: 1. Academic Awards Ceremony (June 3, 2021) 2. Kindergarten Step-Up Event (June 8, 2021) 3. Honoring Our Families Event (June 10, 2021) 4. Eighth Grade Ceremony (June 17, 2021) Due to COVID-19 restrictions, attendance was limited or events were held virtually and exact attendance counts were not possible.
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 not met due to COVID-19 Closure**	Due to the COVID-19 closure and safety precautions the Student Life Clubs were not offered this year (due to lack of staffing, physical space, and contact tracing). In May and June a Gardening Club was offered to third graders for a three-week period with a limited number of students.
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: Annually, all grade-levels will participate in a grade level community service activity.	**Measure not met due to COVID-19 Closure**	Due to the COVID-19 Closure and safety precautions, these activities were not able to be offered. The school looks forward to continuing with community service activities during the 2021-2022 school year.

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 not met due to COVID-19 Closure	Traditionally, through the Peer Guidance Program, eighth grade students participate in many of the peer guidance opportunities at HCCS, including the Peer Mentoring program, the Reading Partners program, and the Peer Tutoring program. However, Due to the COVID-19 Closure and safety precautions, these activities were not able to be offered. There were a small group of eighth grade students who provided peer tutoring to lower school students one to two times per week during May in a socially distanced setting. The school looks forward to having a robust peer guidance program during the 2021-2022 school year.
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	A virtual "College Readiness" week was held for eighth graders from May 18-21, 2021. A total of nine speakers from six different colleges spoke about the college experience from a number of angles, including study-abroad, on-campus living vs. commuting, extra-curriculars, work study, and college and the army. The speakers were from College of the Holy Cross, American International College, College of our Lady of the Elms, Westfield State University, Fairfield University, and Pontificia Universidad Católica del Perú. A total of

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	During the 2020-2021 academic year, HCCS core content teachers employed SABIS lesson plans that had explicit UDL checkpoints providing multiple means of representation, engagement, action and expression. Lesson plans were collected on a weekly basis by Academic Quality Controllers (AQCs) and reviewed for UDL checkpoints. In addition, AQCs observed each core content teacher three times during the year with specific attention paid to UDL checkpoints and practices. At the end of the academic year, each core content teacher received an evaluation with a rating under the area of "Differentiation": 98% of teachers scored proficient or above (69% scored proficient, 29% scored exemplary).
Measure: Annually, 80% of students from grades 3rd through 8th will be enrolled in a targeted intervention program as per SOA implementation	Not Measurable – SOA Funding not received	Due to COVID 19, the deadline for SOA Plans was extended to January 2021 and funding of the SOA was not received during the 2020-2021 academic year. The school plans to implement its SOA plan for the 2021-2022 academic year.

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 2020-2021 academic year, HCCS provided its teachers and classroom support staff with 94 hours of mandatory internal professional development. Due to COVID-19 safety precautions, all sessions were offered virtually via Microsoft Teams platform. *See Object A1 below.*
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**	During the 2020-2021 academic year, HCCS ESL teachers provided Sheltered Content Instruction support to core content classrooms serving EL students. Due to remote instruction, HCCS administrators decided that all teachers serving EL students would attend two professional development sessions targeting SEI implementation strategies in a remote setting. The two trainings were held on September 3, 2020 and April 26, 2021.
KDE5: Holyoke Community Charter School will partnership 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 21 parent events and/or workshops that were designed to engage families and generate involvement in their children's education. *See Object A2*
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 not met due to COVID-19 Closure**	Due to the COVID-19 pandemic, HCCS was not able to hold these workshops. The school held multiple virtual parent meetings to discuss remote learning during the pandemic and social/emotional supports that were being offered by the school, in addition to supports that parents could use at home. The school plans to hold the grade-level specific workshops during the 2021-2022 academic year.

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 not met due to COVID-19 Closure**	Due to the COVID-19 pandemic, HCCS was not able to engage in dissemination efforts this academic year. The school plans for dissemination efforts for the 2021-2022 academic year and each subsequent year. As noted in the Office of Charter Schools and School Redesign Annual Report Guidelines, schools have until the end of the charter term to meet dissemination requirements.

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**	In the 2020-2021 academic year, 88% of students passed the internally developed assessments in our unique World Language Program according to the SABIS® grading criteria.

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	All teacher/staff Training Day 1: School Reopening Plan; Remote Learning Overview	08/31/2020	7.5
2	All teacher/staff Training Day 2: SABIS Training (Curriculum, Point System, Plan Book, SDP, SLE, ILS, etc.)	09/01/2020	7.5
3	All teacher/staff Training Day 3: Teacher Mentoring; Student Engagement; MTSS, Inclusion, EL & Differentiation; Educator Evaluation Portfolio	09/02/2020	7.5
4	All teacher/staff Training Day 4: Safety Training; Human Resources; Nurse/Health Training	09/03/2020	7.5
5	All teacher/staff Training Day 5: SABIS Point System; Lesson Planning; Student Management; Special Education; Accountability Plan & LOOK Act	09/04/2020	7.5
6	All teacher/staff Training Day 6: Social Emotional Learning under COVID-19; MS Teams Set-up	09/08/2020	7.5
7	All teacher/staff Training Day 7: Grade-Level Meetings & teacher collaboration	09/09/2020	7.5
8	All teacher/staff Training Day 8: Lesson Planning; Remote Learning Tools	09/10/2020	7.5
9	All teacher/staff Training Day 9: Mentor/Mentee Meetings; Lesson Planning & Review/Feedback sessions	09/11/2020	7.5
10	October Professional Development ½ Day: Executive Function Workshop; Teacher App & Parent Conferences; Proctoring SDP Assessments	10/02/2020	4.5
11	January Professional Development: Breakout Rooms for Special Education and EL Students; Exams in OneNote; Attendance vs. Participation; Utilizing SDP Exam Prep Materials; MS Teams Breakout Rooms	01/06/2021	7.0
12	April Reopening Professional Development: Lock-down procedures/fire drills; Overview of In-person student rosters; Parent information overview; Facilities (building set-up, masks, sanitizing, staff arrival); Student drop-off & dismissal; Meals; Recess/Student Life; Classroom Procedures; Nurse Office; Academics; Student Management; First Days; Human Resources	04/01/2021	7.5
13	April MCAS Professional Development: MCAS 2.0 Hands-on Training; Protocols & Procedures; Special Education and EL Accommodations; Special Education Progress Reporting; ELE Progress Reporting; Sheltered Content Instruction	04/26/2021	7.5
		TOTAL HOURS PROVIDED	**94**

Object A1: *Professional Development days/hours offered during the 2020-2021 school year. Note – all sessions were offered virtually via Microsoft Teams platform.*

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 K-4)	September 1, 2020 @ 5:00 pm
2	Parent Orientation Night (Grades 5-8)	September 3, 2020 @ 5:00 pm
3	Parent Orientation Night (Spanish)	September 4, 2020 @ 5:00 pm
4	School Reopening Plan Meeting	November 2, 2020 @ 5:30 pm
5	English Learners Parent Advisory Council Meeting	November 17, 2020 @ 5:30 pm
6	Special Education Parent Advisory Council Meeting	November 19, 2020 @ 5:30 pm
7	Parent Meeting: Remote Learning Updates & Attendance Award Ceremony	January 21, 2021 @ 5:30 pm
8	High School Transition Parent Orientation	January 25, 2021 @ 5:30 pm
9	English Learners Parent Advisory Council Meeting	January 26, 2021 @ 5:30 pm
10	Special Education Parent Advisory Council Meeting	January 28, 2021 @ 5:30 pm
11	Special Education Parent Advisory Council Meeting: Tiered Focus Monitoring Orientation	February 25, 2021 @ 5:30 pm
12	High School Transition Parent Follow-up Meeting	March 2, 2021 @ 5:30 pm
13	Parent Orientation: April Reopening Plan	March 16, 2021 @ 5:30 pm
14	English Learners Parent Advisory Council Meeting	March 23, 2021 @ 5:30 pm
15	Special Education Parent Advisory Council Meeting	March 25, 2021 @ 5:30 pm
16	Special Education Parent Advisory Council Meeting	April 29, 2021 @ 5:30 pm
17	English Learners Parent Advisory Council Meeting	May 25, 2021 @ 5:30 pm
18	End-of-Year Academic Award Ceremony	June 3, 2021 @ 5:30 pm
19	Special Education Parent Advisory Council Meeting	June 8, 2021 @ 5:30 pm
20	Honoring our Families	June 10, 2021 @ 6:00 pm
21	Eighth Grade Ceremony *(in-person)*	June 17, 2021 @ 5:00 pm

Object A2: *A list of the parent events/workshops held during the 2002-2021 academic year. All events were held virtually via Microsoft Teams, except for the Eight Grade Ceremony, which was held as an outdoor, limited-attendance event.*

APPENDIX B

Recruitment and Retention Plan

School Name: Holyoke Community Charter School

2020-2021 Implementation Summary:

1. Successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan

Holyoke Community Charter School was unable to complete most activities indicated on its 2020-2021 Recruitment Plan due to the restrictions from COVID-19. The school's admission officer posted informational flyers throughout the community at the indicated strategic locations. The additional strategy added to the 2019-2020 recruitment plan for English Learners was to partner with the Holyoke Puerto Rican parade committee; however the parade was cancelled for the past two years (Spring 2020 and Spring 2021) due to COVID-19. The school looks forward to partnering on this event and many of the other in-person events on the school's recruitment and retention plan during the 2021-2022 school year.

Holyoke is a city where Spanish is the second most common language, and 31% of HCCS students come from a home where Spanish is their first language. In order to reach Latino families, HCCS implements a variety of recruitment strategies. All school flyers, postings, and information materials are translated into Spanish. These flyers are posted throughout the community in Latino business and community centers where many Spanish-speakers visit. HCCS has a highly bi-lingual staff, including front office staff, teachers, administrators, and the school director. The Spanish language is part of HCCS' daily academic program, where all students in kindergarten through eighth grade take a Spanish language course. HCCS is fully committed to serving and supporting Spanish-speaking students and families.

During the 2020-2021 school year HCCS was successful in an overall trend of increasing its Special Education population from 15% in 2017 to just shy of 20% in 2021. Regarding the EL population, HCCS has seen a steady increase, up from 8.7% in 2015 to 12.5% in 2019.

2. Additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)
   - **High number of siblings enrolled in entry class**: Over the 2020-2021 school year, 44% of newly enrolled students received entry because of their sibling status.

   - **Re-classification of English Learner status:** HCCS has a robust English Learners program and Sheltered English Instruction, allowing EL students to quickly gain proficiency in the English Language. At the end of the 2019-2020 school year, 18% of English Learners were re-classified as proficient (17 total students), exiting EL status. For the 2021-2022 school year, 18.5% of newly enrolled students were classified as English Learners (total of 18 students), demonstrating HCCS' ability to recruit English Learners.

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

The school's 2020-2021 newly enrolled students were made up of 18.5% English Learners, above the comparison index of 15.1% enrolled English Learners. Also, as mentioned above 18% of English Learners were reclassified as proficient at the end of the 2019-2020 school year. HCCS would like further discussion with the Department regarding the school's rates of enrolling English Learners compared to the gap-narrowing target.

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

General Recruitment Activities for 2020-2021:

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

Recruitment Plan –2021-2022 Strategies
List strategies for recruitment activities for <u>each</u> demographic group.

Special education students/students with disabilities

| **(a) CHART data**

School percentage:
19.9%
GNT percentage: 19.3%
CI percentage: 21.3%

The school is <u>above</u> GNT percentages and <u>below</u> CI percentages | **(b) Continued 2021-2022 Strategies**
☒ Met GNT/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 in local public establishments inviting the public to attend these events
• Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services
• All recruitment materials state in English and Spanish that "children with special needs are welcome at our school", including on the school's website.
• Have a special education student available at open houses to speak about his/her experience and lead tours of the school. |
| | **(c) 2021-2022 Additional Strategy(ies), if needed**
N/A, Met GNT |

Limited English-proficient students/English learners

| **(a) CHART data**

School percentage:
12.5%
GNT percentage: 13.7%
CI percentage: 15.1%

The school is <u>below</u> GNT percentages and <u>below</u> CI percentages | **(b) Continued 2020-2021 Strategies**
☐ Met GNT/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 Salsa Rengue, Fernandez Restaurant
• Advertisement translated into Spanish on local Spanish radio station, on the school's website, and on the school's Facebook page
• Monthly Newsletter translated in Spanish
• Translation services available at all Open House and community events
• Place an ad in El Pueblo Latino, a local Spanish language newspaper
• Leave translated copies of our flyers and applications at The Community Education Project, a community adult ESL program
• Advertisements translated into Spanish will be posted in local Spanish-speaking churches throughout Holyoke.
• The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process.
• HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced from Puerto Rico.
• Partner with the annual Puerto Rican Parade Committee in Holyoke to help promote and organize the event and advertise the school through representation in the parade and in culminating events surrounding the parade day. This strategy was employed after the 2019-2020 enrollment lottery and will therefore take 2-3 years to have effect on enrollment data.
• The school will invite prospective families and community members to our International Day festival that highlights the Puerto Rican culture. |

	(c) 2021-2022 Additional Strategy(ies), if needed ☒ Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • 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.

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

(a) CHART data **School percentage**: 73.6% **GNT percentage**: 70.5% **CI percentage**: 75.1% The school is <u>above</u> GNT percentages and <u>below</u> CI percentages	**(b) Continued 2020-2021 Strategies** ☒ Met GNT/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 • Continue to hold Bingo-for-Books events open to the public at HCCS • Provide refreshments and child-care at one or more informational events • Ensure all recruiting and open house events are scheduled in tandem with the city bus schedule. Include information that school is located on the city bus route with a stop in front of the school on informational flyers. • Post informational flyers at local urgent care/walk-in clinics that accept MassHealth. This strategy was implemented for the 2019-2020 enrollment lottery, and will therefore require at least 2-3 years to have effect on enrollment data. • Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. This will impact the 2020-2021 enrollment lottery, and will therefore require at least 2 years to have effect on enrollment data. • Establish relationships with Homework House, an after-school program serving economically disadvantaged students, and make information available to organization leaders and post flyers.
	(c) 2021-2022 Additional Strategy(ies), if needed • N/A, Met GNT
<u>Students who are sub-proficient</u>	**(d) Continued 2020-2021 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 2019 Accountability Data and on the SABIS® annual report. • Place informational posters advertising HCCS in local libraries • Continue to promote our school to Latino and low-income parents and students with the intention of reaching Latino students and low-income students. Low-income students and Latino students score at lower levels than their peers on the MCAS tests state-wide.

<u>Students at risk of dropping out of school</u>	**(e) Continued 2020-2021 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 EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc. • Identify the elementary schools in sending districts with higher percentages of students with low MCAS scores, compared to other elementary schools and use the Mailhouse to send information to these parents about HCCS' academic program.
<u>Students who have dropped out of school</u>	**(f) Continued 2020-2021 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 2020-2021 Strategies** Holyoke is a community where 41.4% of people claim Latino ethnicity (2010 U.S. Census data). During the 2019-2020 school year, 92.2% of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 80.6%. HCCS' goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community. • Representatives from HCCS attend local Latino festivals, such as the Emmanuel Festival, Puerto Rican Day Parade, and the New Horizons Family Community Center • Showcasing Latino-heritage at HCCS' annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as Salsa Rengue, Fernandez Restaurant, and El Rincon • Advertisement translated into Spanish on Spanish-language radio station • Monthly Newsletter translated in Spanish

Retention Plan
2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

Holyoke Community Charter School completed many of the activities indicated on its 2020-2021 Retention Plan. Many of the events were held virtually, such as the EL-PAC and SPED-PAC meetings and Award Ceremonies. However, some events were not possible due to COVID-19, including International Day and Bingo-for-Books. The annual goal for student retention for 2020 was 89%. HCCS exceeded this goal: its 2019-2020 retention rate was 96.1%, and HCCS had a better retention rate for 2020-2021 when compared with the median rate of 89.6% and the statewide average of 91.3%

For the 2021-2022 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 in-person parent events including the Parent Orientation Nights, Awards Ceremonies, and the annual International Day.

HCCS believes that sportsmanship is an important way to instill pride and a sense of belonging for students. For this reason, HCCS has a boys and girls basketball team as well as a cheerleading team. This year, HCCS was not able to have sports teams due to the COVID-19 pandemic. The pride in being an HCCS Lion resonates throughout the school, and the school is excited to offer an extra-curricular sports program once again in 2020-2021.

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

Retention Plan – 2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data **School percentage**: 2.9% **Third Quartile**: 14.8% The school is below third quartile percentages.	**(b) Continued 2020-2021 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings • Inclusion-model • Highly-Qualified Special education staff

	(c) 2021-2022 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 third quartile

Limited English-proficient students/English learners	

	(b) Continued 2020-2021 Strategies
(a) CHART data **School percentage**: 5.6% **Third Quartile**: 14.6% The school is below third quartile percentages.	☒ Below third quartile: no enhanced/additional strategies needed • RETELL/WIDA trained staff for Sheltered English Immersion Endorsement • Newsletter and all other communications translated into Spanish, including the mass-notification telephone system messages • Highly-Qualified English Language Learners teachers • Parent Advisory Council for English Language Learners addressing specific needs of Special Education Students • Bi-lingual staff members, including main office and Special Education office staff, academic administrator, and school director
	(c) 2021-2022 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. ☐ No ELs were enrolled during the 2019-2020 school year. No retention strategies needed. N/A – below third quartile

Students eligible for free or reduced lunch (low income/economically disadvantaged)	

	(b) Continued 2020-2021 Strategies
(a) CHART data **School percentage**: 3.6% **Third Quartile**: 11.3% The school is below third quartile percentages.	☒ Below third quartile: no enhanced/additional strategies needed • After-school tutoring program • Extended Day program • Free Breakfast program • Summer program
	(c) 2021-2022 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 third quartile
Students who are sub-proficient	**(d) Continued 2020-2021 Strategies** • School-wide MCAS pep-rally and prizes • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies • Summer Reading program

<u>Students at risk of dropping out of school</u>	**(e) Continued 2020-2021 Strategies** • School Adjustment Counselor and School Social Worker • evidence-based Social Emotional Learning Curriculum • free breakfast in the classroom program • Student Life Organization® clubs and mentorship • Elite Scholar's Club (formerly called the Gentleman's Club)
<u>Students who have dropped out of school</u>	**(f) Continued 2020-2021 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 2020-2021 Strategies** • Newsletter and all other communications translated into Spanish • Spanish language/culture taught in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director

APPENDIX C

School and Student Data Tables

Holyoke Community Charter School's demographic information is posted on the Department of Elementary and Secondary Education's website. HCCS profile page can be found at:
http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04530005&orgtypecode=6&

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	0.7%
Asian	1.0%
Hispanic	92.7%
Native American	0.0%
White	3.76%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	1.9%
Selected Populations	% of School
First Language not English	32.2%
English Language Learner	12.5%
Students with Disabilities	19.9%
High Needs	80.6%
Economically Disadvantaged	73.6%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Sonia C. Pope	School Director	01/17/2006	-----------
Keisa Valle	Academic Quality Controller	08/22/2011	03/26/2021
Tony Tannous	Academic Quality Controller	08/25/2015	-----------
Benjamin Torres	Academic Deputy EL/MTSS Coordinator	08/22/2006	-----------
Thomas Paquin	Facilities Manager	01/15/2014	------------
Maria Rodriguez	School Business Manager	07/15/2019	------------
Kyle Wolmer	IT Manager	02/18/2008	07/31/2020
Grant Herman	IT Manager	07/24/2020	------------
Kyle Callender	Student Management Coordinator	04/01/2014	-----------
Stephanie Colon	Student Life Coordinator	02/01/2021	-----------
David Potter	Special Education Coordinator	06/24/2014	------------
Cameo Restrepo	Human Resources Coordinator	11/25/2019	------------
Stacey Hernandez	School Social Worker	10/26/2016	------------
Elizabeth Pawlowski	Administrative Assistant	01/30/2008	------------
Claritza Baez	Admissions Officer	08/20/2008	------------
Alexandra Pelchar	School Nurse	09/10/2019	------------

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	55	3	2	**Termination or non-renewal of employment contract (1); employee chose to end employment (4)**
Other Staff	50	4	0	employee chose to end employment (4)

During the 2020-2021 year, two teachers and four staff members chose to end employment with HCCS: three left to pursue a career outside of education, two left for employment at another school district. One teacher left due to termination. These positions were immediately filled with qualified personnel, therefore, providing a smooth transition in the classroom.

At the end of the 2020-2021 school year, two teachers moved out of state.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members **as of August 1, 2021**	5
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2020-2021 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	• Finance/Facilities • Executive	1 Term Served; in 2nd Term	08/2015-08/2018 08/2018-08/2021
Janine Kent	Vice Chair	• Policy • Finance/Facilities	In 1st Term	01/2019-01/2022
Cynthia Dennis	Treasurer	• Finance/Facilities • Executive • Policy	4 Terms Served; in 5th Term	6/2005-10/2022 Re-Election 10/2019 until 10/2022
Jean Swinney	Secretary	• Policy • Finance/Facilities	In 1st Term	07/2019-07/2022
Jay Breines	Member	• Finance/Facilities	4 Terms Served; in 5th Term	6/2004-10/2022 Re-Election 10/2019 until 10/2022

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR	
Date/Time	**Location**
September 22, 2021 @ 5:00 pm	Holyoke Community Charter School
October 27, 2021 @ 5:00 pm	Holyoke Community Charter School
November 17, 2021 @ 5:00 pm	Holyoke Community Charter School
December 15, 2021 @ 5:00 pm	Holyoke Community Charter School
January 26, 2022 @ 5:00 pm	Holyoke Community Charter School
February 23, 2022 @ 5:00 pm	Holyoke Community Charter School
March 23, 2022 @ 5:00 pm	Holyoke Community Charter School
April 27, 2022 @ 5:00 pm	Holyoke Community Charter School
May 25, 2022 @ 5:00 pm	Holyoke Community Charter School
June 22, 2022@ 5:00 pm	Holyoke Community Charter School
July 27, 2022 @ 5:00 pm	Holyoke Community Charter School
August 24, 2022 @ 5:00 pm	Holyoke Community Charter School

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

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

APPENDIX D

Additional Required Information

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

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

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

Location	Dates of Occupancy
N/A	N/A

Enrollment
When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2022-2023 school year?

Action	Date(s)
Student Application Deadline	March 8, 2022
Lottery	March 9, 2022

Conditions

On March 25, 2020, Holyoke Community Charter School received a renewal of its charter from the Department of Elementary and Secondary Education with the following condition:

> **Condition:** By August 1, 2020, Holyoke Community Charter School will submit for Department of Elementary and Secondary Education (Department) approval a plan that ensures that enrollment from outside of Holyoke does not exceed 20 percent of the school's total population by June 30, 2025, and a corresponding charter amendment request for the school's maximum enrollment, enrollment policy, and any other relevant material terms. Alternatively, the school may submit an amendment request that reflects the school's actual enrollment pattern.

HCCS received notification from the Commissioner of Elementary and Secondary Education that the school met the requirements of the condition imposed during the 2020 renewal, and the condition was removed on May 7, 2021. The school's amendment request for a regional expansion along with an amendment request to the enrollment policy was granted.