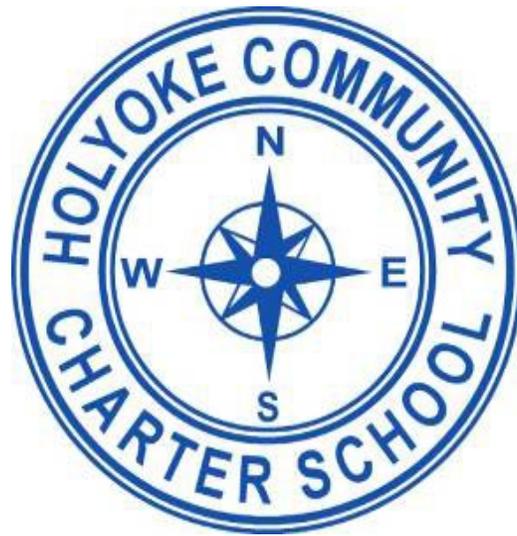


HOLYOKE COMMUNITY CHARTER SCHOOL



SABIS®

Member of the SABIS® School Network



2021-2022 Annual Report

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

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

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

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INTRODUCTION TO SCHOOL

| 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 |
| Year Opened | 2005 | Year(s) the Charter was Renewed (if applicable) | 2010, 2015, 2020 |
| Maximum Enrollment | 702 | Enrollment as of June 17, 2022 | 654 |
| 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 17, 2022 | 0 |
| # of Instructional Days during 2021-2022 School Year | 180 | | |
| School Hours | 8:00 am – 3:30 pm M-F | Age of School as of 2021-2022 School Year | 17 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 85% 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.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 2022

As we began this academic year, we were aware of the fact that COVID-19 issues were still present. Therefore, our focus was on responding to the challenges presented.

Before our students returned, our Board of Trustees met to finalize construction plans for our new gymnasium & additional classroom project. We also welcomed a new Board member with experience in the community of Holyoke. We started September with decreased enrollment, which brought us to many community events and vigorous recruiting activities. We also began to study our salary structure to enhance faculty retention & recruitment of the best & brightest for our students.

We met remotely & monthly, as the Open Meeting law continued to allow that. We did meet in person for a Board retreat at which time we discussed learning gaps & losses, which was also trending across the rest of the state. Our curriculum has been corrected, which we will continue to evaluate both internally & in compliance with DESE requirements. We also added after school tutoring while never forgetting the psychosocial needs of our students. Some activities & events were virtual, but we were also able to send our 8th graders to visit Washington, DC to celebrate their accomplishments.

Spring brought warmer weather, and we were able to break ground for our long-awaited Gymnasium. This gives us all great hope for ongoing preparation of our students for the world in which they live, work & become valued 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.

School Events & Field Trips

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

and Career Readiness event. This year, due to the pandemic, and safety precautions, the International Day Celebration and Bingo-for-Books events were cancelled. The school was able to hold the other events in person, with some alterations to provide safety and social distancing.

Field trips are also designed to engage students further into the curriculum. One example is the annual eighth grade trip to Washington DC, a 3-day trip designed to bring their social studies curriculum alive. While on the trip, the students visited the Capitol Building, the Supreme Court, the Martin Luther King, Jr. Memorial, Arlington National Cemetery, and many other important United States Memorials. Because students study US History in fifth grade and Civics in their eighth- grade social studies curriculum, this visit allows them to contextualize what they have learned.

Hands-on Learning

Throughout the school year, teachers are encouraged to infuse hands-on learning and other classroom initiatives to excite students about the topics they are learning. An example of this is the eighth-grade frog dissection lab that took place in June. The chance to see the circulatory, nervous, and digestive systems first-hand excited the eager students.

In the sixth-grade science curriculum, students delve into a technology and engineering unit. To give them first-hand experience, students designed and built a boat out of aluminum foil that could float and hold different weights. They then floated their boats to see if their designs were sea worthy. Working in collaboration with the fifth-grade science teacher, the Student Life Coordinator organized a fifth-grade solar system science fair, where students created and displayed their 3-D models to teachers, staff, and fellow students. Kindergarteners are also provided with this same hands-on learning as they watched live caterpillars spin cocoons and emerge as butterflies.

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.

Student Initiatives

- **Washington DC trip**

Each year, the 8th grade class takes a 3-day field trip to the nation’s capital. A group of approximately 35 students and teachers learn about US History and governments as they tour the city. Teachers help students make connections between this real-world experience and their history/social studies curriculum. This is a life-changing experience for the students, many of whom have never traveled outside of the Western Massachusetts region.

- **Student Life Training**

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

- **Local fundraising and community service**

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

- **Civics Project**

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

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 content pace 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. To ensure the success of all diverse learners, a lesson plan format is used by all teachers. This format explicitly dictates differentiation through UDL in instruction for diverse learners within the regular education classroom. The lesson plan also includes language goals to support EL 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.

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

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

HCCS requires that teachers show student work samples illustrating the student’s strengths and/or weaknesses, copy of current grades, anecdotal notes, progress monitoring data and any other documentation that could be used to assist the MTSS in identifying the cause of the student’s problems and selecting specific interventions to address the problems. The Team acknowledges that the success of the MTSS depends upon professional collaboration among Team members and knowledge of the student’s educational history and current difficulties. Furthermore, HCCS MTSS Team conduct meetings to review each case and to analyze data from formative and summative assessments. Instruction is adjusted appropriately based on the analysis. In summary, students are identified, assessed, and monitored in order to ensure academic progress.

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 2022, 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 PLCs on Teacher Diversification, Special Education curriculum, and English Learner 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. As noted in the Accountability Plan, the school offered 89 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 2021-2022 school year, HCCS provided training opportunities in these and other areas:

- Administration
- Classroom Management/Student Behavior/Social & Emotional Supports
- Special Education and English Learners
- MCAS and ACCESS
- Curriculum, Assessment, and Instruction
- Health & Safety

Key Design Element 5:

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

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

HCCS communicates frequently with parents to ensure they are partners in the education of their child. Given that approximately 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, 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 the students, staff, families, and visitors. All parents are members of the *Parent Connection*, but the level of their participation is at their discretion. This group serves as an advocate for having the school and parents work cooperatively to make HCCS a success.

Parent Connection meetings are held 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 concerns around COVID-19, HCCS was not able to hold large in-person events, such as the August Parent Orientation Night and Fall Open House but did host these events virtually on Microsoft Teams. However, the school was able to hold smaller in-person events, including Parent/Teacher Conferences, Academic Award Ceremony, and the Eighth Grade Ceremony.

Amendments to the Charter

No Amendments were requested or approved in the 2021-2022 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&>.

| 2020-2021 Student Discipline | | | | | |
|-------------------------------------|--------------------------|----------------------|-------------------------|----------------------------|---------------------------|
| Student Group | Total Number of Students | Students Disciplined | % In-School Suspension) | % Out-of-School Suspension | Percent Emergency Removal |
| All Students | 712 | 0 | 0% | 0% | 0% |
| English Learner | 89 | 0 | 0% | 0% | 0% |
| Economically Disadvantaged | 557 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 161 | 0 | 0% | 0% | 0% |
| High Needs | 597 | 0 | 0% | 0% | 0% |
| Female | 373 | 0 | 0% | 0% | 0% |
| Male | 339 | 0 | 0% | 0% | 0% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | 7 | 0 | 0% | 0% | 0% |
| African American/Black | 5 | 0 | 0% | 0% | 0% |
| Hispanic/Latino | 661 | 0 | 0% | 0% | 0% |
| Multi-race, Non-Hispanic/Latino | 13 | 0 | 0% | 0% | 0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| White | 26 | 0 | 0% | 0% | 0% |

Table 2. In- and out-of-school suspension rates for the 2020-2021 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
- SL Referral Program
- 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 |
|--|---------------------------|--|--|-------------------------|
| <p>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 2022-2023 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.</p> | | | | |

Table 3. Dissemination efforts in the 2021-2022 school year.

ACADEMIC PROGRAM SUCCESS

Student Performance

Holyoke Community Charter School's 2021 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/2021/04530005>

| 2021 Official Accountability Report - Holyoke Community Charter School | |
|--|---|
| Overall classification | Not requiring assistance or intervention |
| Reason for classification | Substantial progress toward targets |
| Progress toward improvement targets | 71% - Substantial progress toward targets |

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

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.

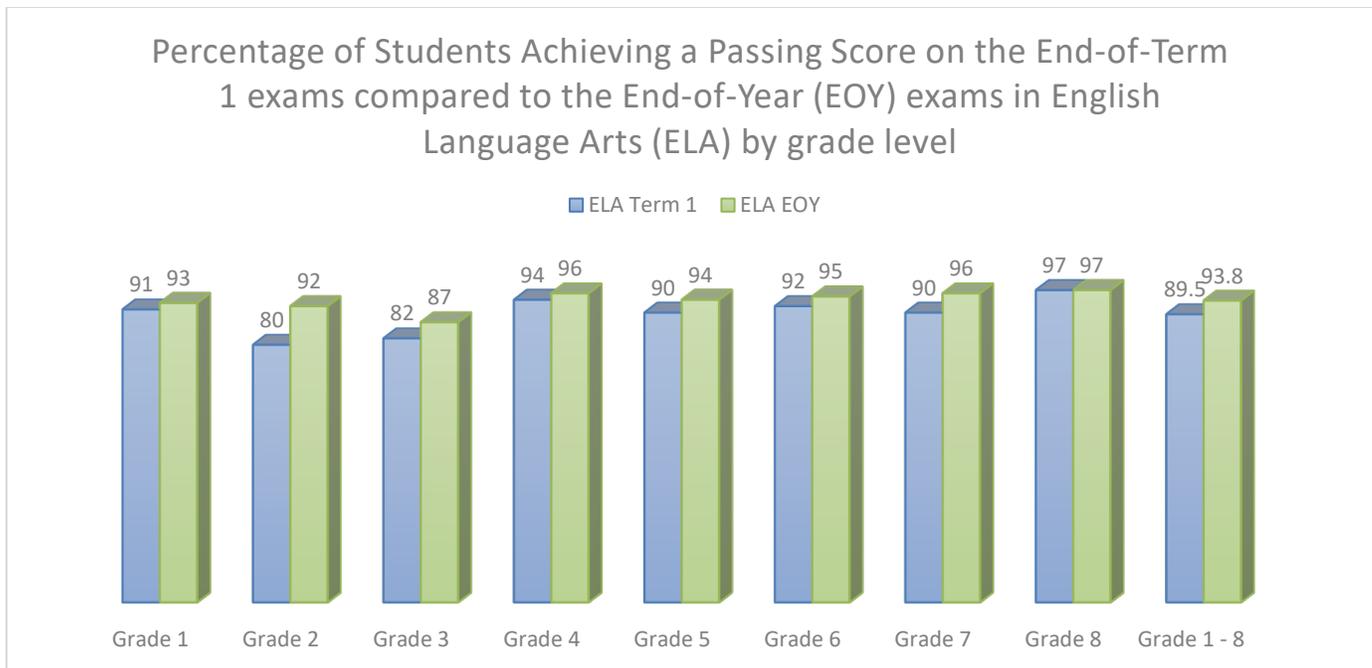
Periodic Exams:

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 and End-of-Year Exams:

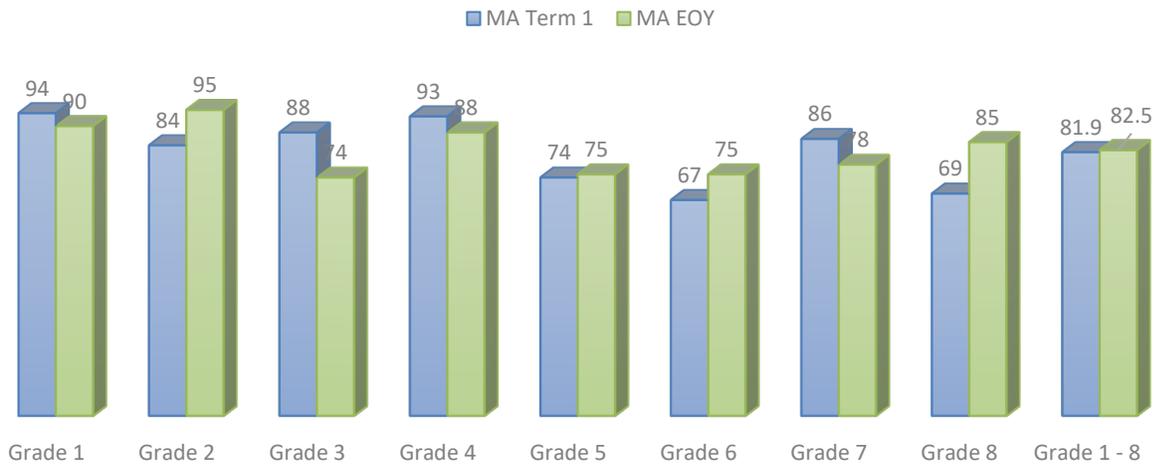
End-of-Term (EOT) exams are given at the end of Term 1 to determine mastery of concepts taught over the full term. The End-of-Year Exam measures student achievement over the course of the academic year. The results of the End-of-Term and End-of-Year Final Exams each account for up to 50% of a student's 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. Objects 1 and 2, below, show the percentage of students in each grade level who achieved a passing score (60% or above) on the End-of-Term 1 exams compared to the End-of-Year exams in English Language Arts (ELA) and Math. Object 3 shows the percentage of all students in grades 1-8 who achieved a passing score in each subject area on the End-of-Term 1 exams compared to the End-of-Year exams (ELA, Math, Science, Social Studies, and Spanish World Language). Overall, students demonstrated growth from Term 1 to the end of the academic year in all subjects. Because the End-of-Year exams are comprehensive, including material learned over the course of the entire year, these results demonstrate the progress made in closing academic gaps.



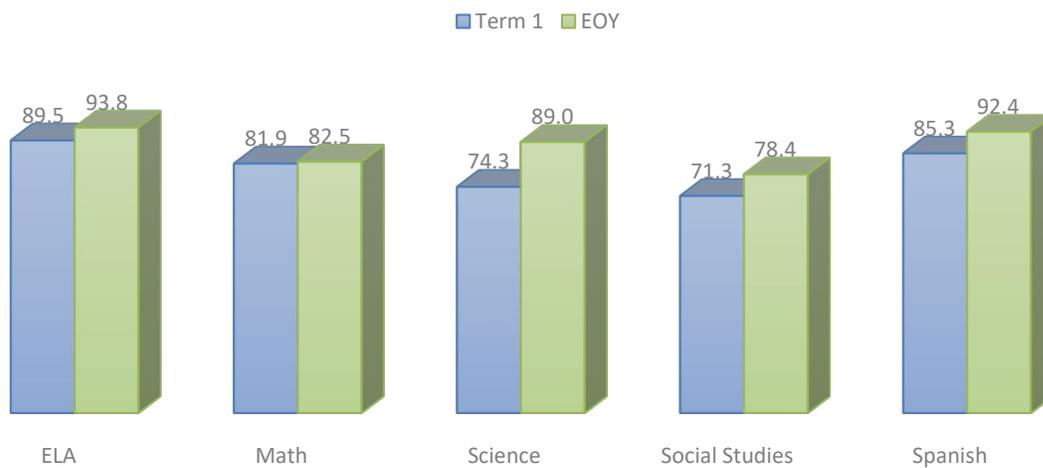
Object 1: Percentage of Students Achieving a Passing Score on the End-of-Term 1 exams compared to the End-of-Year (EOY) exams in English Language Arts (ELA) by grade level.

Percentage of Students Achieving a Passing Score on the End-of-Term 1 exams compared to the End-of-Year (EOY) exams in Math (MA) by grade level



Object 2: Percentage of Students Achieving a Passing Score on the End-of-Term 1 exams compared to the End-of-Year (EOY) exams in Math (MA) by grade level.

Percentage of Students Achieving a Passing Score on the End-of-Term 1 exams compared to the End-of-Year (EOY) exams in each subject for all students in grades 1-8



Object 3: Percentage of Students Achieving a Passing Score on the End-of-Term 1 exams compared to the End-of-Year (EOY) exams in each subject for all students in grades 1-8.

Academic Program

Holyoke Community Charter School has strived during this academic year 2021-2022 to deliver a high-quality academic curriculum in each subject area with the objective of meeting students' needs.

Description of the Academic Program

Mode of Instruction

HCCS resorted this year to a physical mode of learning, where all K-8 students have been requested to attend physical classes. Thus, the school operated in a complete physical model for all students from end of August through June. However, it is worth noting, that students suspected of COVID or positively COVID-19 tested were sent home with their tablets where they continued attending classes via Microsoft Teams. This hybrid model was created to cater for COVID cases so that no student will be at any disadvantage of missing out on instruction. In the month of December and due to a COVID outbreak, HCCS had to resort to one full week of online teaching. This week was mainly delegated for purposeful revision of previously taught concepts in order to prepare students for end-of-term 1 exams.

During the academic year 2021-2022, the curriculum contained a well-crafted content to be taught in each subject matter that is comparable to previous non-pandemic years. However, and due to the fact that it was the first physical year after almost 1 year and half of online teaching, the pacing was revised in order to address essential concepts that may have been missed by a few students during the past year.

Assessing Students' Learning

At HCCS, students' learning and engagement was assessed based on the following tools and exams:

- Homework: Students were assigned homework on daily basis to assess mastery of the concepts taught during the school day. Homework was then checked by all teachers in the class on the other day.
- SDP Practice Quizzes: Prior to any exam, students were all asked to solve a practice quiz on the school's digital platform. The quiz served as both a good revision and preparation for the upcoming exam. These quizzes were either assigned as homework or completed as classwork under the teachers' supervision.
- AMSs: Math and English were assessed in weekly examinations called AMSs. These exams assessed the students' retention and understanding of concepts taught in Math & English in the past week.
- Periodics: Periodics were the assessments administered periodically where students had to prepare for these exams based on a study material given to them.
- End-of-term/ End-of-year: The summative assessments were those conducted at the end of each term in order to evaluate the students' performance over the past term. It was a cumulative assessment.

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 improve instruction. K-8 instructional standards were clearly built in the pacing charts and 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 physical and virtual platforms.

Oversight

The school has always had the privilege of an internal and external oversight. Within the school, subject coaches, Academic Quality Controllers, Special Education Director, Deputy Director for Academics, and the School Director all played a vital role in observing students in classes, during examinations and engaged in analysis of results. In addition to this, SABIS® Regional Subject Coordinators, Regional Academic Quality Controller, and Academic Support Specialist conducted formal visits to school and conducted formal

observations of the classes to monitor instruction, provide feedback, offer guidance and support where needed in addition to holding trainings 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 with 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 that all students were provided with equitable access to technology by providing each student with a Chromebook and, if needed, a wireless hotspot. Students were all trained on the SABIS® e-books where they had the chance to access a complete soft copy of their books using the web on the SABIS® Digital Platform. The e-books provide students with an interactive content where they can listen to audios, watch instructional videos, and solve interactive questions with instant correction.

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.

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 93% 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:

Students who are Holyoke and Chicopee residents and requested transportation were assigned a seat on a school bus. The buses operated under all safety protocols as provided by DESE and the DPH.

Plans to Accelerate Learning

For students needing additional support following the 2021-2022 academic year, a comprehensive summer school program was developed by SABIS® and tailored to HCCS students' academic needs in grades 1-8. The program includes the following:

Summer School Program

- English Summer School:
 - Grades: 1-8
 - Duration: 4 days per week / 3-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 every week and end of program
- Math Summer School:
 - Grades 1-8
 - Duration: 4 days per week/ 3-week program
 - 3.5 hours a day/ 4 periods of Math per day
 - Pacing and materials provided by SABIS® focusing on essential skills
 - Assessments will be taken every week and end of program

SABIS® Online Summer Packages

In addition to the summer school program, SABIS® is offering HCCS students the Summer Packages (offered as online courses). These packages aim at keeping students up to date with their studies and academically stimulated over the summer. They provide students with the opportunity to review concepts taught during the academic year in an exciting and engaging manner, as well as be introduced to new concepts planned for the upcoming academic year.

The Summer Packages will be available for all students and set as optional in the following subjects/ levels:

English: Levels E to I
Math: Levels E to I
Science: Levels E to H

Students who desire to take the summer packages will be able to log in online to the SABIS® Digital Platform (SDP) and access the summer package content through the Student Learning Environment (SLE) tile by June 30, 2022.

Academic Year 2022-2023

In an effort to prepare for the upcoming academic year in an effective way and in order to have a smooth, kick-off, HCCS academic team met with SABIS® and outlined a series of activities/ curriculum enhancement to be implemented. They are summarized briefly as below:

- **AQC Conference:** HCCS AQCs and coordinators will be attending a 3-day conference to share best practices with their colleagues and learn more about the implementation of the SABIS® academic products.
- **Teacher Training:** Training for all new/ returning teachers will be held in August to train teachers on the right teaching methodologies.
- **English Pathways:** Three English pathways will be offered next academic year for all students per level. Students will hence be placed in the right pathway to ensure they are developing the necessary language proficiency skills needed.
- **Special Education Curriculum:** Students with severe disabilities will receive a tailored pacing that is well-crafted to cater for their learning disabilities.
- **Diagnostics Tests:** SABIS®-created diagnostic tests will be administered during the first week of the 2022/23 academic year. Data from these diagnostics, data from the 2021/22 End-of-Year exams, and MCAS tests from the spring of 2022 will be used to place students accordingly and provide them with intervention plans.
- **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 support 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

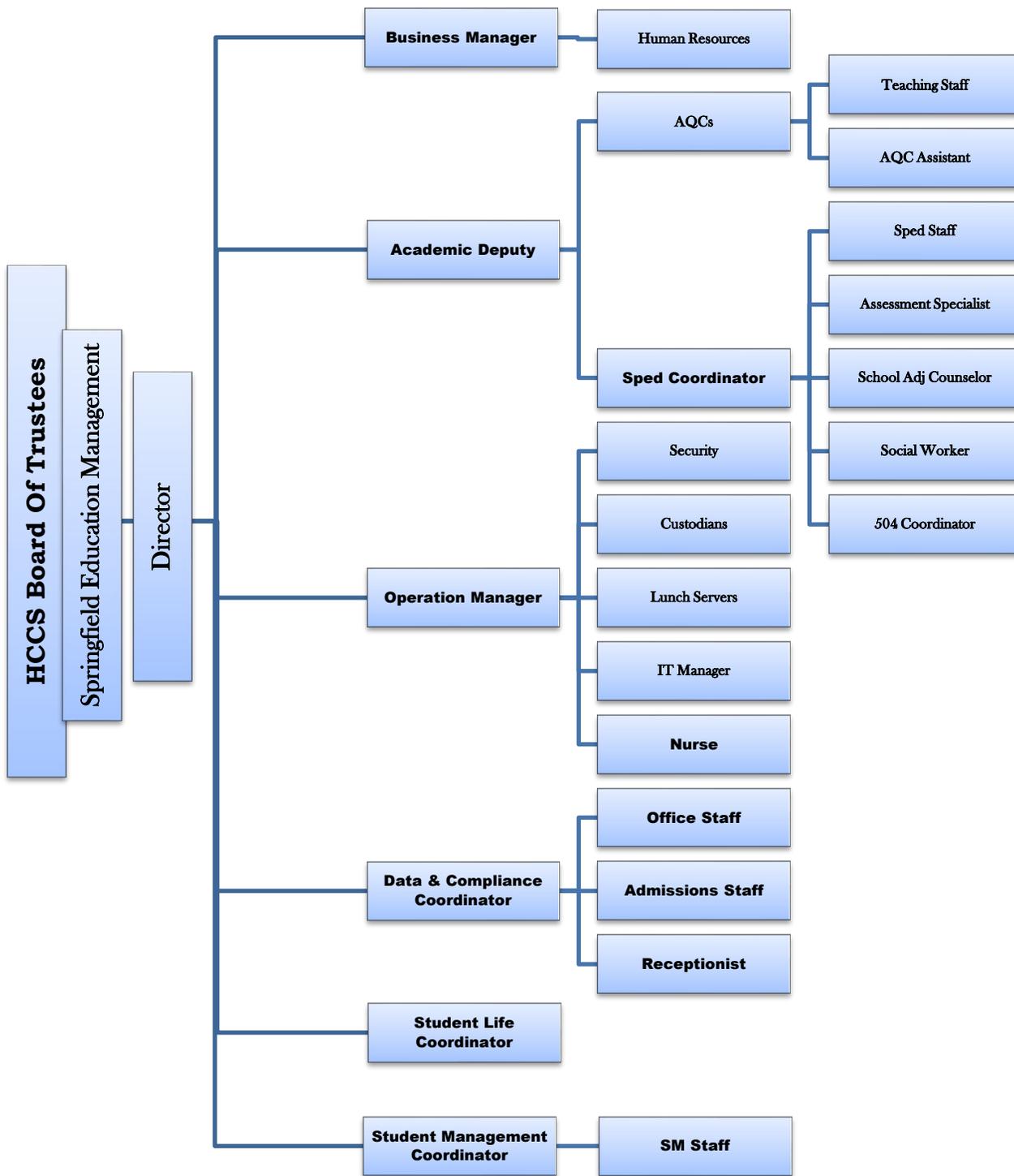
Organizational Structure of the School

Holyoke Community Charter School made no changes to the organizational structure of the school during the 2021-2022 school year, nor does it anticipate any changes for the upcoming year.

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

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

Organizational Chart



Budget and Finance

Unaudited FY22 statement of revenues, expenses,
and changes in net assets (income statement)

Statement of net assets for FY22 (balance sheet)

Fiscal Year 2022 Financial Reports

Statement of Revenues and Expenses

Operating Revenue

| | |
|--|------------|
| Student Tuition | 10,463,562 |
| Federal Grants | 3,076,137 |
| Interest Income | 10,070 |
| Food Service Income | 590,646 |
| After School Program, net of expenses | 0 |
| Other Income | 43,710 |

TOTAL OPERATING REVENUES 14,184,125

Operating Expenses

| | |
|-----------------------------|-----------|
| Marketing & Recruitment | 18,688 |
| Bank Fees | 8,009 |
| Board & Trustees Expense | 2,648 |
| Classroom & Other Supplies | 406,644 |
| Food Service | 534,781 |
| Grants Program | 3,076,137 |
| Insurance | 48,619 |
| Interest | 148,761 |
| License Fee | 23,468 |
| Management Fee | 1,464,899 |
| Loan Fee | 146,194 |
| Utilities | 146,533 |
| Office Supplies, Postage | 36,120 |
| Payroll Services | 37,810 |
| Professional Services | 37,711 |
| Repairs, Maint & Supplies | 371,052 |
| Salaries & Benefits | 4,628,046 |
| Staff Development | 8,102 |
| Special Education | 174,973 |
| Telephone | 19,217 |
| Transportation | 673,102 |
| Computer Expenses | 44,408 |
| Depreciation & Amortization | 491,122 |
| Extended Day Expenses | - |

TOTAL OPERATING EXPENSES 12,547,043

Change in net assets 1,637,081

Net Assets, Beginning of Year 17,167,750

Net Assets, End of Year 18,804,831

Note: This Statement reflects preliminary unaudited numbers

Statement of Net Assets FY22

Assets

Current Assets

| | |
|--------------------------|-----------|
| Cash & Cash Equivalents | 7,278,335 |
| Cash Restricted - Escrow | 7,236,756 |
| Prepaid Expenses | 2,202,099 |
| Receivables | 558,243 |

TOTAL CURRENT ASSETS 17,275,433

Capital Assets

| | |
|--|------------|
| Property & Equipment | 18,786,227 |
| Accumulated Depreciation | -6,569,040 |
| Capitalized Int & Loan Costs, net of amortization | -25,024 |

TOTAL CAPITAL ASSETS 12,192,163

Total Assets

29,467,596

Liabilities

| | |
|-----------------------|-----------|
| Accounts Payable | 923,046 |
| Accrued Compensation | 594,835 |
| Accrued Liability | 904,540 |
| Bonds & Notes Payable | 8,240,344 |

Total Liabilities

10,662,765

Total Net Assets

18,804,831

Total Liabilities & Net Assets

29,467,596

Note: This Statement reflects preliminary unaudited numbers

Approved School Budget for FY23

FISCAL YEAR 2023 APPROVED SCHOOL BUDGET

Capital Budget

| | |
|-------------------------------|-----------|
| Furniture & Equipment | 93,800 |
| Computer Equipment & Software | 15,449 |
| Building Improvements | 8,555,000 |

TOTAL CAPITAL OUTLAY **8,664,249**

Operating Budget

Operating Revenues

| | |
|--------------------------------------|------------|
| Student Tuition | 12,528,041 |
| Federal Grants | 2,703,630 |
| Interest Income | 4,424 |
| Food Service Income | 631,890 |
| After School Program net of expenses | (9,034) |
| Other Income | 15,500 |

TOTAL OPERATING REVENUES **15,874,452**

Operating Expenses

| | |
|------------------------------------|-----------|
| Marketing and Outreach | 18,000 |
| Bank Fees | 8,000 |
| Board of Trustees Expense | 30,000 |
| Classroom and Other Expenses | 427,050 |
| Food Service | 513,136 |
| Grants Program | 2,703,630 |
| Insurance | 41,203 |
| Interest | 213,110 |
| License Fee | 23,000 |
| Management Fee | 1,753,926 |
| Utilities | 162,600 |
| Office Supplies, Postage | 38,550 |
| Payroll Services Charge | 42,000 |
| Professional Services | 40,240 |
| Repairs, Maintenance, and Supplies | 450,146 |
| Salaries & Benefits | 6,059,821 |
| Staff Development | 11,000 |
| Special Education | 140,528 |
| Telephone | 19,117 |
| Transportation | 640,560 |
| Computer Expenses | 68,954 |
| Depreciation & Amortization | 491,122 |

TOTAL OPERATING EXPENSES **13,895,692**

Change in Net Assets **1,978,760**

Net Assets, Beginning of Year **18,804,831**

Net Assets, Ending of Year **20,783,591**

FY23 School Budget approved on April 27, 2022

| FY22 Enrollment Table | Enter Number Below |
|---|---------------------------|
| Number of students pre-enrolled via March 15, 2022 submission | 702 |
| Number of students upon which FY23 budget tuition line is based | 702 |
| Number of expected students for FY23 first day of school | 702 |
| Please explain any variances: <i>N/A</i> | |

Capital Plan for FY23

FISCAL YEAR 2023 CAPITAL PLAN

**Holyoke Community Charter School
Capital Projects Planning Fiscal Year 2023**

| Type | Description | Estimated Cost |
|-----------------|---|---------------------|
| Building | | \$ 8,555,000 |
| | Rebuilding of Bathrooms | \$ - |
| | Replace RTU Units | \$ - |
| | Capital Reserve | \$ 30,000 |
| | Renovation to the Loading Dock | \$ 10,000 |
| | Gymnasium and building upgrades project | \$ 8,515,000 |
| FF&E | | \$ 109,249 |
| | Admin Furniture | \$ 15,000 |
| | Classroom Furniture | \$ 78,800 |
| | Computer Equipment | \$ 15,449 |
| TOTAL | | \$ 8,664,249 |

APPENDIX A

HCCS 2021-2022 Accountability Plan Report Faithfulness to Charter

| | 2021-2022 Performance- (Met/Partially Met/Not Met) | Evidence |
|--|---|---|
| <p>KDE 1: Students at the Holyoke Community Charter School will be engaged in their education and experience the joy of learning.</p> <p>OBJECTIVE: HCCS will provide students with opportunities to engage beyond the traditional classroom setting to build a school-wide community of learners.</p> | | |
| <p>Measure: Annually, at least seven extra-curricular cross-grade level team opportunities will be provided to students.</p> | <p>Measure met</p> | <p>HCCS offered eight extra-curricular cross-grade level team opportunities to students for the 2021-2022 school year. These opportunities included</p> <ol style="list-style-type: none"> 1. Baby Lions Cheer squad (grade 3-5) 2. Cheerleading team (grade 6-8) 3. Girls Basketball team (grade 6-8) 4. Boys Basketball team (grade 6-8), 5. Co-Ed Basketball team (grade 3-4) 6. Elite Scholars Club (K-8) 7. Soccer teams (K-1, 2-3, 4-5, 6-8) 8. Music Clubs (K-2, 3-5, 6-8, K-8). |
| <p>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.</p> | <p>Measure Met</p> | <p>HCCS was able to hold four events to celebrate student achievement in the 2021-2022 year:</p> <ol style="list-style-type: none"> 1. Sports Awards Ceremony (May 19, 2022) <ol style="list-style-type: none"> a. The sports team program at HCCS has academic and disciplinary requirements: a student must receive a passing grade (60% or above) in each of the five major academic subjects during the marking period used to determine eligibility for the particular sport and maintain a good disciplinary record b. 85% of students and families invited were in attendance. 2. Academic Awards Ceremony (May 27, 2022) <ol style="list-style-type: none"> a. students receive honor roll awards as well as classroom awards such as “Most Improved” and “Physical Education Award” b. 76% of students and families invited were in attendance. 3. Honoring our Families (June 10, 2022) <ol style="list-style-type: none"> a. At this event, awards were given and performances highlighting Student Life, Music, and Sports clubs culminating projects. b. 76% of students and families invited were in attendance 4. Eighth Grade Ceremony (June 18, 2022) <ol style="list-style-type: none"> a. Parents and students were invited to attend this event that celebrates completion of the eighth grade. In addition to completion certificates, the two students with highest GPA are awarded with a scholarship and students who qualified are awarded the President’s Award for Educational Achievement. |

| | | |
|--|---------------------------|---|
| | | b. 90% of students and families invited were in attendance. |
| <p>Measure: Annually, at least ten Student Life clubs will be offered to students in grades 3-8 that allow for cross-grade level participation.</p> | <p>Measure Met</p> | <p>A total of thirteen different Student Life Clubs were offered during the 2021-2022 school year in grades 3-8 that allowed for cross-grade level participation</p> <ol style="list-style-type: none"> 1. Cooking (grades 5-6) 2. Music (grades 3-4, 5-6, 7-8) 3. Bike maintenance (grades 3-4) 4. Open gym (grades 5-6) 5. Home Economics (grades 7-8) 6. Newspaper (grades 7-8) 7. Computers (grades 7-8) 8. Anime, Comics, & Manga (grades 3-4) 9. Art (grades 3-4, 5-6) 10. Wellness (grades 7-8) 11. Gardening (grades 3-4) 12. Woodworking (grades 5-6, 7-8) 13. Mathematics (grades 3-4) |
| <p>KDE 2: Holyoke Community Charter School students will develop a strong sense of civic responsibility.</p> <p>OBJECTIVE: HCCS students will engage in community activities that will teach them to be socially responsible and prepare them for college and careers.</p> | | |
| <p>Measure: Annually, all grade-levels will participate in a grade level community service activity.</p> | <p>Measure Met</p> | <p>HCCS hosted a school-wide “Community Service Day” on June 6. Each student/family who was able was encouraged to donate can goods to the HCCS Family Food Pantry (opened in 2021 in partnership with Stop & Shop). In addition, each classroom made cards or wrote letters of encouragement to various community organizations: Kindergarten, Grade 1, and Grade 2: Holyoke Senior Center Grade 3 and Grade 4: Holyoke Veteran’s Home Grade 5 and Grade 6: Baystate Pediatrics Center Grade 7 and Grade 8: Amherst Senior Center</p> |
| <p>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.</p> | <p>Measure Met</p> | <p>Through the Peer Guidance Program eighth grade students participate in many of the peer guidance opportunities at HCCS, including the Peer Mentoring program, the Reading Partners program, and the Peer Tutoring program. Participation is logged by the student and the Student Life Coordinator. In the 2020-2021 year, 98% of eighth graders enrolled in the peer guidance program and logged 12 hours or more.</p> |
| <p>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.</p> | <p>Measure Met</p> | <p>A “College and Career” week was held for eighth graders from May 24-27, 2022.</p> <p>5/24/22: “All About College” & College Spirit Day Speakers from Fitchburg State College, College of the Holy Cross, and Fairfield University spoke to students on three topics: College Life, Study Abroad, and 5-Year Masters Program. The speakers were live-streamed over Zoom. 98% of eighth graders were in attendance.</p> |

| | | |
|---|---------------------------|--|
| | | <p>All teachers, staff and students were encouraged to wear college-gear to school, such as t-shirts and sweatshirts.</p> <p>5/27/22: “Community Career Day” & Career Dress-Up Day Guest speakers from the local community spoke to students about how their educational and life experiences helped them to obtain and succeed in their current careers. Guest included the Mayor of Holyoke, a Holyoke police officer, a Holyoke firefighter, the MassHire Coordinator, a pharmacist, and the executive director of the Holyoke Chamber of Commerce. 94% of eighth graders were in attendance.</p> <p>All students were encouraged to come to school dressed in business formal wear.</p> |
| <p>KDE 3: Holyoke Community Charter School will have high expectations for students’ learning to prepare them for college and careers.</p> <p>OBJECTIVE: HCCS will use a Multi-Tiered Systems of Support to help students reach the high expectations set by the school’s curriculum.</p> | | |
| <p>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.</p> | <p>Measure Met</p> | <p>HCCS core content teachers employed SABIS lesson plans that had explicit Universal Design for Learning (UDL) checkpoints providing multiple means of representation, engagement, action and expression.</p> <p>88% of HCCS core content teachers scored proficient or above on HCCS’s teacher evaluation under the area of “Differentiation” which measures the use of UDL checkpoints.</p> |
| <p>Measure: Annually, 80% of students from grades 3rd through 8th will be enrolled in a targeted intervention program as per SOA implementation</p> | <p>Measure Met</p> | <p>99.5% of students from grades 3rd through 8th were enrolled in a targeted intervention program as per SOA implementation</p> |
| <p>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</p> <p>OBJECTIVE: HCCS will provide high quality professional development to ensure teachers are delivering a 21st century education.</p> | | |
| <p>Measure: Annually, HCCS will provide at least 50 hours of mandatory internal professional development for teachers and classroom support staff.</p> | <p>Measure Met</p> | <p>During the 2021-2022 academic year, HCCS provided its teachers and classroom support staff with 51.5 hours of mandatory internal professional development. New teachers and staff were provided an additional 37.5 hours of mandatory internal professional development for a total of 89 total hours. Due to COVID-19 safety precautions, some sessions were offered virtually via Microsoft Teams platform.</p> |

| | | |
|---|---------------------------|---|
| | | <i>See Object A1 below.</i> |
| <p>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.</p> | <p>Measure Met</p> | <p>ESL Teachers provided Sheltered Content Instruction support to core content classrooms serving EL students. ESL teachers and ELE Coordinator conducted an assessment of core content teachers serving EL students in the implementation of the SEI strategies. 100% of those teachers identified as below proficient attended two professional development sessions targeting SEI implementation strategies.</p> |
| <p>KDE5: Holyoke Community Charter School will partner with families to build positive school-home relationships</p> | | |
| <p>Objective: Holyoke Community Charter School will engage families through events that promote positive home-school connections.</p> | | |
| <p>Measure: HCCS will hold at least twenty annual parent events 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.</p> | <p>Measure Met</p> | <p>HCCS held a total of 23 parent events and/or workshops that were designed to engage families and generate involvement in their children’s education. Thirteen of these events had a variety of teachers present who engaged with parents and students.</p> <p><i>See Object A2</i></p> |
| <p>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”.</p> | <p>Measure Met</p> | <p>HCCS Conducted 9 grade-level specific parent workshops, designed to address the academic and/or social/emotional needs of that particular cohort of students (one per grade level). Following these grade-level parent workshops, 80% of parents in attendance responded to a survey and 90% of respondents agreed to the statement “This event helped me to feel engaged in my child’s education”.</p> |

Objective and Measures related to Dissemination (required):

| | | |
|--|--|--|
| <p>Objective: HCCS will be an active partner with the local community by engaging local public school districts in events that promote best practices.</p> | | |
| <p>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.</p> | <p>Measure not met due to COVID-19 safety precautions</p> | <p>Due to the COVID-19 pandemic, HCCS was not able to engage in dissemination efforts this academic year. The school tried to limit in-person events to the most essential. In addition, attempting to schedule a dissemination event amidst the fluctuating trends of COVID-19 in the local community became difficult to impossible. The school plans for dissemination efforts for the 2022-2023 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.</p> |

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

| | | |
|--|---------------------------|--|
| <p>Objective: HCCS will provide World Language education to prepare students for citizenship in the global economy.</p> | | |
| <p>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*.</p> | <p>Measure Met</p> | <p>91% of students passed with at least a 60% on internally developed assessments in our unique World Language Program according to SABIS® grading criteria.</p> |

Accountability Plan Evidence

Faithfulness to Charter

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

| | Professional Development | Date | Hours |
|-----------------------------|---|------------|--------------------------------|
| 1 | New teacher/staff Training Day 1: Human Resources, Instructional Technology, School Procedures, Overviews of Student Life, Student Management, and Special Education | 08/16/2021 | 7.5 |
| 2 | New teacher/staff Training Day 2: SABIS Point System of Instruction Training, Special Education and the Point System, Guided Lesson Planning | 08/17/2021 | 7.5 |
| 3 | New teacher/staff Training Day 3: Developing and Delivering a Lesson Plan, Mentor Meetings | 08/18/2021 | 7.5 |
| 4 | New teacher/staff Training Day 4: Language Objectives, Sheltered English Immersion, and Universal Design for Learning; Social Emotional Learning Practices | 08/19/2021 | 7.5 |
| 5 | New teacher/staff Training Day 5: Educator Evaluation System | 08/20/2021 | 7.5 |
| 6 | All teacher/staff Training Day 1: Cancelled due to weather | 08/23/2021 | 0 |
| 7 | All teacher/staff Training Day 2: SABIS Student Life Organization (WIN Period); Instructional Technology; Anti-Bullying Policy & Expectations; Mandated Reporter Training; Physical Restraint Policy Training; Human Resources; Nurse/Health Training; CPR/AED Training | 08/24/2021 | 8 |
| 8 | All teacher/staff Training Day 3: Curriculum Updates; Student Management; Special Education Interventions and Paraprofessionals; ELE Curriculum Update; Special Education Progress Monitoring; Highly Effective Questions; Fun in the Classroom. | 08/25/2021 | 8 |
| 9 | All teacher/staff Training Day 4: Writing across the Curriculum; Prep List; AMS Reteach; Reading Street; EL Program; Exam Prep; Testing; E-Books; School App and SDP SABIS 360 for Teachers | 08/26/2021 | 8 |
| | All teacher/staff Training Day 5: First Days of School & Updates; Safety Training (Emergency Handbook, Fire Drills, ALICE Training; Reunification); School Reopening; Breakfast/Lunch Procedures | 08/27/2021 | 7 |
| 10 | October Professional Development ½ Day: SABIS Digital Platform; SABIS School App for Teachers; Hyrid Learning Updates; ESL Assessments; Timed Math quizzes; Special Education Progress Monitoring; Paraprofessional Evaluation | 10/01/2021 | 4.5 |
| 11 | January Professional Development: MAP Growth; Social Studies Curriculum; Spanish World Language Curriculum and Instructional Practices; Exam Modification for Special Education; School Operations; First Aid Training; Math and ELA Curriculum and standard-based instruction; Mindfulness Workshop; Mentoring Meetings; SEI Updates | 01/06/2022 | 8 |
| 12 | March Professional Development: Next Generation MCAS Training; Classroom Management | 03/25/2022 | 8 |
| TOTAL HOURS PROVIDED | | | 51.5 (All) 89 (New) |

Object A1: Professional Development days/hours offered during the 2021-2022 school year. Note – some 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-8)* - Virtual | August 26, 2021 @ 5:00 pm |
| 2 | Parent Connection Ice Cream Social* | September 10, 2021 @ 4:00 pm |
| 3 | Teddy Bear Picnic (Grades K-2)* | September 24, 2021 @ 5:30 pm |
| 4 | English Learners Parent Advisory Council Meeting | October 12, 2021 @ 5:30 pm |
| 5 | Special Education Parent Advisory Council Meeting | October 12, 2021 @ 5:30 pm |
| 6 | Parent/Teacher Conferences (Grades K-8)* | October 27-29, 2021 |
| 7 | Parent Meeting (COVID updates & remote learning) – Virtual | November 1, 2021 |
| 8 | Parent Meeting (Study habits, Testing schedule, SDP Practice Exams, Monitoring Student’s Academic Performance) - Virtual | November 16, 2021 |
| 9 | Special Education Parent Advisory Council Meeting | December 13, 2021 @ 5:00 pm |
| 10 | English Learners Parent Advisory Council Meeting | December 14, 2021 @ 5:30 pm |
| 11 | Parent Meeting (COVID updates) – Virtual | January 13, 2022 |
| 12 | Parent Meeting (Academics, Attendance, COVID-19 testing, Student initiatives) – Virtual | February 3, 2022 |
| 13 | English Learners Parent Advisory Council Meeting | February 7, 2022 @ 5:30 pm |
| 14 | Special Education Parent Advisory Council Meeting | February 10, 2022 @ 5:00 pm |
| 15 | Parent/Teacher Conferences (Grades K-8)* | February 14, 2022 @ 1:00 pm |
| 16 | Open House (Grades K-8)* | March 26, 2022 @ 11:00 am |
| 17 | Parent/Teacher Conferences (Grades K-8)* | April 25-27, 2022 |
| 18 | Sports Awards Ceremony* | May 6, 2022 @ 6:00 pm |
| 19 | Academic Awards Ceremony* | May 27, 2022 @ 6:00 pm |
| 20 | English Learners Parent Advisory Council Meeting | June 6, 2022 |
| 21 | Special Education Parent Advisory Council Meeting | June 6, 2022 |
| 22 | Honoring our Families Event* | June 10, 2022 @ 6:00 pm |
| 23 | Eighth Grade Ceremony* | June 18, 2022 @ 4:00 pm |

Object A2: A list of the parent events/workshops held during the 2021-2022 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.

*Indicates teachers were present to engage with parents and students at the event/workshop (13 total)

APPENDIX B

Recruitment and Retention Plan

Recruitment Plan

2022-2023

School Name: Holyoke Community Charter School

2021-2022 Implementation Summary:

1. Successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan

Holyoke Community Charter School was able to complete most activities indicated on its 2021-2022 Recruitment Plan. Due to continued concern around COVID-19 and high levels of community spread, especially during the Fall and Winter, HCCS did cancel some of its larger, in-person events, such as the Bingo-for-Books and International Day. The Open House and Parent Orientation Nights were held virtually. 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 again due to COVID-19. The school was able to march in the Holyoke St. Patrick's Day Parade, an event that draws large crowds from not only Holyoke, but surrounding towns as well.

Holyoke is a city where Spanish is the second most common language, and 32.9% of HCCS students come from a home where Spanish is their first language. In order to reach Latino families, HCCS implements a variety of recruitment strategies. All school flyers, postings, and information materials are translated into Spanish. These flyers are posted throughout the community in Latino business and community centers where many Spanish-speakers visit. HCCS has a large 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.

This spring, HCCS held its first "Hoop-It Up" event. The 3-on-3 basketball tournament was open to the entire community and surrounding cities/towns. The co-ed teams participated in two different age-brackets (9-10 and 11-13) for cash prizes. The event was advertised on the local NBC affiliate, 22 News, with an interview with the school's principal, Dr. Sonia Correa Pope. Over 20 teams participated, and the event drew a crowd of over 100 spectators. Local business and food truck vendors attended as well. The school hopes to hold a second-annual event next year.

During the 2021-2022 school year HCCS was successful in exceeding the Gap Narrowing Targets and Comparison Index for each student sub-population.

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 2021-2022 school year, 35% 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 2020-2021 school year, 15% of English Learners were re-classified as proficient (12 total students), exiting EL status. For the 2021-2022 school year, 12% of newly enrolled students were classified as English Learners (total of 12 students), demonstrating HCCS' ability to recruit English Learners.

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

General Recruitment Activities for 2022-2023:

- 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 –2022-2023 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 19.6%</p> <p>GNT percentage: 17.4%</p> <p>CI percentage: 18.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p> | <p align="center">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Monthly Parent Advisory Council Meetings and Seminars open to the public that address issues important to Special Education students • Special Education administrators and staff present at all Open House events • Place informational posters advertising HCCS in local preschools where most students will enter the district public schools (27.5% Special Education population): Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart • Post information regarding monthly Parent Advisory Council meetings in local public establishments inviting the public to attend these events • Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services • All recruitment materials state in English and Spanish that “children with special needs are welcome at our school”, including on the school’s website. • Have a special education student available at open houses to speak about his/her experience and lead tours of the school. |
| | <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>N/A, Met GNT/CI</p> |

Limited English-proficient students/English learners

| | |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 11.9%</p> <p>GNT percentage: 8.9%</p> <p>CI percentage: 9.1%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p> | <p align="center">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino community-based events • Place informational posters advertising HCCS in local businesses, such as Salsa Rengue, Fernandez Restaurant • Advertisement translated into Spanish on local Spanish radio station, on the school’s website, and on the school’s Facebook page • Monthly Newsletter translated in Spanish • Translation services available at all Open House and community events • Place an ad in El Pueblo Latino, a local Spanish language newspaper • Leave translated copies of our flyers and applications at The Community Education Project, a community adult ESL program • Advertisements translated into Spanish will be posted in local Spanish-speaking churches throughout Holyoke. • The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced from Puerto Rico. • Partner with the annual Puerto Rican Parade Committee in Holyoke to help promote and organize the event and advertise the school through representation in the parade and in culminating events surrounding the parade day. This strategy was employed after the 2019-2020 enrollment lottery and will therefore take 2-3 years to have effect on enrollment data. • The school will invite prospective families and community members to our International Day festival that highlights the Puerto Rican culture. |
|--|---|

| | |
|--|---|
| | <ul style="list-style-type: none"> • 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. |
| | <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <input type="checkbox"/> N/A, Met GNT/CI |
| Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged) | |
| <p>(a) CHART data</p> <p>School percentage: 85.5%</p> <p>GNT percentage: 69.9%</p> <p>CI percentage: 73.3%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p> | <p align="center">(b) Continued 2021-2022 Strategies</p> <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Place informational posters advertising HCCS at community centers servicing low-income families, such as the Holyoke Housing Authority, YMCA, Boys & Girls Club, Girls Inc., Department of Transitional Assistance, Career Point • Place informational posters advertising HCCS in local preschools/daycares offering services to low-income families: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare, SquareOne • Attend recruiting events at Holyoke-Chicopee-Springfield Headstart • Continue to hold Bingo-for-Books events open to the public at HCCS • Provide refreshments and child-care at one or more informational events • Ensure all recruiting and open house events are scheduled in tandem with the city bus schedule. Include information that school is located on the city bus route with a stop in front of the school on informational flyers. • Post informational flyers at local urgent care/walk-in clinics that accept MassHealth • Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. • Establish relationships with Homework House, an after-school program serving economically disadvantaged students, and make information available to organization leaders and post flyers. <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <input type="checkbox"/> N/A, Met GNT/CI |
| <p><u>Students who are sub-proficient</u></p> | <p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Place informational posters advertising HCCS in local preschools from which most students will enter the districts public schools: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare • Post information on school website regarding MCAS performance, release MCAS data via Accountability Data and on the SABIS[®] annual report. • Place informational posters advertising HCCS in local libraries • Continue to promote our school to Latino and low-income parents and students with the intention of reaching Latino students and low-income students. Low-income students and Latino students score at lower levels than their peers on the MCAS tests state-wide. |
| <p><u>Students at risk of dropping out of school</u></p> | <p align="center">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Invite local community agencies that work to support students in our area, including those at risk of dropping out of school (such as the Boys & Girls Club, Girls Inc., DCF), to our Open House and International Day events. Through this partnership, these agencies will gain more information about HCCS and will be provided with materials they can pass on to their clientele. • Check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc. • Identify the elementary schools in sending districts with higher percentages of students with low MCAS scores, compared to other elementary schools and use the Mailhouse to send information to these parents about HCCS' academic program. |

| | |
|---|---|
| <p><u>Students who have dropped out of school</u></p> | <p align="center">(f) Continued 2021-2022 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p> |
| <p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u> Latino Students</p> | <p align="center">(g) Continued 2021-2022 Strategies</p> <p>Holyoke is a community where 41.4% of people claim Latino ethnicity (2010 U.S. Census data). During the 2021-2022 school year, 93.4% of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 81.0%. HCCS’ goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community.</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino festivals, such as the Emmanuel Festival, Puerto Rican Day Parade, and the New Horizons Family Community Center • Showcasing Latino-heritage at HCCS’ annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as Salsa Rengue, Fernandez Restaurant, and El Rincon • Advertisement translated into Spanish on Spanish-language radio station • Monthly Newsletter translated in Spanish |

Retention Plan 2022-2023

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2021-2022 Retention Plan.

2021-2022 Implementation Summary:

Holyoke Community Charter School completed most of the activities indicated on its 2021-2022 Retention Plan. Many of the events were held virtually, such as the EL-PAC and SPED-PAC meetings. However, some events were not possible due to COVID-19, including International Day and Bingo-for-Books. The annual goal for student retention for 2022 was 90%. Even with the effects of the COVID-19 pandemic, HCCS exceeded this goal: its 2021-2022 retention rate was 91%, and HCCS had a better retention rate for 2021-2022 when compared with the median rate of 88.3% and the statewide average of 90.4%

For the 2022-2023 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 added an after-school soccer program, offering co-ed teams at the K-1, 2-3, 4-5, and 6-8 grade levels. The pride in being an HCCS Lion resonates throughout the school, and the school plans to continue to offer an extra-curricular sports program in 2022-2023.

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

| Retention Plan – 2022-2023 Strategies | |
|---|---|
| List strategies for retention activities for <u>each</u> demographic group. | |
| Special education students/students with disabilities | |
| <p><u>(a) CHART data</u></p> <p>School percentage: 8.2%</p> <p>Third Quartile: 18.3%</p> <p>The school is below third quartile percentages.</p> | <p style="text-align: center;">(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings • Inclusion-model • Highly Qualified Special education staff |

| | |
|---|---|
| | <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>N/A – below third quartile</p> |
| Limited English-proficient students/English learners | |
| <p align="center">(a) CHART data</p> <p>School percentage: 2.4% Third Quartile: 18.4%</p> <p>The school is below third quartile percentages.</p> | <p align="center">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • RETELL/WIDA trained staff for Sheltered English Immersion Endorsement • Newsletter and all other communications translated into Spanish, including the mass-notification telephone system messages • Highly Qualified English Learners teachers • Parent Advisory Council for English Learners addressing specific needs of Special Education Students • Bi-lingual staff members, including main office and Special Education office staff, academic administrator, and school director <hr/> <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p> <p>N/A – below third quartile</p> |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p align="center">(a) CHART data</p> <p>School percentage: 8.7% Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p> | <p align="center">(b) Continued 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • After-school tutoring program • Extended Day program • Free Breakfast program • Summer program <hr/> <p align="center">(c) 2022-2023 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>N/A – below third quartile</p> |
| <p align="center">Students who are sub-proficient</p> | <p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • School-wide MCAS pep-rally and prizes • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies • Summer Reading program |

| | |
|---|---|
| <p><u>Students at risk of dropping out of school</u></p> | <p align="center">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • 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 |
| <p><u>Students who have dropped out of school</u></p> | <p align="center">(f) Continued 2021-2022 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p> |
| <p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u></p> <p>Latino Students</p> | <p align="center">(g) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Newsletter and all other communications translated into Spanish • Spanish language/culture taught in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director |

APPENDIX C

School and Student Data Tables

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

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

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS | |
|---|-------------|
| Race/Ethnicity | % of School |
| African American | 1.1% |
| Asian | 0.9% |
| Hispanic | 93.4% |
| Native American | 0.0% |
| White | 3.1% |
| Native Hawaiian, Pacific Islander | 0.0% |
| Multi-race, non-Hispanic | 1.5% |
| Selected Populations | % of School |
| First Language not English | 32.9% |
| English Language Learner | 11.9% |
| Students with Disabilities | 19.6% |
| High Needs | 89.3% |
| Economically Disadvantaged | 85.5% |

| ADMINISTRATIVE ROSTER FOR THE 2021-2022 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 | ----- |
| Aaron Yosky | Academic Quality Controller | | ----- |
| Tony Tannous | Academic Quality Controller | 08/25/2015 | 06/24/2022 |
| 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 | ----- |
| 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 | 08/31/2021 |
| Kristen O'Connor | Acting Special Education Coordinator | 09/01/2021 | ----- |
| 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 2021-2022 SCHOOL YEAR | | | | |
|---|---|--|---|---------------------------------------|
| | Number as of the last day of the 2021-2022 school year | Departures during the 2021-2022 school year | Departures at the end of the school year | Reason(s) for Departure* |
| Teachers | 54 | 5 | 6 | employee chose to end employment (11) |
| Other Staff | 51 | 4 | 2 | employee chose to end employment (6) |

During the 2021-2022 year, five teachers and four staff members chose to end employment with HCCS: three left due to personal reasons, one left to pursue a career outside of education, two left for employment at another school district, and three left for health reasons. These positions were immediately filled with qualified personnel, therefore, providing a smooth transition in the classroom.

At the end of the 2021-2022 school year, one teacher moved out of state, two teachers left for employment at another school district, one left to teach at the college level, one left to pursue further education, one teacher left to start a small business, one left to pursue a career outside of education, and one staff left for personal reasons.

| BOARD AND COMMITTEE INFORMATION | |
|--|-----------|
| Number of commissioner approved board members as of August 1, 2022 | 8 |
| Minimum number of board members in approved by-laws | 5 |
| Maximum number of board members in approved by-laws | 15 |

| BOARD MEMBERS FOR THE 2021-2022 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 | <ul style="list-style-type: none"> Finance/Facilities Executive | 2 Terms Served; in 3 rd Term | 08/2015-08/2018 08/2018-08/2021 08/2021-08/2024 |
| Janine Kent | Vice Chair | <ul style="list-style-type: none"> Policy Finance/Facilities | 1 Term Served; in 2 nd Term | 01/2019-01/2022 01/2022-01/2025 |
| Cynthia Dennis | Treasurer | <ul style="list-style-type: none"> Finance/Facilities Executive Policy | 5 Terms Served; in 6 th Term | 6/2005-10/2022 Re-Election 10/2019 until 10/2022 |
| Jean Swinney | Secretary | <ul style="list-style-type: none"> Policy Finance/Facilities | In 1 st Term | 07/2019-07/2022 |
| Jay Breines | Member | <ul style="list-style-type: none"> Finance/Facilities | 5 Terms Served; in 6 th Term | 6/2004-10/2022 Re-Election 10/2019 until 10/2022 |

| BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR | | | | |
|---|--------|--|---|------------------------------------|
| Lina Rivera | Member | | 1 Term Served; In 2 nd Term | 04/2019-04/2022 04/2022-04/2025 |
| Li-Jun Ma | Member | | In 1 st Term | 07/2021-07/2024 |
| Rafael Rodriguez | Member | | In 1 st Term | 08/2021-08/2024 |

| BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR | |
|---|--|
| Date/Time | Location |
| Wednesday, September 28, 2022 [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, October 26, 2022 [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, November 16, 2022* [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, December 14, 2022* [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, January 25, 2023 [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, February 22, 2023 [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, March 22, 2023 [^] @ 5:00 pm | Virtual via Zoom Video Conferencing [^] |
| Wednesday, April 26, 2023 @ 5:30 pm | Holyoke Community Charter School 2200 Northampton Street Holyoke, MA |
| Wednesday, May 24, 2023 @ 5:30 pm | Holyoke Community Charter School 2200 Northampton Street Holyoke, MA |
| Wednesday, June 28, 2023 @ 5:30 pm | Holyoke Community Charter School 2200 Northampton Street Holyoke, MA |
| Wednesday, July 26, 2023 @ 5:30 pm | Holyoke Community Charter School 2200 Northampton Street Holyoke, MA |
| Wednesday, August 24, 2023 @ 5:30 pm | Holyoke Community Charter School 2200 Northampton Street Holyoke, MA |

* due to holiday

[^]In accordance with Massachusetts General Laws Chapter 30A, Sections 18-25 and Governor Baker's Emergency Order in response to COVID-19 allowing remote meetings of public bodies. (<https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download>), the meeting will be held via Zoom video conference.

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 2022-2023 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 | No Change |
| Charter School Leader | Sonia Correa Pope | spope@hccs-sabis.net | No Change |
| Assistant Charter School Leader | N/A | ----- | N/A |
| Special Education Director | (Kristen O'Connor, acting) | koconnor@hccs-sabis.net | Open Position |
| 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 2023-2024 school year?

| Action | Date(s) |
|------------------------------|---------------|
| Student Application Deadline | March 8, 2023 |
| Lottery | March 9, 2023 |