

HOLYOKE COMMUNITY CHARTER SCHOOL



Member of the SABIS® School Network



2023-2024 Annual Report

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JULY 26, 2024

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INTRODUCTION TO SCHOOL

Holyoke Community Charter School (HCCS)			
Type of Charter (Commonwealth or Horace Mann)	Regional Charter	Location of School	Holyoke, MA
Regional or Non-Regional?	Regional (Began in 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 14, 2024	690
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 20, 2024	32
# of Instructional Days during 2023-2024 School Year	180		
School Hours	8:00 am – 3:00 pm M-F	Age of School as of 2023-2024 School Year	19 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 nineteenth year of operation. Holyoke is an urban area, where 92% of HCCS students are Hispanic/Latino and 83% 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 2024

It is always my pleasure to review our year at HCCS as Board Chair. Of course, there are reasons to work harder on outcomes, but we have much to celebrate. I ended last year's letter with a hopeful note on the opening of our gymnasium. I will therefore mention here that we had a spectacular opening and a championship win for our boys' basketball team. The student engagement and fostering of community was profound.

Early in this academic year we received our Auditors Report, and we were pleased that there were no findings. Our monthly Principal Reports also began to include more in-depth details of academic performance, so that we could follow the trends of our students. It became apparent over time that the SABIS® staff and our educators were impacting the gaps of knowledge that occurred during the pandemic. This academic year the board also worked in committees before our full meetings to address executive and financial agenda items. We had our annual retreat to plan for our next charter renewal with our common goals being articulated. We also addressed staff retention with an update to the 403B plan and maintenance of fiscal accountability. We are poised to review our Board of Trustees by-laws and to review our board's self-evaluation after completing our annual reviews for SABIS® and our principal.

It is exciting to look forward to our next five years as we prepare our charter renewal application. We are working on goals for the board that reflect our interest in supporting our staff, families and most of all, our students. This year we had both Kindergarten and Eighth grade graduations. This speaks to the fact that we celebrate our students' success in their joy of learning. The gathering of our community at these festivities was also a profound experience. We were grateful for the space of our new gymnasium to accommodate our annual, yet always special, completion of studies at HCCS.

Respectfully submitted,

Leona Florek

Chair, Board of Trustees

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

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

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

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

Key Design Element 1:

Students at the Holyoke Community Charter School will be engaged in their education and experience the joy of learning.

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

Student Life Organization

The SABIS Student Life Organization® (SLO®) is a student-led society that empowers students to contribute to the management of the school, to make a positive difference around them, and to play an active role in their education as well as the education of others.

While providing opportunities for emotional, social, and moral growth, the SABIS Student Life Organization® helps students to develop academic, managerial, organizational, and leadership skills. The SLO® also gives students the chance to get involved in a variety of academic and non-academic activities such as tutoring other students, planning sports and social events, and organizing community service projects. The SLO® puts on student-organized events and programs that reinforce academic concepts. Examples of these programs include subject matter Jeopardy contests, the schools Shadow Teaching Initiative (students teaching an objective), and Academic Labs (specific subject matter tutoring).

School Events & Field Trips

The school has an annual calendar of events that include multiple opportunities for students and families to become engaged in the school. These include the Academic Award Ceremony, Sports Awards Ceremony, Honoring our Families, Eighth Grade Ceremony as well as College and Career Readiness events. During the Honoring our Family event HCCS was able to deliver \$14,000 of food to all families who attended. This year, we were excited to introduce a Kindergarten Ceremony. The largest event, International Day, is a year-long culminating celebration that features brightly decorated halls, dances, and food celebrating the diversity of our planet.

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. (CIVIC PROJECT)

This year HCCS held an assembly on May 24, 2024, where parents were invited to celebrate their students' accomplishments via the elite scholar induction. School assemblies that include presentations from the academic, student management, and student life departments are employed to bring the curriculum alive for students.

Hands-on Learning

Throughout the school year teachers are encouraged to infuse hands-on learning and other classroom initiatives to excite students about the topics they are learning. An example of this is the eighth-grade frog dissection lab that occurs at the end of each year. The chance to discover the circulatory, nervous, and digestive systems firsthand excites the eager students.

In the fifth-grade science curriculum students learned about the effects of an oil spill. To give them a hands-on learning experience the students conducted an oil spill experiment where they had the opportunity to learn how difficult and how harmful an oil spill can be to cleanup. This experiment, along with a lab report outlining the steps taken and project outcomes, helped students get firsthand experience as to how an oil spill can have direct negative effects on the environment.

Students in grades 5, 7 and 8 had the opportunity to be a part of the shadow teaching initiative. Shadow teaching allows students who are proficient in English and Math to step into their teacher's shoes and teach their fellow classmates. Students take their time and gradually work their way up to teaching an entire lesson. This initiative plays a pivotal role in fostering student engagement within the school.

HCCS eighth graders participated in a hands-on collaborative activity in their math class. The activity, "Ratios and Proportions" gave students the opportunity to work in small groups, visiting various stations set up around the classroom. Each station featured a word problem that the group would work together to solve.

This year the HCCS Student Life Coordinator along with prefects held a solar eclipse event on April 8th where over 100 students participated in solar eclipse themed activities and a presentation which

was given by the parents of an HCCS student. A mini space suit was brought for students to gain a hands-on learning experience.

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 life-long learners and become strong, active citizens.

Key Design Element 2:

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

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

Student Initiatives

- **Washington DC trip**

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

- **Student Life Training**

Student Life prefects annually attend a three-day leadership training camp over the summer. During the training the students participate in diversity training, team-building projects, problem-solving, exchanging best practices, and learning how to make a presentation. The SLO[®] theme of the year was “Soaring to New Heights”. 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. Students visited the Holyoke Public Library to broaden their research. In using the libraries resources, each group researched the issue, developed presentations, and delivered them to the class. Students then participated in classroom discussion reflecting on their efforts and the issues. Finally, students developed plans and identified key

stakeholders to whom they would send their presentations. This year students had the opportunity to present projects in a “science fair-style” showcase at the Department of Elementary & Secondary Education (DESE) Civics Project Showcase held at the University of Massachusetts. HCCS students received a commendation for their presentation during the showcase. This project and event allowed students to gain an understanding of the connections between federal, state, and local policies, and how those policies can impact their own community.

HCCS students took part in a beautification silent protest at the local city hall. Students held signs displaying ways to make the city more beautiful. Along with the protest, eighth graders adopted a traffic island where they planted various plants and installed an HCCS sign.

Key Design Element 3:

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

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

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

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

The school has improved the Massachusetts Tiered System of Support (MTSS) team to expand educational outcomes for all students. The team focuses on providing assessments for students identified as “at-risk” to determine specific academic needs. The MTSS Team drives instructional decision-making in the school, using achievement and discipline data from universal screenings, including formative and summative measures. The team, composed of the School Principal, Academic Deputy Director, Academic Quality Controllers, Student Management Coordinator, Student Support Services, Classroom Teachers, and Parents, ensures that all staff are trained to best serve our students.

The MTSS Team follows a systematic process to address the learning and/or behavior problems of students from kindergarten through eighth grade. This process includes gathering information about the student’s

academic progress, assessing and evaluating data, developing and implementing an educational plan, evaluating progress, and conducting ongoing monitoring and evaluation to ensure progress.

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

Key Design Element 4:

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

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

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

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

HCCS is committed to providing extensive internal professional development opportunities. There is a mandated ten days of professional development training for new faculty and staff members in August, while returning faculty and staff attend five days of training at the start of each school year. Additionally, the school schedules two full-days and two half-days of professional development during the school year. As outlined in the school Accountability Plan, HCCS offered 95.7 hours of internal professional development this academic year. These internal training courses complement the many external training opportunities available throughout the year. During the 2023-2024 school year, HCCS provided training opportunities in a variety of areas such as:

- School Administration
- Classroom Management/Student Behavior
- MCAS; mCLASS and ACCESS Testing
- Culturally and Linguistically Sustaining Practices

- Science of Reading
- Literacy Institute
- Foundational Reading Skills
- 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 92% of HCCS students are Latino, all communications to parents are translated and parents receive communication in both English and Spanish from the school. This is essential to ensuring parents are well informed and involved in the education of their children. HCCS makes use of the following methods to communicate with parents directly: interim reports, report cards, fall and spring parent/teacher conferences, Blackboard Connect Phone Messages, and the SABIS® Digital Platform website. The SABIS® Digital Platform application allows parents to access up-to-date grades, classroom notes, homework assignments, and teacher comments. Always looking for ways to further engage with parents, HCCS has a Facebook page with almost 1,800 followers and uses email to inform parents of important information and upcoming events. New this year HCCS has an Instagram account as well. In addition, HCCS uses Class Dojo across all grade-levels, a program that allows teachers to provide real-time updates of class performance, instruction, and homework via smartphone or email.

Further, HCCS ensures that parents are integral members of the school community and are partners in the education of their children through the school’s Parent Connection organization. The mission of Parent Connection is to create an inviting school environment for all the students, staff, families, and visitors. All parents are members of the Parent Connection, but the level of their participation is at their discretion. This group serves as an advocate for having the school and parents work cooperatively to make HCCS a success. Parent Connection meetings are held 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, which consistently have high attendance. Events include the August Parent Orientations, Parent/Teacher Conferences, and Award Ceremonies among many others.

Amendments to the Charter

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
	None	

No amendments were requested or approved in the 2023-2024 school year.

Access and Equity

The most recent, publicly available ([Enrollment by Race/Ethnicity \(2023-24\)](#)) for the Holyoke Community Charter School.

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	1.3%
Asian	0.6%
Hispanic	92.3%
Native American	0.0%
White	4.6%
Native Hawaiian, Pacific Islander	0.0%
Multi-Race, Non-Hispanic	1.2%

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	30.1%
English Language Learner	10.4%
Low-income	83.2%
Students with Disabilities	22.8%
High Needs	88.2%

[2022-23 Student Discipline Data Report](#)

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	731	32	0.3%	4.2%	0.0%
English Learner	75	1			
Economically Disadvantaged	634	31	0.3%	4.7%	0.0%
Students with Disabilities	180	17	0.6%	8.9%	0.0%
High Needs	660	31	0.3%	4.5%	0.0%

Female	394	9	0.3%	2.3%	0.0%
Male	337	23	0.3%	6.5%	0.0%
American Indian or Alaska Native	0				
Asian	5				
African American/Black	10	0			
Hispanic/Latino	675	29	0.3%	4.1%	0.0%
Multi-race, Non-Hispanic/Latino	8	1			
Native Hawaiian or Pacific Islander	0				
White	33	1			

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 are the SABIS® Student Management System (SSMS) 581 behavior tracking log, SSMS 580 Infraction Log, SSMS 601 Infraction Comparison Log, student management call log, student management sign-in tracking, Individualized Behavior Tracking Logs, and Individualized behavior plans. Along with these data tracking tools, HCCS uses Student Management staff members to monitor student behavior by conducting consistent classroom check-ins.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Fostering Equity and Inclusion for Latinos/as in Child and Family Welfare conference	Presentation at Springfield College March 13, 2024	School Principal Student Life Coordinator Student Management Coordinator Student Representative	Local area colleges, community-based organizations, greater Springfield community	Presentation slides; participant feedback Participants connected to Holyoke Community Charter School best practices on fostering equity in our school system, the importance of knowing your community and how to create a sense of belonging and culturally responsive teaching through curriculum, parent engagement, student leadership, and professional development.
Fostering Equity and Equality	Workshop on April 29, 2024	School Principal Student Life Coordinator Student Management Coordinator Student Representative	Invited 60+ principals, administrators, and teachers from districts in Hampden and Hampshire counties.	Presentation slides; agenda; participant survey

ACADEMIC PROGRAM SUCCESS

Student Performance

Holyoke Community Charter School [2023 School Report Card](#).

Holyoke Community Charter School was on a steady trajectory of academic improvement before the COVID-19 pandemic, as shown by the schools' internal assessments and Massachusetts Comprehensive Assessment System (MCAS) results. In the 2018-2019 academic year, the last full year before the pandemic, Holyoke Community Charter School made significant progress toward their accountability targets. HCCS attained a cumulative criterion-reference target percentage of 71%, reflecting the school's dedication to academic excellence. Typically, the HCCS approach involves utilizing internal data, specifically subject averages, as a predictive tool for gauging external performance metrics, such as the MCAS scores. Through meticulous data analysis, the school has established a strong correlation; notably, when subject averages ascend the 80% threshold, there is a consistent and reliable pattern of not only meeting but often surpassing the school accountability targets. This benchmark serves as a critical indicator of educational effectiveness and guides the school's strategic effort to foster academic excellence.

The school closure from March 2020 to April 2021 presented a major challenge. As other schools in the commonwealth, HCCS also noticed a considerable drop in students' performance on both internal and external assessments. This decline prompted HCCS to reevaluate strategies and determine what changes were necessary to address the academic gaps created by COVID-19.

Using the HCCS Multi-Tiered System of Supports (MTSS), the school adopted the Department of Education's acceleration roadmap. This plan was intended to ensure that all students had regular access to grade-level work, with targeted support to make it attainable. Holyoke Community Charter School's goal was to reduce the pandemic's effect on HCCS students' learning and help them recover their academic potential.

In pursuit of educational excellence, Holyoke Community Charter School embarked on a strategic journey to implement MTSS and the acceleration roadmap. This initiative aimed to comprehensively address the diverse academic and social-emotional needs of HCCS students, especially those in Tier 1.

The school's approach included the systematic roll-out of Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL). These programs were customized to support HCCS students' social and emotional well-being, creating a conducive learning environment to promote growth and development. The transition from remote/hybrid learning to a fully in-person format posed its own set of challenges. The school dealt with health issues and logistical obstacles, but through resilience and strategic planning, HCCS successfully brought back all students to in-person learning.

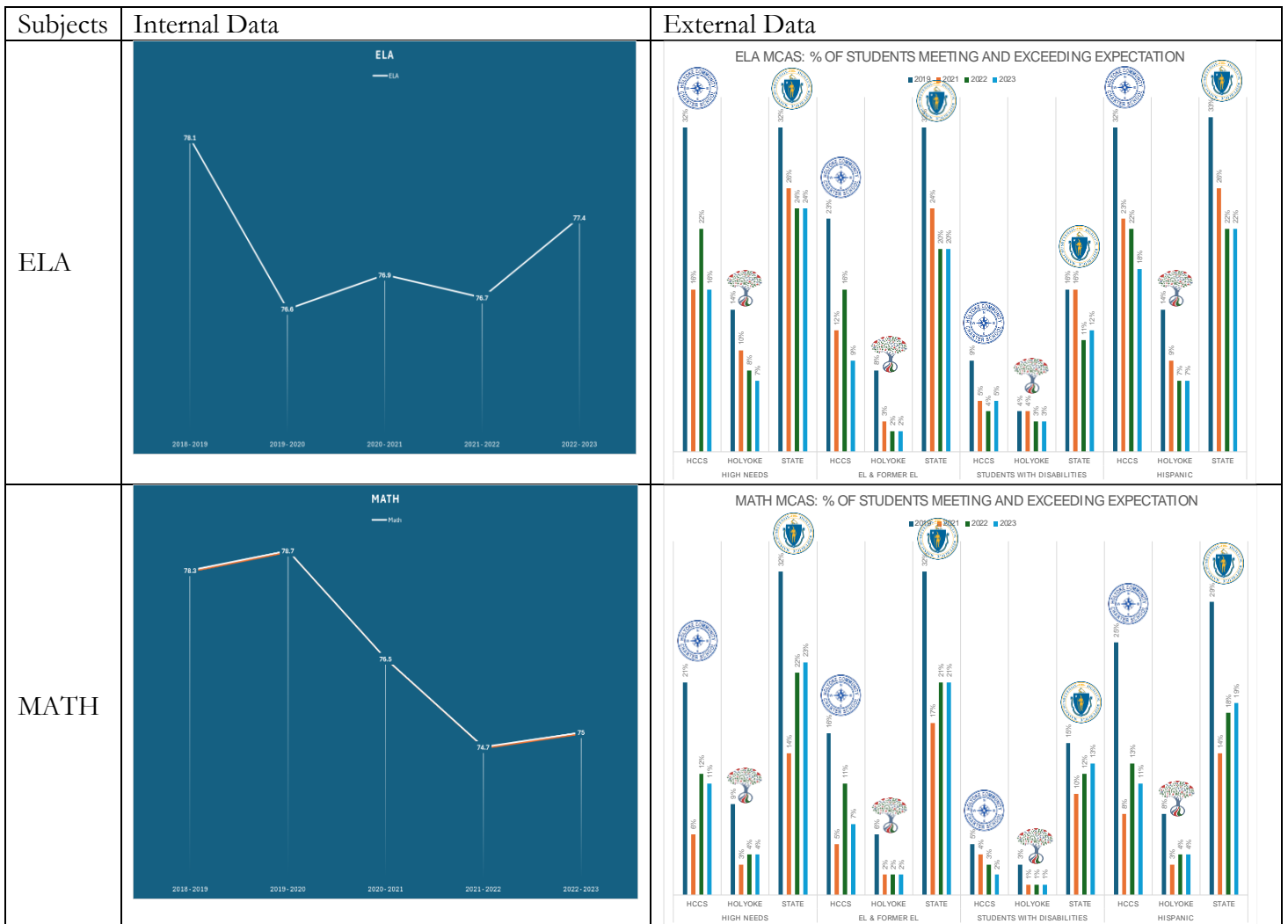
To further support students and close academic gaps, especially for those students considered High Needs, English Learners, Students with Disabilities and Hispanics, HCCS implemented Universal Design for Learning (UDL). This inclusive framework offers flexible learning environments that accommodate individual learning differences.

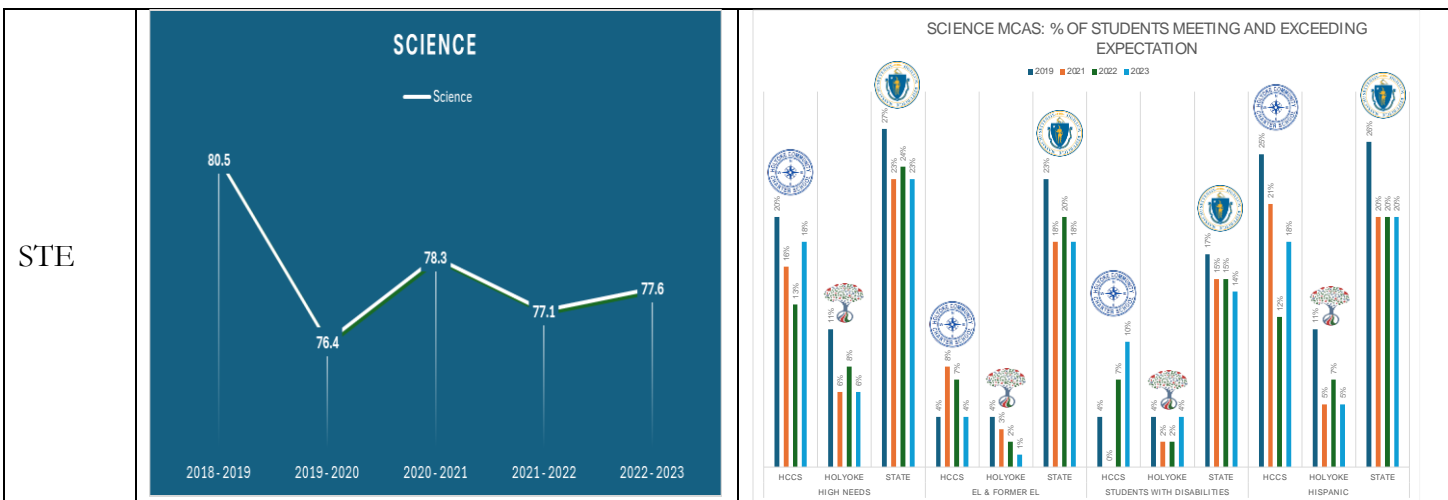
The HCCS acceleration roadmap was a phased approach with four key stages: (1) Diagnostic and Planning, (2) Launch, (3) Progress Monitoring, and (4) Reflection and Planning. Each phase played a vital role in the strategic implementation. This phased approach enabled HCCS to establish a strong Tier 1 support system with explicit UDL implementation. Additionally, a Tier 2 support system was implemented for students requiring more individualized assistance. This comprehensive and strategic approach has been instrumental in the ongoing efforts to provide high-quality, inclusive education for all students.

Following the strategic implementation of HCCS initiatives, which are aligned with the acceleration roadmap, HCCS has observed a significant uptick in their internal assessment data. This promising trend is a testament to the efficacy of their educational strategies. As HCCS pivots focus on the assessment data, there is an anticipation that it will mirror the positive patterns demonstrated by internal metrics. HCCS confidence is bolstered by the tangible progress in student’s internal recovery, which the school believes will be a pivotal factor in achieving and potentially exceeding accountability target goals.

The data in the tables below offer a comparative analysis of subject specific averages over pivotal years in contrast to state assessment data for students considered as High Needs, English Learners, Students with Disabilities and Hispanic students. The insight underscores the strides the school has made narrowing the achievement gap that was exacerbated by the pandemic. The visual representation of the data not only reflects the school’s commitment to academic excellence but also reinforces the resolve to maintain this upward trajectory in students’ performance.

Subject	Pre-Covid Performance (2018-2019)	Lowest Performance (2021-2022)	Gap	Improvement
ELA	78.1%	76.6%	1.5%	0.8% (53% gap reduction)
Mathematics	78.3%	74.7%	3.6%	0.3% (8% gap reduction)
Science	80.5%	76.4%	4.1%	1.2% (29% reduction)
Overall	79.9%	77.0%	2.9%	1.4% (48% reduction)





Program Delivery

Curriculum

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

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

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

Instruction

HCCS teachers adhere to the SABIS® curriculum and teaching methods to meet world-class standards. The SABIS® Point System optimizes instructional time by efficiently covering a broad range of concepts and materials. Each learning cycle involves specific activities for teaching, learning, and assessment, with clear roles assigned to staff

members. Teachers focus on maximizing subject content coverage and student learning while maintaining mastery. They employ pacing charts and point-by-point instruction to ensure students' progress at the designated pace, mastering each concept before moving on. Students who have difficulty mastering essential concepts will be assigned to academic support and tutoring sessions outside of class time to help them build the foundational skills and concepts being addressed in the pacing charts.

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

Regarding the English Learner Education (ELE) self-assessment, HCCS is actively working to improve compliance with Tiered Focused Monitoring (TFM) criterion ELE 5. DESE data reveals that during a typical TFM cycle, up to 65% of districts receive findings of noncompliance with ELE 5: Program, Placement, and Structure. ELE 5 encompasses critical components of an effective ELE program, including ESL curriculum, benchmarking requirements, staffing, and student outcomes. HCCS continues to monitor curriculums that are receiving the WIDA Prime 2020 seal to adopt a new ESL curriculum that will address these areas that represents a high-leverage opportunity to enhance outcomes for multilingual students, particularly English Learners (ELs).

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

Assessments

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

Internal Assessments:

- Weekly AMS® tests in English, math (beginning in Grade 3), and science (starting in Grade 6) assess single concepts crucial for progression. Results are promptly available to teachers for analysis within 24 hours. Teachers use this data to identify individual and class-wide concept mastery. Teachers respond in various ways that include continuing with planned teaching, class-wide reteaching of certain concepts, or scheduling tutoring sessions.
- Periodic exams, End-of-Term exams, and End-of-Year exams assess multi-concept thinking, resembling state exam questions. These exams occur periodically throughout the term and at the end of each term and year, respectively. Results from these summative exams are analyzed to determine necessary academic interventions at individual, class, or school levels.

The COVID-19 pandemic significantly impacted students' academic achievement. To address these challenges, the school has implemented various initiatives:

- MCAS readiness assessments: Students in grades 3-8 took MCAS Readiness Assessments developed by SABIS® to prepare for the state exam. Results were analyzed at individual, class, and section levels to develop intervention pacing focusing on concepts not yet mastered.

- Curriculum revision/re-pacing: Data from MCAS Readiness Assessments guided instruction and pacing adjustments for the following academic year, emphasizing key concepts needing review.
- Ongoing assessment data analysis: Weekly assessment data informed pacing adjustments throughout the academic year.
- Tutoring support (Academic Labs): Tutoring sessions led by content teachers during designated periods and after school aimed to address students' learning gaps.
- Mental health support: An advisor was hired to assist students with the negative social and emotional effects of the pandemic.

In addition to monitoring academic data, school administrators monitor the consistency of instruction and the efficacy of the classroom environment by conducting regular classroom observations. Teachers receive at least three observations each year. The observations examine the following areas: instruction, student engagement, classroom management, and classroom learning environment.

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

Supports for All Learners

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

As highlighted in the Year Eighteen Site Visit report, HCCS has made commendable strides in catering to the needs of diverse learners. With a substantial enrollment of diverse learners over the years, HCCS has honed their approach to supporting at-risk students, English Language Learners (ELLs), and Students with Disabilities, among other diverse cohorts. While the school acknowledges the effectiveness of their efforts thus far, HCCS understands the importance of ongoing support and continuous enhancement of overall student outcomes. Notably, the school has established an inclusive spectrum of support services for Students with Disabilities, ranging from inclusion and resource room services as needed. As of September 2022, a significant portion of the HCCS teaching staff will have completed specialized education training and obtained Sheltered English Immersion (SEI) endorsement. Additionally, HCCS offers targeted intervention periods in Mathematics and English Language Arts (ELA) to address subject-specific needs.

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

Massachusetts Tiered System of Support

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

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

During the 2023–2024 academic year, HCCS's academic team improved the MTSS practices using the DESE MTSS blueprint and mobilization guide. The school aims to align their educational system to provide equitable access and meet the diverse needs of all students. This alignment involves optimizing data-driven decision-making, progress monitoring, and evidence-based support and strategies across increasing levels of intensity to sustain student growth.

As part of this alignment, HCCS will adopt the Data Wise approach. Developed at the Harvard Graduate School of Education in collaboration with educators worldwide, the Data Wise Project empowers educators to engage in collaborative data inquiry, driving continuous improvement in teaching and learning for all students.

Students with Disabilities

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

Multilinguals (MLs)

ML students at HCCS receive tailored accommodations and modifications, following state guidelines for reading and math tests. All content-area teachers are required to be SEI certified, incorporating strategies like visuals and scaffolding. Testing is done in small groups with extra time, and modifications such as having tests read aloud for newcomers if needed. Regular observations ensure SEI strategies are used, and lesson plans include explicit Universal Design for Learning to ensure that the needs of the ML students are met throughout the year. Professional development on SEI strategies is provided. Identification of ML students is done through a home language survey, with screening tests.

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

Plans to Accelerate Learning

To provide additional support for students following the 2022-2023 academic year, the school developed a comprehensive summer school program in collaboration with SABIS® to address academic gaps. The 2023-2024 program was tailored to meet the academic needs of HCCS students from grades K-8. In addition, HCCS established two Learning Academies during the February and April breaks, specifically designed for students who require accelerated learning. The school also introduced an in-school tutoring program to assist students who are performing below benchmarks. These initiatives underscore our commitment to closing the achievement gaps among HCCS students, which have been exacerbated by the COVID-19 pandemic.

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

Summer School Program

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

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

Academic Year 2024-2025

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

- **Teacher Training:** A training program for all new and returning teachers will be conducted in August. This program will focus on imparting evidence-based teaching methodologies.
- **English Pathways:** Starting from the next academic year, we will offer two distinct English pathways for all students in grades 3 – 5. This approach will ensure that students are placed in the pathway that best suits their learning needs and challenges.
- **Special Education Curriculum:** We will provide a specially tailored curriculum for students with severe disabilities. This curriculum will be paced appropriately to cater to their unique learning needs.
- **Literacy Institute:** HCCS has participated in the Massachusetts Literacy Institute, hosted by DESE and the National Center on Improving Literacy. This participation allowed us to assess our current MTSS practices. Following the completion of the institute, we have incorporated a newly drafted plan into the HCCS strategic Plan.
- **Appleseeds Grant:** As part of our participation in the Literacy Institute, we identified that our foundational reading program lacked a systematic approach to early literacy skills. To address this, we applied for and received approximately \$87,000 from the Appleseeds Grant. These funds will be used to implement an evidence-based, high-quality instructional material (HQIM) curriculum in grades K – 2. This curriculum will also serve as an intervention for students in grades 3 and 4.
- **Diagnostic Tests:** At the beginning of the 2024/25 academic year, we will administer diagnostic tests created by SABIS®. The data from these tests, along with data from the 2023/24 End-of-Year exams and MCAS tests from spring 2024, will be used to appropriately place students and develop intervention plans.
- **Universal Screeners:** In addition to the SABIS® Diagnostic exams, we will implement IXL Universal Screeners and mCLASS Universal screeners. These tools will help us identify at-risk students and provide them with additional support through the What I Need (WIN) or Student Life blocks.
- **WIN/ Academic Support:** We will designate a daily WIN block for students in grades K – 2, during which we will provide targeted, evidence-based interventions. Students in grades 3 – 8 will receive additional support and interventions during their student life periods.

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

ORGANIZATIONAL VIABILITY: COMMON SCHOOL PERFORMANCE CRITERIA

Budget and Finance

Unaudited FY24 statement of revenues, expenses, and changes in net assets (income statement)

Statement of net assets for FY24 (balance sheet)

Fiscal Year 2024 Financial Reports

Statement of Revenues and Expenses

Operating Revenue	
Student Tuition	14,967,548
Federal Grants	3,530,103
Interest Income	368,459
Food Service Income	620,235
After School Program, net of expenses	(5,300)
Other Income	39,684
TOTAL OPERATING REVENUES	19,520,728
Operating Expenses	
Marketing & Recruitment	29,847
Bank Fees	7,998
Board & Trustees Expense	1,715
Classroom & Other Supplies	550,453
Food Service	579,038
Grants Program	3,530,103
Insurance	52,343
Interest	202,368
License Fee	41,220
Management Fee	2,095,457
Loan Fee	0
Utilities	211,691
Office Supplies, Postage	59,001
Payroll Services	35,374
Professional Services	44,417
Repairs, Maint & Supplies	467,472
Salaries & Benefits	5,581,093
Staff Development	20,956
Special Education	180,440
Telephone	20,224
Transportation	888,511
Computer Expenses	66,026
Depreciation & Amortization	665,816
Extended Day Expenses	-
TOTAL OPERATING EXPENSES	15,331,564
Change in net assets	4,189,164
Net Assets, Beginning of Year	21,906,043
Net Assets, End of Year	26,095,208

Statement of Net Assets FY24

Assets	
Current Assets	
Cash & Cash	
Equivalents	13,045,685
Cash Restrestricted - Escrow	40,817
Prepaid Expenses	242,044
Receivables	952,733
TOTAL CURRENT ASSETS	14,281,279
Capital Assets	
Property & Equipment Accumulated	27,686,315
Depreciation	-7,675,654
Capitalized Int & Loan Costs, net of amortization	0
TOTAL CAPITAL ASSETS	20,010,662
Total Assets	34,291,940
Liabilities	
Accounts Payable	73,848
Accrued Compensation	745,662
Accrued Liability	9,006
Bonds & Notes Payable	7,368,216
Total Liabilities	8,196,733
Total Net Assets	26,095,208
Total Liabilities & Net Assets	34,291,940

Note: This Statement reflects preliminary unaudited numbers

Note: This Statement reflects preliminary unaudited numbers

Approved School Budget for FY25

FISCAL YEAR 2025 APPROVED SCHOOL BUDGET

Capital Budget

Furniture & Equipment	23,000
Computer Equipment & Software	224,341
Building Improvements	582,000

TOTAL CAPITAL OUTLAY **829,341**

Operating Budget

Operating Revenues

Student Tuition	14,254,088
Federal Grants	1,139,573
Interest Income	218,795
Food Service Income	630,157
After School Program net of expenses	(16,628)
Other Income	15,500

TOTAL OPERATING REVENUES **16,241,486**

Operating Expenses

Marketing and Outreach	33,588
Bank Fees	8,000
Board of Trustees Expense	30,000
Classroom and Other Expenses	528,046
Food Service	527,327
Grants Program	1,139,573
Insurance	57,073
Interest	190,522
License Fee	45,274
Management Fee	1,995,572
Utilities	316,946
Office Supplies, Postage	62,550
Payroll Services Charge	40,000
Professional Services	40,189
Repairs, Maintenance, and Supplies	528,674
Salaries & Benefits	7,691,502
Staff Development	20,000
Special Education	300,000
Telephone	20,096
Transportation	977,110
Computer Expenses	114,024
Depreciation & Amortization	760,000

TOTAL OPERATING EXPENSES **15,426,065**

Change in Net Assets **815,420**

Net Assets, Beginning of Year **26,095,208**

Net Assets, Ending of Year **26,910,628**

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	702
Number of students upon which FY24 budget tuition line is based	702
Number of expected students for FY24 first day of school	702
Please explain any variances: <i>N/A</i>	

Capital Plan for FY25

FISCAL YEAR 2025 CAPITAL PLAN

**Holyoke Community Charter School
Capital Projects Planning Fiscal Year 2025**

Type	Description	Estimated Cost
Building		\$ 582,000
	Exterior Fence	\$ 100,000
	Capital Reserve	\$ 30,000
	Cafeteria and building upgrades project	\$ 452,000
FF&E		\$ 247,341
	Admin Furniture	\$ 5,000
	Classroom Furniture	\$ 18,000
	Computer Equipment	\$ 224,341
TOTAL		\$ 829,341

APPENDIX A

HCCS 2023-2024 Accountability Plan Report Faithfulness to Charter

	2023-2024 Performance M (Met) NM (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 nine extra-curricular cross-grade level team opportunities to students for the 2023-2024 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. Boys Basketball Team (grade 5-6) 4. Boys Basketball Team (grade 6-8), 5. Girls Basketball Team (6-8) 6. Co-Ed Basketball team (grade 3-4) 7. Elite Scholars Club (K-8) 8. Soccer teams (K-2, 3-5, 6-8) 9. Music and Choir Club (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 2023-2024 year:</p> <ol style="list-style-type: none"> 1. Sports Awards Ceremony (May 16, 2024) <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. This year HCCS exceeded attendance records as 687 family members and friends attended. 95% of students and families invited were in attendance. 2. Academic Awards Ceremony (May 24, 2024) <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. This year HCCS exceeded attendance records as 532 family members attended. 96% of students and families invited were in attendance. 3. Kindergarten Promotion Ceremony (June 15, 2024) <ol style="list-style-type: none"> a. HCCS, for the first time, held a kindergarten promotion ceremony where parents and students were invited to attend this event that celebrates the completion of kindergarten.

		<ul style="list-style-type: none"> b. 98% of students and families invited were in attendance. <p>4. Eighth Grade Ceremony (June 15, 2024)</p> <ul 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 a scholarship and students who qualified are awarded the President’s Award for Educational Achievement. b. 98% of students and families invited were in attendance. <p>***HCCS exceeded family attendance records in other events and was able to deliver \$14,000 of food to families attending the Honoring our Family event.***</p>
<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 eleven different Student Life Clubs were offered during the 2023-2024 school year in grades 3-8 that allowed for cross-grade level participation.</p> <ul style="list-style-type: none"> 1. Newspaper (grades 6-8) 2. Anime (grades 3-5) 3. Band (grades 3-8) 4. Ping Pong Club (grades 6-8) 5. Robot Lego Club (grades 6-8) 6. Open Gym (grades 6-8) 7. Board Game Club (grades 3-5) 8. Lego Club (grades 3-5) 9. Academic Support (grades 1-8) 10. Math Lab (grades 6-8) 11. Big Brother Big Sister (grades 6-8)
<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 7th. Where food from the school’s Family Food Pantry was distributed to families during the Honoring Our Families event. (Family Food Pantry opened in 2021 in partnership with Stop and Shop).</p> <p>In addition, each classroom made cards and wrote letters of encouragement to various grades and community organizations:</p> <ul style="list-style-type: none"> Kindergarten: Veterans’ Home in Holyoke Grade 1: Shriners Hospital in Springfield Grades 2-3: School Wide Penny Drive Grade 4-6: School Wide Can Drive Grade 7: Letters to Veterans Grade 8: Community School Wide Cleanup Day

<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 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 2023-2024 year, 100% 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>HCCS held a College and Career event during the 2023-2024 school year:</p> <p>A college and career day was held on 06/04/2024. Seven school personnel, including teachers, staff, and administrators, presented their college and career stories. This gave eighth grade students the opportunity to learn the educational backgrounds and career journeys of those that work with them every day. 92% of eighth graders were in attendance.</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>Remarkably, 37 out of these 38 teachers, which equates to 97% of our teaching staff, have achieved a rating of proficient or above in "Differentiation" on HCCS's teacher evaluation. This rating is a testament to their effective use of UDL checkpoints, further emphasizing our commitment to inclusive and adaptive education.</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>Out of the 452 students enrolled in these grades, 397 students, which constitutes an impressive 87.8%, have benefited from one or more of these interventions.</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 2023-2024 academic year, HCCS provided its teachers and classroom support staff with 60.4 hours of mandatory internal professional development. New teachers and staff were provided an additional 35.3 hours of mandatory internal professional development for a total of 95.7 total hours.</p> <p><i>See Object A1 on Appendix A6</i></p>
<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 31 parent events and/or workshops that were designed to engage families and generate involvement in their children’s education. Ten of these events had a variety of teachers present who engaged with parents and students.</p> <p><i>See Object A2 on Appendix A7</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</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).</p> <p>Following these grade-level parent workshops, 100% of parents in attendance responded to a survey and 100% of respondents agreed to the statement “This event helped me to feel engaged in my child’s education”.</p>

helped me to feel engaged in my child's education".		
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Objective and Measures related to Dissemination (required):

Objective: HCCS will be an active partner with the local community by engaging local public-school districts in events that promote best practices.		
Measure: Annually, HCCS will invite local area districts, including the Holyoke Public Schools, to at least one workshop to demonstrate best practices while serving diverse learners.	Measure Met	<ul style="list-style-type: none"> - On April 29, 2024, local leaders, administrators, and teachers were invited to share best practices in fostering equity and inclusion within their schools. The workshop focused on how HCCS works towards creating a more inclusive and equitable learning environment as well as providing a platform for collaboration. The goal of this dissemination was to inspire attendees with actionable ideas and strategies that can be adapted and implemented in their own schools. This workshop was led by the School Principal, Student Life Coordinator, and Student Management Coordinator. - HCCS presented at the "Fostering Equity and Inclusion for Latinos/as in Child and Family Welfare" conference at Springfield College on March 13, 2024.

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

Objective: HCCS will provide World Language education to prepare students for citizenship in the global economy.		
Measure: Annually, 85% of students will pass with at least a 60% on internally developed assessments in our unique World Language Program according to SABIS® grading criteria*.	Measure Met	At Holyoke Community Charter School (HCCS), we currently have 563 students participating in our unique World Language Program. Of these, 541 students, or 96.1% of the total enrollment in the program, have successfully achieved a score of at least 60% on our internally developed assessments. This demonstrates their proficiency according to the SABIS® grading criteria, underscoring the effectiveness of our World Language Program.

Accountability Plan Evidence

Faithfulness to Charter

	Professional Development	Date	Hours
1	New teacher/staff Training Day 1: Dyslexia Screening, Introductions and Tours, Human Resources, Instructional Technology, SABIS® Educational System, State and SABIS® Online Trainings	08/14/2023	7.3
2	New teacher/staff Training Day 2: Introduction to SABIS® Teaching Methods, Modeling Lesson Planning with Head of Departments, State and SABIS® Online Trainings	08/15/2023	7
3	New teacher/staff Training Day 3: Independent Lesson Planning, Presentation of Lesson Plans, State and SABIS® Online Trainings	08/16/2023	7
4	New teacher/staff Training Day 4: Diverse Learners UDL (All Students) Diverse Learners (Language Learners), Diverse Learners (IEP & 504), Teacher Evaluation Tool	08/17/2023	7
5	New teacher/staff Training Day 5: Classroom Management, Student Life Organization, School Procedures, State and SABIS® Online Trainings	08/18/2023	7
6	All teacher/staff Training Day 1: Introductions and Welcome, Human Resources, Dyslexia Screening, Classroom Management, Instructional Technology	08/21/2023	7.3
7	All teacher/staff Training Day 2: Student Life Organization, Anti-Bullying Policy & Expectations, Mandated Reporter Training, Physical Restraint Policy Training, Nurse/ Health Training, Student Confidentiality, Suicide Prevention, Title IX, Sexual Harassment, Civil Rights, Curriculum Review	08/22/2023	7.3
8	All teacher/staff Training Day 3: Academic Strategic Plan, HCCS Inclusion Initiative, SABIS® Academic Procedures Updates, Department Meetings	08/23/2023	7.3
9	All teacher/staff Training Day 4: Discipline Techniques, CPR Training, Diversity, Equity, and Inclusion Training	08/24/2023	7.3
10	All teacher/staff Training Day 5: eStar, IEP Meeting, First Days of School & Updates, Safety Training	08/25/2023	7.3
11	October Professional Development: HCCS Strategic Plan, Inclusive Practices: SEI Strategies, Inclusive Practices: Responsive Classrooms, Inclusive Practices: Scaffolding	10/06/2023	2.20
12	January Professional Development: Principal Updates, Science of Reading (Word Recognition), Science of Reading (Language Comprehension), SEL: Building Authentic Relationships with Students, Strategic Plan Update	01/06/2024	7.35
13	March Professional Development: The Tangibles of the Science of Reading, ELA MCAS Preparation, IXL as a Tier 2 Intervention, Inclusive Classrooms, Mindfulness and Breathing Exercises	03/01/2024	7
14	March Professional Development: Directors Update, Internal Testing Update, MCAS Administration for AY2324, Science of Reading and Models of Inclusion, Facilitated Language, ELA Department Meeting, Lower School Math Department Meeting,	03/28/2024	7.35
TOTAL HOURS PROVIDED			60.4 (All) 95.7 (New)

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

Object A1: Professional Development days/hours offered during the 2023-2024 school year.

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

	Event	Date
1	Parent Orientation Nights (Grades K-8) *	August 22-24, 2023 @ 5:00 pm
2	Parent Connection Ice Cream Social*	September 8, 2023 @ 4:00 pm
3	Teddy Bear Party (Grades K-2) *	September 22, 2023 @ 5:00 pm
4	English Learners Parent Advisory Council Meeting - Virtual	October 17, 2023 @ 4:00 pm
5	Trunk or Treat*	October 21, 2023 @10:00 am
6	Fall Open House*	October 24, 2023 @ 5:00 pm
7	Parent Teacher Conferences (K-8) *	October 30-31, 2023
8	Special Education Parent Advisory Council Meeting / Parent Meeting - Virtual	November 2, 2023 @ 5:00 pm
9	English Learners Parent Advisory Council Meeting	December 5, 2023 @ 4:00 pm
10	Special Education Parent Advisory Council Meeting / Parent Meeting - Virtual	December 7, 2023 @ 5:00 pm
11	Family Movie Night	December 8, 2023 @ 5:30 pm
12	Parent Meeting (Kindergarten Early Literacy)- Virtual	December 14, 2023 @ 4:00 pm
13	Parent Meeting (8 th Grade High School Transition) - Virtual	December 21, 2023 @ 4:00 pm
14	Grade 3 Parent Workshop (Attendance, SABIS [®] Parent App, and Punctuality)	January 24, 2024 @ 5:00 pm
15	Parent Meeting (K-1 Early Literacy)	January 30, 2024 @ 5:00 pm
16	English Learners Parent Advisory Council Meeting	February 5, 2024 @ 4:00 pm
17	Special Education Parent Advisory Council Meeting	February 15, 2024 @ 5:00 pm
18	UMASS Family Night	February 28, 2024 @ 6:00 pm
19	Parent Meeting (Grade 2 Building Literacy)	March 13, 2024 @ 5:00 pm
20	Parent Meeting (Grade 4 Importance of Multiplication Skills)	March 27, 2024 @ 5:00 pm
21	Parent Advisory Meeting (Special Meeting for Special Education, English Learners, and all parents)	April 5, 2024 @ 5:00 pm
22	Family Paint Night*	April 5, 2024 @ 5:30 pm
23	Talent Show	April 12, 2024 @ 5:00 pm
24	Parent Teacher Conferences*	April 22-23, 2024
25	Parent Meeting (End of Year Informational Session)	May 16, 2024 @4:00pm&5:00pm
26	Sports Award Ceremony*	May 16, 2024 @ 5:00 pm
27	May School Wide Assembly w/ Selected Parents	May 24, 2024
28	Academic Award Ceremony*	May 24, 2024 @5:00 pm
29	Honoring our Families*	June 7, 2024 @ 5:00 pm
30	Kindergarten Promotion Ceremony*	June 15, 2024 @12:00 pm
31	Eighth Grade Ceremony*	June 15, 2024 @ 3:30 pm

Object A2: A list of the parent events/workshops held during the 2023-2024 academic year.

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

APPENDIX B

Recruitment and Retention Plan

Recruitment Plan

2024-2025

School Name: Holyoke Community Charter School

2023-24 Implementation Summary:

1. Successes and challenges of implementing the school's recruitment strategies from the 2023-24 Recruitment Plan

Holyoke Community Charter School was able to complete most activities indicated on its 2023-2024 Recruitment Plan. HCCS was excited to once again hold its Open House and International Day events in person with high levels of attendance. The school's admission officer posted informational flyers throughout the community at the indicated strategic locations.

HCCS's grand opening of the gym took place on December 2, 2024, and attracted significant community attendance, including the mayor, city council, and board members. The gym has also consistently attracted families from neighboring cities through basketball tournaments, which is generating interest among parents who want to enroll their children into HCCS. 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. This year, rather than participating in the Eastern States Holyoke Day Parade, HCCS cheerleaders performed at the Storrowton Gazebo during the fair, drawing a larger crowd compared to what the parade would have attracted.

Holyoke is a city where Spanish is the second most common language, and 30.1% of HCCS students come from a home where Spanish is their first language. In order to reach Latino families, HCCS implements a variety of recruitment strategies. All school flyers, postings, and information materials are translated into Spanish. These flyers are posted throughout the community in Latino business and community centers where many Spanish-speakers visit. HCCS has a large bilingual staff, including front office staff, teachers, administrators, and the school director. The Spanish language is part of HCCS' daily academic program, where all students in kindergarten through eighth grade take a Spanish language course. HCCS is fully committed to serving and supporting Spanish-speaking students and families.

During the 2023-2024 school year HCCS was successful in exceeding the 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 2023-2024 school year, 42.7% 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 2023-2024 school year, 26% of English Learners were re-classified as proficient (19 total students),

exiting EL status. For the 2023-2024 school year, 10.5% of newly enrolled students were classified as English Learners (total of 15 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 2024-2025:

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

Recruitment Plan –2024-2025 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 22.8%</p> <p>CI percentage: 19.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2023-2024 Strategies</p> <p><input checked="" type="checkbox"/> Met 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 on public Facebook page. • Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services • All recruitment materials state in English and Spanish that “children with special needs are welcome at our school”, including on the school’s website. • Have a special education student available at open houses to speak about his/her experience and lead tours of the school.
	<p>(c) 2024-2025 Additional Strategy(ies), if needed</p> <p>N/A, Met CI</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 10.4%</p> <p>CI percentage: 8.9%</p> <p>The school is <u>above</u> CI percentages</p>	<p>(b) Continued 2023-2024 Strategies</p> <p><input checked="" type="checkbox"/> Met 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 El Paraiso Colombiano, Rincons Restaurant, and Old San Juan Bakery. • Advertisement translated into Spanish on local Spanish radio station, on the school’s website, and on the school’s Facebook page • Translation services available at all Open House and community events • Place an ad in El Pueblo Latino, a local Spanish language newspaper • Leave translated copies of our flyers and applications at The Community Education Project, a community adult ESL program • Advertisements translated into Spanish will be posted in local Spanish-speaking churches throughout Holyoke. • The ESL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced from Puerto Rico. • Partner with the annual Puerto Rican Parade Committee in Holyoke to help promote and organize the event and advertise the school through representation in the parade and in culminating events surrounding the parade day. This strategy was employed after the 2019-2020 enrollment lottery and will therefore take 2-3 years to have effect on enrollment data. • The school will invite prospective families and community members to our International Day festival that highlights the Puerto Rican culture.
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	<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) 2024-2025 Additional Strategy(ies), if needed</p> <p>N/A, Met CI</p>
<p align="center">Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 83.2%</p> <p>CI percentage: 70.5%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2023-2024 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Place informational posters advertising HCCS at community centers servicing low-income families, such as the Holyoke Housing Authority, YMCA, Boys & Girls Club, Girls Inc., Department of Transitional Assistance, Career Point • Place informational posters advertising HCCS in local preschools/daycares offering services to low-income families: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare, SquareOne • Attend recruiting events at Holyoke-Chicopee-Springfield Headstart • Provide refreshments at one or more informational events • Ensure all recruiting and open house events are scheduled in tandem with the city bus schedule. Include information that school is located on the city bus route with a stop in front of the school on informational flyers. • Post informational flyers at local urgent care/walk-in clinics that accept MassHealth • Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. • Establish relationships with Homework House, an after-school program serving economically disadvantaged students, and make information available to organization leaders and post flyers. <p align="center">(c) 2024-2025 Additional Strategy(ies), if needed</p> <p>N/A, Met CI</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-2024 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 2023-2024 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 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 2023-2024 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 2023-2024 Strategies</p> <p>Holyoke is a community where 51.7% of people claim Latino ethnicity (2022 U.S. Census data). During the 2023-2024 school year, 92.3 % of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 81.3%. HCCS’ goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community.</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino festivals, such as the Puerto Rican Day Parade, and the Enlace De Familia events. • Showcasing Latino-heritage at HCCS’ annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as El Paraiso Colombiano, Old San Juan Bakery, and El Rincon Restaurant • Advertisement translated into Spanish on Spanish-language radio station

Retention Plan

2024-2025

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2023-2024 Retention Plan.

2023-2024 Implementation Summary:

Holyoke Community Charter School completed most of the activities indicated on its 2023-2024 Retention Plan. The EL-PAC and SPED-PAC meetings continue to be held virtually due to increased participation. HCCS was excited to celebrate International Day which continued to gain large attendance numbers. The annual goal for student retention for 2024 was 90%. HCCS exceeded this goal: its 2023-2024 retention rate was 99%.

For the 2024-2025 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 in students. For this reason, HCCS has cross grade level boys’ and girls’ basketball teams as well as upper and lower-level cheerleading teams. A basketball clinic for students in grades K-2 was held in April. HCCS also has a soccer program, offering co-ed teams at the K-1, 2-3, 4-5, and 6-8 grade levels. This year HCCS started a volleyball program for students in grades 6-8, the program included tryouts along with a championship game on June 8th. 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 2024-2025.

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

Retention Plan – 2024-2025 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 11.5%</p> <p>Third Quartile: 31.3%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-2024 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
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	<p align="center">(c) 2024-2025 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: 4.3% Third Quartile: 30.0%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2023-2024 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • WIDA trained staff for Sheltered English Immersion Endorsement • Highly Qualified English Learners teachers • Parent Advisory Council for English Learners addressing specific needs of Special Education Students • Bi-lingual staff members, including main office and Special Education office staff, academic administrator, and school director <hr/> <p align="center">(c) 2024-2025 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 2023-24 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: 10.7% Third Quartile: 29.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center">(b) Continued 2023-2024 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/ Lunch program • Fruit and Vegetable Grant Program • Summer program <hr/> <p align="center">(c) 2024-2025 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"><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> • School-wide MCAS pep-rally • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> • School Social Worker and Support Staff • Free breakfast and lunch program • Student Life Organization® clubs and mentorship • Elite Scholar’s Club
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2023-2024 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 style="text-align: center;">(g) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> • Parent letters and all other communications translated into Spanish • Spanish language/culture exposure in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director

APPENDIX C

School Data Tables

ADMINISTRATIVE ROSTER FOR THE 2023-24 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (If no longer employed at the school)
Dr. Sonia C. Pope	School Principal	01/17/2006	-----
Aaron Yosky	Academic Quality Controller	08/23/2021	07/31/2024
Robert Riddles	Academic Quality Controller	08/01/2022	-----
Benjamin Torres	Academic Deputy	08/22/2006	-----
Thomas Paquin	Facilities Manager	01/15/2014	12/29/2023
Maria Rodriguez	School Business Manager	07/15/2019	-----
Luis Silva	Admin IT	12/12/2022	-----
Aaron Rosario	Academic IT	10/23/2013	
Kyle Callender	Student Management & Facilities Coordinator	04/01/2014	-----
Kayla Collins	Student Life Coordinator	08/01/2023	-----
Kristen O'Connor	Special Education Coordinator	08/01/2022	-----
Dr. Bridget Pinsonneault	ELE & MTSS Coordinator/ World Languages Supervisor	07/01/2023	
Joseph Alegre	Human Resources Coordinator	08/21/2023	-----
Haley Saltares	Administrative Assistant	07/10/2023	-----
Claritza Baez	Admissions Officer	08/20/2008	-----
Delaney Woods	School Nurse	10/03/2022	06/17/2024
Christine Pelchar	School Nurse	05/08/2023	

TEACHERS AND STAFF ATTRITION FOR THE 2023-2024 SCHOOL YEAR				
	Number as of the last day of the 2023-2024 school year	Departures during the 2023-2024 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	54	2	3	Employee chose to end employment (1) (1) Termination and Grant Ended (3)
Other Staff	70	2	13	Employee chose to end employment (1) (1) Retirement Grant Ended (13)

BOARD MEMBERS FOR THE 2023-2024 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Leona Florek	Chair	Policy/Executive	3 Terms Served; in 4 th Term	08/2015-08/2018 08/2018-08/2021 08/2021-08/2024
Janine Kent	Vice Chair	Finance/Facilities	2 Term Served; in 3 rd Term	01/2019-01/2022 01/2022-01/2025
Lina Rivera	Treasurer	Finance/Facilities	2 Term Served; In 3 rd Term	04/2019-04/2022 04/2022-04/2025
Jean Swinney	Secretary	Policy/Executive	In 3 rd Term	07/2019-07/2022 07/2022-07/2025
Li-Jun Ma	Member	-----	In 2 nd Term	07/2021-07/2024
Rafael Rodriguez	Member	-----	In 2 nd Term	08/2021-08/2024
Elizabeth Pawlowski	Member	Policy/Executive	In 1 st Term	04/2024-04/2027

Board Member Contact Information along with Board of Trustee and Committee Meeting Notices are posted on the school's website: [Public Records and Transparency - Holyoke Community Charter School \(sabis.net\)](https://www.sabis.net)

APPENDIX D

Additional Required Information

Facilities

List of each of the school's buildings, including those reported in Schedule B of the Charter School End of Year Financial Report for 2023 and any buildings acquired since then.

Address	Dates of Occupancy
2200 Northampton Street, Holyoke, MA	09/2005 - Present

Enrollment

The application and lottery deadlines for enrollment during the 2025-26 school year.

Action	2024-25 School Year Date(s)
Student Application Deadline	March 3, 2025
Lottery	March 4, 2025

Appendix E

Conditions, Complaints, and Attachments

Complaints

Holyoke Community Charter Schools board of trustees did not receive any written complaints during the 2023-2024 school year.