

HOLYOKE COMMUNITY CHARTER SCHOOL



Member of the SABIS® School Network



2017-2018 Annual Report

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INTRODUCTION TO SCHOOL

Holyoke Community Charter School (HCCS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School	Holyoke, MA
Regional or Non-Regional?	Non-regional	Chartered Districts in Region (if applicable)	n/a
Year Opened	2005	Year(s) the Charter was Renewed (if applicable)	2010, 2015
Maximum Enrollment	702	Enrollment as of June 21, 2018	702
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist as of June 21, 2018	148
School Hours	8:00 am – 3:30 pm	Age of School as of 2017-2018 School Year	13 years
Mission Statement The mission of HCCS is to promote the joy of learning and to prepare a broad cross section of Holyoke 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 thirteenth year of operation. Holyoke is an urban area where 91.2% of HCCS students are Hispanic and 69.7% are from an economically disadvantaged home. 78% of HCCS students reside in Holyoke and the remaining 22% come from the surrounding communities of Amherst, Agawam, Chicopee, Easthampton, Northampton, South Hadley, Springfield, and West Springfield.

Features of the SABIS® School Network:

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

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

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

Accountability: We believe that high efficiency and acceptable standards are achieved if individuals are held responsible for their actions and decisions. Hence, every individual at the school is accountable. Administrators bear the responsibility for setting, achieving, and maintaining high standards. The administration establishes the syllabi for all classes and measures the attainment of objectives through independent testing. Teachers are held accountable for student achievement.

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 2018

As the new Chair of the Board, it pains me to have my first letter be one filled with sadness. This was a very difficult year for the Holyoke Community Charter School (HCCS), since this year was a year filled with sorrow, disappointment and adversity.

The school year was off to a good start, but on January 28, 2018, the school lost Board Chair, Anne Darcy. Anne passed away unexpectedly. This was a shock for the board and the HCCS family. Anne was the face and voice of the board, she gave her all to ensure the students received the best education possible. There is no one who can replace Anne, but I promise to do my best to continue where she left off.

Even with the heartache of Anne's passing, we continued to have hopes of an approval for our amendment for our charter expansion, which would have increased our school from grades K-8 to K-12. In February, we were notified by the Department of Secondary Education (DESE) of the denial for expansion. It was another hard hit to HCCS. Even with this news, the HCCS family continued to work hard and prepare for the MCAS test.

On a positive note, HCCS hosted their annual International Day. This event has become the largest event of the year and the staff, students, family and community look forward to being a part of it. This year the International Day brought in 650 people! HCCS was also recognized by DESE as a, "Massachusetts School Breakfast Challenge Champion" for achieving the 90% student participation goal. DESE stated in their letter to the school that HCCS, "has seized the opportunity schools have to feed students breakfast and prevent hunger from negatively affecting student success". HCCS has continuously been recognized for this honor for several years.

In May, the school was struck with more sad news with the announcement that the Principal of the School, Dr. Sonia Pope, was diagnosed with breast cancer. Dr. Pope is a strong woman who faced this news with a positive attitude and determination to beat it. In Dr. Pope's absence, the school has continued to function and operate without a glitch. I would like to thank part of Dr. Pope's Pillar team, Deputy Director, Benjamin Torres, the Student Management Coordinator, Kyle Callender and Dr. Pope's Administrative Assistant, Elizabeth Pawlowski, as without them this would not have been possible.

Although HCCS had one of the toughest years on record, the HCCS family has come together and supported one another to ensure the students continue to receive the best education that they deserve. It says a lot about the staff, students and parents of HCCS to not let all the adversities that have occurred during the year to break them, but instead motivate them to work harder. As an example, HCCS held its 8th grade graduation with a special dedication ceremony for Anne Darcy and a recorded video message from Dr. Pope to the graduating class that meant a lot to students, their parents and the HCCS staff.

I will end this letter with a quote that I read and made me think of HCCS during this trying year, *"Strength does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength."*

Sincerely,

Jennifer Gable

Board Chair

Dedicated in loving memory to

Anne Marie Darcy

Holyoke Community Charter School Board of Trustees Chair (2005-2018)



November 28, 1961 – January 28, 2018

This Annual Report is submitted in memory of Mrs. Anne Darcy, who, although no longer with us, continues to inspire by her example and dedication to the students and people she served over the course of her career.

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of HCCS is to promote the joy of learning and to prepare a broad cross section of Holyoke children for success as students, workers, and citizens by providing them with a high quality education. HCCS, with SABIS® as its educational service provider, strives to promote the joy of learning within a distinctive school culture, climate, and character to prepare the HCCS children for success. Communication of the HCCS mission statement is accomplished by displaying it throughout the school and printing it in the student/parent handbook and documents distributed to the community. The mission statement is recited by students daily before starting the academic day. At the beginning of the school year, parents return their signatures that they have received a copy of the handbook and have reviewed it with their 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 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 of its key missions is “promote the joy of learning” as a way to engage students in their education and take a personal stake in their academic outcomes. Infusing joy into instruction and the daily experience of each student is accomplished in a variety of ways.

Student Life Organization

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

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

School Events & Field Trips

The school has an annual calendar of events that include multiple opportunities for students to become engaged in the school. These include the Academic Award Ceremony, Sports Awards Ceremony, Spelling Bee, mathematics competition, and Bingo for Books events. 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. Each classroom is assigned a different country around a theme. This year the theme was “New Year’s Celebrations Around the World” and each class represented a different country. Students spend the months leading up to International Day researching facts and cultural information about their country and then create presentations, artifacts, and live-demonstrations to teach the visitors of the International Day event.

Field trips are also designed to engage students further into the curriculum. The eighth graders go on a multiple-day trip to Washington DC, bringing their Social Studies curriculum alive. While on the trip, the students visit the United States Holocaust Memorial Museum. Because students read *The Diary of Anne Frank* in seventh grade, this visit allows them to contextualize what they have learned about. Seventh grade students went to see a live production of *Don Quixote* in a Spanish-language play in New York City. The seventh graders read *Don Quixote* as part of their Spanish curriculum, so this trip allows them to see the text come alive while exercising their oral comprehension.

School assemblies or presentations are also employed to bring the curriculum alive for students. This year, HCCS had Plimoth Plantation visit the school to show the third grade students how the Pilgrims lived centuries ago, something they were learning about in their Social Studies curriculum.

Music and Art Program

HCCS’ music program is a weekly component of the Student Life Organization® for all students in grades K-2. There are also music clubs for students in grades 3-5 and 6-8. Students are exposed to music and musical instruments from a wide variety of cultures. Student musical performances are incorporated into parent and community events. The upper school music club performed at Dartmouth College in New Hampshire and at an event at the Northfield-Mount Hermon High School in Mount Hermon, MA.

For students in grades K-2, art enrichment is a weekly component of the Student Life Organization®. The Art and Cultural Enrichment club addresses the intersection between cultural studies, art history and studio art, to promote age-appropriate analysis and expression. Student work is regularly displayed in the HCCS Art Gallery, a permanent space in the school. The gallery’s stated mission is to provide a forum for our students’ age-appropriate participation in national conversations about topics such as identity, gender, environment, family, compassion, school, fear, and joy. It helps them experience the importance of tolerance and respect for divergent perspectives and interpretations, by discussing in public their own ideas and perspectives. This year students created self-portraits in the cubist style of Pablo Picasso.

In addition to the gallery, two student art exhibits were a feature of the Honoring Our Families event in June. The first exhibit was a large collaborative quilt. The quilt was inspired by African American Quilt Artist Faith Ringgold, a story teller, who loves to convey stories through her quilts. The student –created quilt was inspired by Ringgold’s quilt and children’s book titled “Tar Beach”. The students drew pictures and painted them with watercolors to create their own patchwork square. The individual squares were sewn together to create three large quilts. The second exhibit, called “The Dinner Party” was inspired by the work of American artist, Judy Chicago. Her work serves as a symbolic history of women in Western civilization. The students created their own place settings with clay and paper to honor a special woman in their life.

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 occurred in June of this year. The chance to see the circulatory, nervous, and digestive systems first hand excited the eager students.

In the first grade science curriculum, students learn about the plant life cycle. In order to give them first-hand experience, students planted seeds and watched them bloom into life. The students then put on a “Seed” Concert, performing songs and dances that exemplified the plant life cycle. Kindergarteners are also provided with this same hands-on learning as they watched live caterpillars spin cocoons and emerge as butterflies.

In the seventh grade ELA curriculum, the students read the dramatic version of The Diary of Anne Frank. After reading and discussing the text students created a project to solidify the experience. For their projects, the students were provided with 11 options to demonstrate their understanding of the unit as well as their comprehension of Anne Frank. Each of these options was linked to Howard Gardner's Multiple Intelligences which offer students 8 different hands-on outlets to demonstrate their newly gained knowledge. Each option attended to students' individual learning needs. The students were also able to combine options that best suited their learning needs if they couldn't find one that supported their vision. Additionally, students worked for three weeks on the construction of their project and a fully-researched 5 paragraph essay on any topic from our unit to further support their comprehension. In this way each student had a sense of agency in the outcome, which increased their buy-in and engagement.

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

Key Design Element 2:

Students will develop a strong sense of civic responsibility

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

Student Initiatives

- **Washington DC trip**

Each year, the 8th grade class takes a 3-day field trip to the nation’s capital. A group of approximately 34 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 leadership training camp over the summer. During the week-long training the students participate in diversity training, team-building projects, problem-solving, exchanging best practices, and learning how to make a presentation.

- **Student advocacy with state legislators**

HCCS Student Life Organization invites local politicians to open houses and other parent/community events to learn about the school. Student Life prefects meet and greet these guests and give them tours of the school. They act as advocates, sharing their experiences.

- **Local fundraising and community service**

The SLO involves students with many local fundraising projects that also bring them into the community. Each grade (3rd-8th) participates in their own community service project. The students are involved in the planning and implementation. This year some of the projects included a can drive to benefit a local community organization, creating cards for hospitalized children, and holding a toy drive for a children's hospital. In addition, HCCS students took part in other fundraising initiatives including Pasta for Pennies to benefit the Leukemia and Lymphoma society, the March of Dimes, and for the Susan G. Komen breast cancer foundation.

- **Girl Scouts of America Troop at HCCS**

This year HCCS continued its own multi-tiered Girl Scouts troop that included Daisies, Brownies, and Juniors. The Girl Scouts program “aims to empower girls and to help teach values such as honesty, fairness, courage, compassion, character, sisterhood, confidence, entrepreneurship, and citizenship through activities including camping, community service, learning first aid, and earning badges by acquiring practical skills. Girl Scouts' achievements are recognized through rank advancement and by various special awards such as the Girl Scout Bronze, Silver, and Gold Awards”. By offering this program at the school after the school day, parents are better able to schedule transportation for their children.

Key Design Element 3:

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

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

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

HCCS requires that teachers show student work samples illustrating the student's strengths and/or weaknesses, copy of current grades, anecdotal notes, progress monitoring data and any other documentation that could be used to assist the MTSS in identifying the cause of the student's problems and selecting specific interventions to address the problems. The Team acknowledges that the success of the MTSS depends upon professional collaboration among Team members and knowledge of the student's educational history and current difficulties. Furthermore, HCCS MTSS Team conduct meetings to review each case and

to analyze data from common and summative assessments. Instruction is adjusted appropriately based on the analysis. In summary, students are identified, assessed and monitored in order to ensure academic progress.

Key Design Element 4:

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

Using the SABIS model, HCCS implements a curriculum aligned to the Common Core State Standards (CCSS) and guided by pacing charts which requires teachers and learners to stay on target for completing required subject matter concepts. HCCS teachers use the SABIS® Point System® of Instruction ensuring students follow the daily plan for learning. Teachers teach, but also utilize HCCS students as prefects to aid classmates who need additional support in the subject matter. HCCS prefects are students who lead or participate in the Student Life Organization®.

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

HCCS Academic Administrators and teachers have been moving towards an Inclusion model of instruction. In order to ensure the success of all diverse learners, a lesson plan format is used by all teachers. This format explicitly dictates differentiation in instruction for Special Education students within the regular education classroom. The lesson plan also includes language goals to support ELL students. Additional special education and English Language Learners (ELL) teachers have been hired over the past years in order to strengthen the academic program. All HCCS teachers have been given support and guidance on differentiated instruction, sheltered English immersion, and meeting the needs of diverse learners. HCCS believes this inclusive model allows delivery of a high quality education to each of its students.

Key Design Element 5:

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

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

HCCS ensures that its teachers are highly qualified for the subject areas and grade levels for which they provide instruction. Teachers are encouraged to advance their education and licensure status by enrolling in courses that are reimbursable with Title I funds. In the winter and spring of 2018, HCCS administrators partnered with The Collaborative for Education to offer a course in mathematics instruction differentiated for elementary and middle school needs. HCCS mathematics teachers enrolled in the weekly course conveniently offered on campus at the end of the school day. HCCS will continue focus on improving math instruction by adding a dedicated Math Coach to its faculty for the 2018-2019 school year. In this way, the HCCS administration is ensuring high quality instruction for its students.

HCCS provides multiple days of internal professional development. Ten days of professional development training are mandatory for new faculty and staff members in August, returning faculty and staff also attend ten days of training. Additionally, two full-days and two half-days of professional development are provided during the school year. These internal trainings are in addition to the many external trainings that occur throughout the year. During the 2017-2018 school year HCCS provided training opportunities in these and other areas:

- **Administration**
including SABIS® Expectations for Educator Evaluation System; Physical Restraint Policy & Procedures; DESE Fall Charter Leader Meeting; Introduction to the Massachusetts Teachers' Retirement System (MTRS) in-person program; Deduction Reporting in MTRS training; Massachusetts Certified Public Purchasing Official Program (MCPPO) Public Contracting Overview training; Crisis Prevention Institute Physical Restraint training; Department of Elementary and Secondary Education (DESE) Elementary Principle Networking; Massachusetts Charter Public School Association (MCPSA) Delegate Assembly; Civil Rights/Confidentiality Training; Latino Advisory Commission Listening Session; DESE EdGrants Front Office Training Webinar; Fred Pryor Seminar: Human Resources; Nonviolent Crisis Intervention Instructor Certification training; Stoneman, Chandler & Miller LLP's Focused Seminar: School Personnel and Students and Charter School Law updates; DESE Federal Grant Programs Statewide Conference; DESE Data Collection Changes Webinar
- **Classroom Management/Student Behavior/Social & Emotional Supports**
including DESE Gender Inclusive Schools Network Professional Development Institute training; SABIS Student Life Organization® Overview; Student Management; Massachusetts Tiered System of Support (MTSS); Anti-Bullying Policy and Expectations; Suicide Prevention Training; Restorative Discipline Workshop; Embracing Our Community Through Restorative Practices; PESI workshop: Anxiety Disorders in Children and Adolescents: Recognizing and Treating the Emerging Epidemic; DESE Substance Use Prevention Education Training for Elementary and Middle Schools Life Skill Training; PESI workshop: Yoga and Mindfulness for Kids: Improve Emotional Regulation and Increase Attention; Behavior Management Skills for Classroom Success: Strategies for Mental Health Issues and Challenging Behaviors in the Schools; Teacher Mentor Training; Mathematics in Instructional Practice Course offered at HCCS by The Collaborative for Educational Services; SBIRT I Introductory Workshop;
- **Special Education and English Language Learners**
including Special Education Overview; 504 Overview; Differentiation in Lesson Planning; National Business Institute Teleconference: New Special Education Accountability Standards – What the ESSA Changes ; Sheltered English Immersion Endorsement; Special Education Data Collection Training; Special Education Paraprofessionals Training; NBI Seminar: “Special Education Laws Made Simple”; IEP, 504, and ELL services: Data Entry and Teacher Communication training; Student Accommodations; Stoneman, Chandler & Miller LLP's Focused Seminar: ADA/AA and Section 504; FrontlineEd eStar IEP/504 Demo
- **MCAS and ACCESS**
including DESE Introduction to MCAS Alt Session; DESE “2017 ACCESS for ELLs Test Administration Conference Call for Returning Test Coordinators”; DESE Reporting Session for grades 3-8 ELA & Math Results webinar; DESE MCAS Alternate Assessment: Portfolios-in-progress training session; MCAS 2.0 Item Analysis; DESE conference – Student Accommodation in Pearson Access Next for the State Assessment; DESE webinar: Next Generation MCAS Administration; DESE webinar: Next Generation MCAS Infrastructure Trial; MCAS Administration for teachers
- **Curriculum, Assessment, and Instruction**
including DESE Teach Plus workshop: “Implementing the New Massachusetts Curriculum Frameworks: What you need to know about changes in the standards”; Lesson Planning; SABIS® Point System of Instruction; SABIS® Curriculum training; Fountas & Pinnell; Accelerated Reader

(AR) presentation; Curriculum Workshop: Graphic Organizers; MTSS Team training: Universal Design for Learning (UDL); SABIS HCCS Impact in Holyoke (Practices to impact low-income communities); MTSS Book Study: Universal Design for Learning (UDL); SABIS Academic Conference to discuss SABIS® VLE (PD on demand) and SABIS®360 (internal student data access); Teacher Mentor Training; Mathematics in Instructional Practice Course

- **Health & Safety**

including Safety Training (Emergency Management Plan, school lock-down, fire drill, etc.); Nurse topics: Seizures, Concussions/Head Injuries, Standard Precautions, Allergies; CPR/AED Certification; First Aid Certification; Reunification/Safety Presentation by the State Police; Main Office Security and Reunification Updates meeting; Reunification Plan; Society of Health and Physical Educators (SHAPE) National Convention & Expo; Dr. Recess Presentation

Key Design Element 6:

Partnership with Families to Build Positive School-Home Relationships

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

HCCS communicates frequently with parents to ensure they are partners in the education of their child. Given that approximately 90% 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 students. 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, SABIS® WebParent website, and a monthly newsletter. The WebParent 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 over 1,000 followers and uses email to inform parents of important information and upcoming events. In addition, HCCS uses Class Dojo across all grade-levels, a program that allows teachers to provide real-time updates of class performance, instruction, and homework via smartphone or email.

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

HCCS hosts a number of events that parents are invited to attend that boast consistently high attendance, including Open Houses, Book Fairs, Honoring our Families, talent show, field day, and the annual International Day.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	N/A	

Access and Equity

In order to maintain a safe and orderly learning environment, HCCS has a code of conduct published in the Student Handbook. Behaviorally, students are held to the rules and regulations of the Student Handbook. HCCS believes in developing and strengthening the ethical, moral, and civic values of its students. To fulfill that belief, HCCS employs techniques and strategies to aid in improving student behavior through the unique SABIS® Student Management System. The Student Management Department includes four Student Management staff members, a school social worker, and a school adjustment counselor. These staff assist students and teachers by providing individual, group and school wide intervention through identifying needs using data based decision making. Ongoing collaboration with teachers, staff, parents and community supports allow the students to experience a continuous support in all spheres of their personal lives.

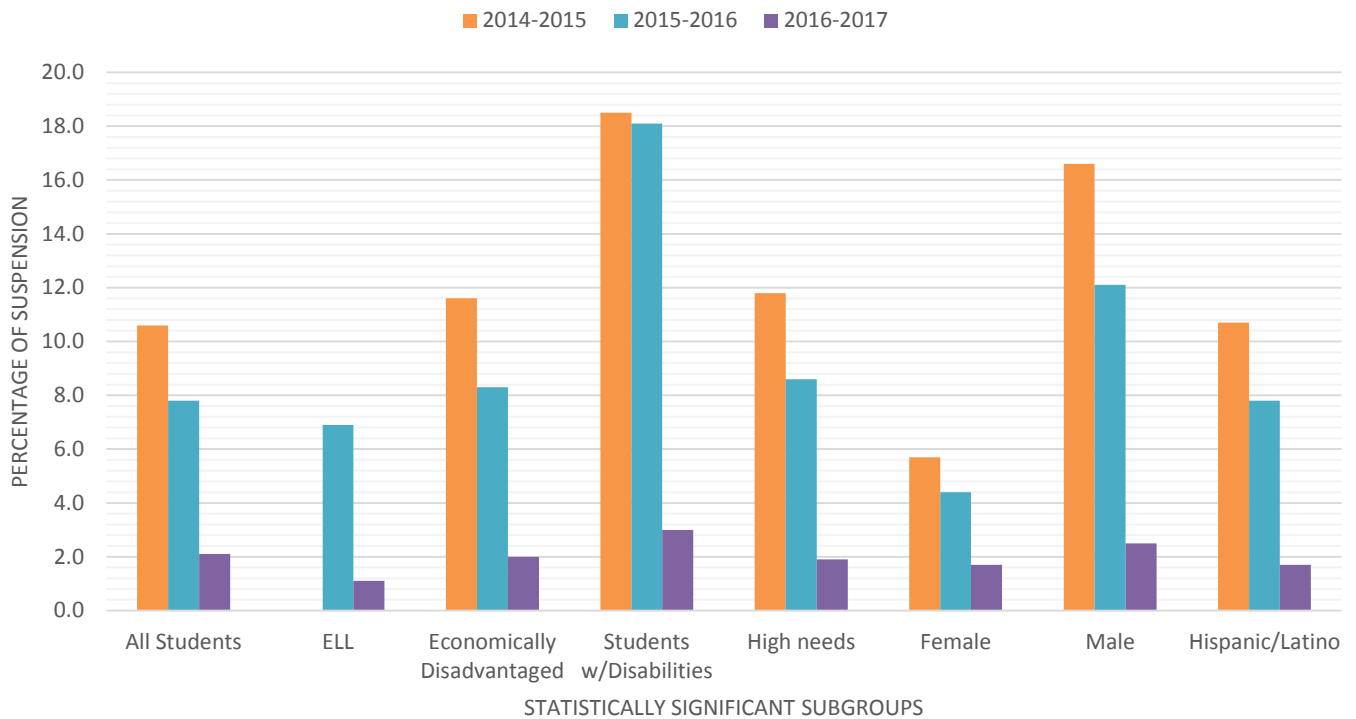
Student management and counseling interventions are tiered by school wide/grade level interventions, group interventions, and individual interventions. Currently, Second Step Lessons, (a social emotional curriculum) and Get Real (a sexual health and positive relationship curriculum) are taught by counseling staff in the school to target developmentally appropriate social issues on a class/grade level. Test taking skills and college readiness are also class wide services that are provided. Counseling staff also target group related issues such as self-esteem, social skills, academic study groups, emotional and self-regulation. Counselors and student management staff also work in collaboration with teachers and academic staff to provide individual as well as classroom behavioral management systems. Counselors also work individually with students to create measurable counseling goals and assist them in reaching those goals.

HCCS made adjustments to its discipline practices for the 2015-2016 school year, which led to a decrease in the number of in-school suspensions. This practice was refined further and continued for the 2016-2017 school year. An additional position in the Student Management department was added. Following a self-evaluation, administrators discovered that many suspensions were resulting from social emotional issues – many arising from familial/community conflicts. The school has implemented effective Social Emotional Learning strategies school-wide and has two full-time counselors to oversee the implementation. The Social Emotional Learning initiatives that the school has undertaken have been part of the schools Dissemination Projects in 2017 and in 2018

In-school Suspensions

In-school suspension for all students were reduced by 80% over a three-year period from the 2014-2015 academic year to the 2016-2017 academic year. Significant reductions were experienced in all statistically significant subgroups. The most significant decrease was for males, reduced by 85% from 16.6% in 2014-2015 to 2.5% in 2016-2017. Close behind this group were reductions of 84% for Students with Disabilities, High Needs students, and Hispanic/Latino students. In 2014-2015 data wasn't reported for ELL students. However, as this population increased in percentage of enrollment, data over a two-year period is available. From 2015-2016, in-school suspensions for ELL students were reduced by 84% (see Object 1 below).

Holyoke Community Charter School % of In-School Suspensions



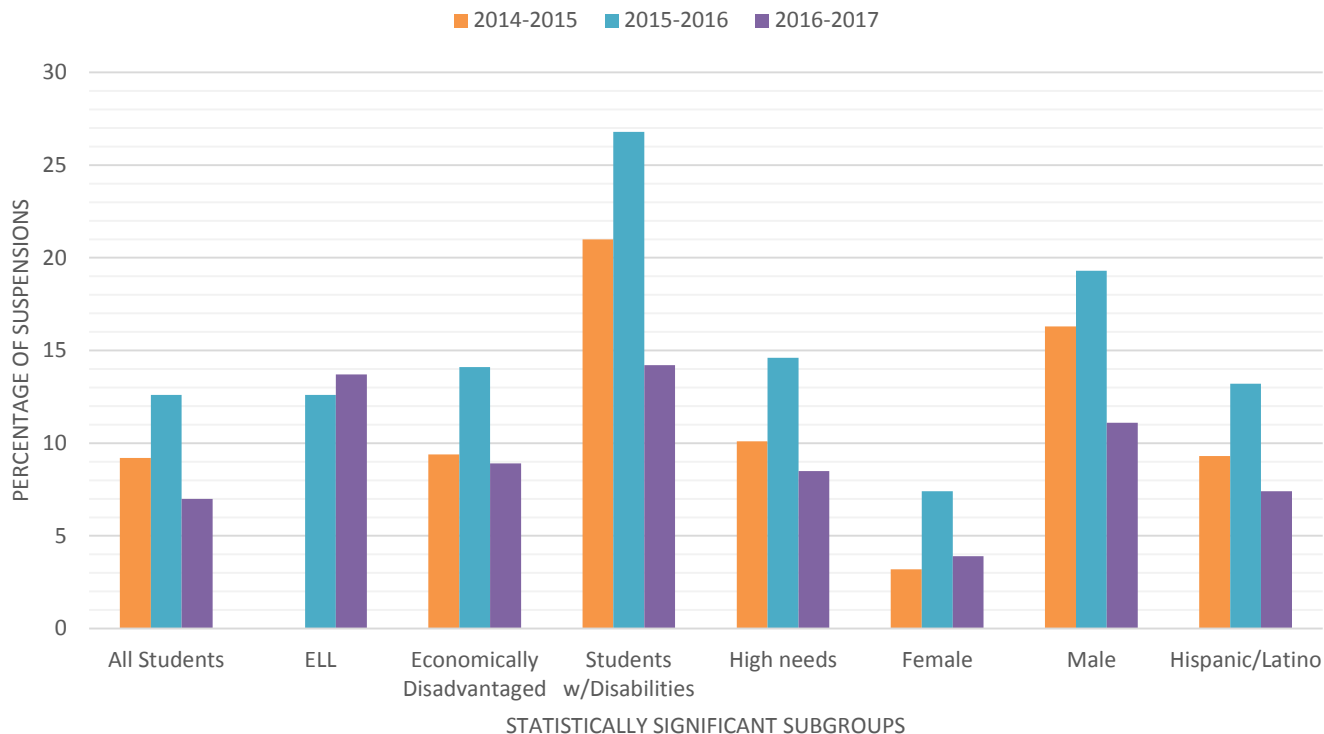
Object 1: Comparison of in-school suspensions for Holyoke Community Charter School over a three-year period.

Out-of-School Suspensions

Out-of-School suspensions for all students were reduced by 24% over a three-year period from the 2014-2015 academic year to the 2016-2017 academic year (see Object 2 below). In examining the out-of-school suspension data there was an increase from 2014-2015 to 2015-2016 for all students across the aggregate and each subgroup. Responding to this increase, HCCS administrators made further refinements to discipline practices and created professional development for Student Management staff to ensure appropriate interventions were actively applied.

In part to these efforts further reductions were made in the out-of-school suspensions for students. These reductions brought out-of-school suspension rates below not only the 2015-2016 increase, but below the 2014-2015 rates as well. From 2016-2017 out-of-school suspension rates were reduced by 44% for all students. The most significant decrease was for Students with Disabilities, reduced by 47% from 26.8% in 2015-2016 to 14.2% in 2016-2017. Close behind this group were reductions of 44% for Hispanic/Latino students and 42% for male and High Needs students. As with the in-school suspensions discussed above, in 2014-2015 data wasn't reported for ELL students. However, as this population increased in percentage of enrollment, data over a two-year period is available. From 2015-2016, out-of-school suspensions for ELL students did see an increase from 12.6% to 13.7% in 2016-2017.

Holyoke Community Charter School % of Out-of-School Suspensions



Object 2: Comparison of out-of-school suspensions for Holyoke Community Charter School over a three-year period.

Expulsions, Alternate Setting, and Emergency Removal

Historically and to-date, HCCS has had 0% of students expelled, placed in an alternate setting, or experiencing emergency removal.

HCCS administrators are pleased with the results of recent efforts to decrease suspensions, but still see there is work to do to continue this reduction, especially in the categories of ELL students, Students with Disabilities, and males. During the 2017-2018 school year, the school put a focus on restorative practices and positive behavior interventions and supports (PBIS).

Restorative Practices

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

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

- Mapping
- Mediation

Positive Behavior Interventions and Supports (PBIS)

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

- Primary or school-wide system of support (ex. Shout outs, Student Life, Student Management, events/activities, student of the month etc.)
- Secondary or classroom systems (ex. Class-wide lessons, incentive programs, activities, class-wide behavior management systems etc.)
- Tertiary or individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation)
- Monthly Student Life topics
- Bully prevention month
- Positive behavior and academic achievement ticket system grades 3-8
- Gold slips – Monthly raffles
- Student Management wall of excellence
- Student of the month (class and school-wide)
- Athlete of the month
- Gentleman's club

In addition to the initiatives above, HCCS developed an advising period in the 2017-2018 school year. Students in grades 5-8 are required to attend a weekly scheduled advising class. Advising is an educational initiative based on the belief that the ethical, social, and emotional development of children is as important as their academic achievement. It is values-based, emphasizing the core positive values of self-discipline, responsibility, volunteer service, and commitment to family, school, peers, and the community. The goals of advising are to raise children to become morally responsible, self-disciplined citizens and to prepare them to face the many opportunities and unknown dangers that are in today's society. Advising also strives to establish a sound, moral compass built on steady character traits in each student.

Based on the preliminary reports from the 2017-2018 School and Safety Discipline Reporting (SSDR) in July 2018, these efforts have resulted in a further decrease in suspensions and disciplinary incidents. Overall HCCS saw a decrease in the number of incidents reported from ninety in the 2016-2017 year to seventy-one in the 2017-2018 year; a decrease of 21%. In-school suspensions in 2017-2018 decreased by 20% and out-of-school suspensions decreased by 12%. HCCS administrators will continue to strengthen the social-emotional learning components to maintain this level of success with disciplinary incidents.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Creating a culture Of student Engagement & Leadership: learn how to engage students in their education and create leadership opportunities for students to work as partners in building a positive school culture.	Workshop on June 11, 2018	Student Life Coordinator, Academic Quality Controller, School Adjustment Counselor	Mission and Key Design Elements	Invited principals, administrators and teachers from districts in Hampden and Hampshire counties including, but not limited to, Amherst, Agawam, Chicopee, Easthampton, Northampton, South Hadley, Springfield, and West Springfield	Presentation slides; agenda; participant survey

ACADEMIC PROGRAM SUCCESS

Student Performance

External Assessment

Massachusetts Comprehensive Assessment System (MCAS)

Holyoke Community Charter School's 2017 MCAS data can be viewed on the school's report card posted on the Department of Elementary and Secondary Education's website at:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04530005&fycode=2017&orgtypecode=6&>

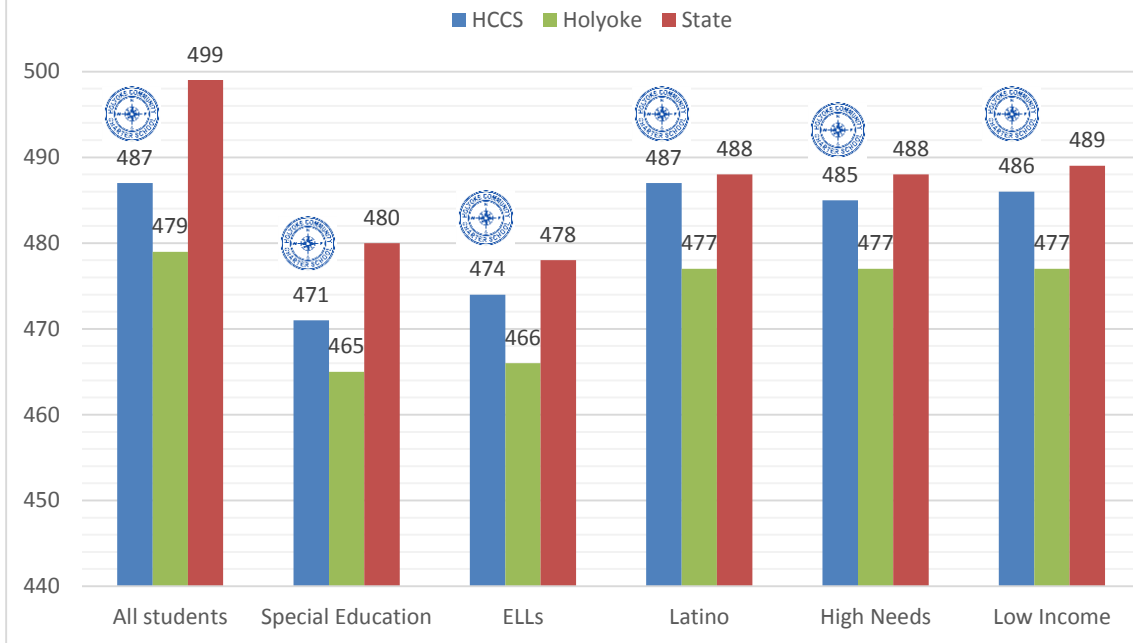
Overall Performance Comparison and Achievement Trends

In the Spring of 2017, the Next Generation MCAS was taken by students statewide. The Massachusetts Department of Elementary and Secondary Education described the evaluation of the new assessment:

As stated by DESE in their press release on October 18, 2017, the new standards for meeting expectations are more rigorous than proficiency level on legacy MCAS and PARCC. The new proficiency levels will signal students' readiness for the next grade level. 2017 is a baseline, or a starting point for new assessment. As the state indicated, the results do not mean students learned less than MCAS legacy, the Next Generation MCAS measures in a different way. These standards were raised to ensure that students are college and career ready.

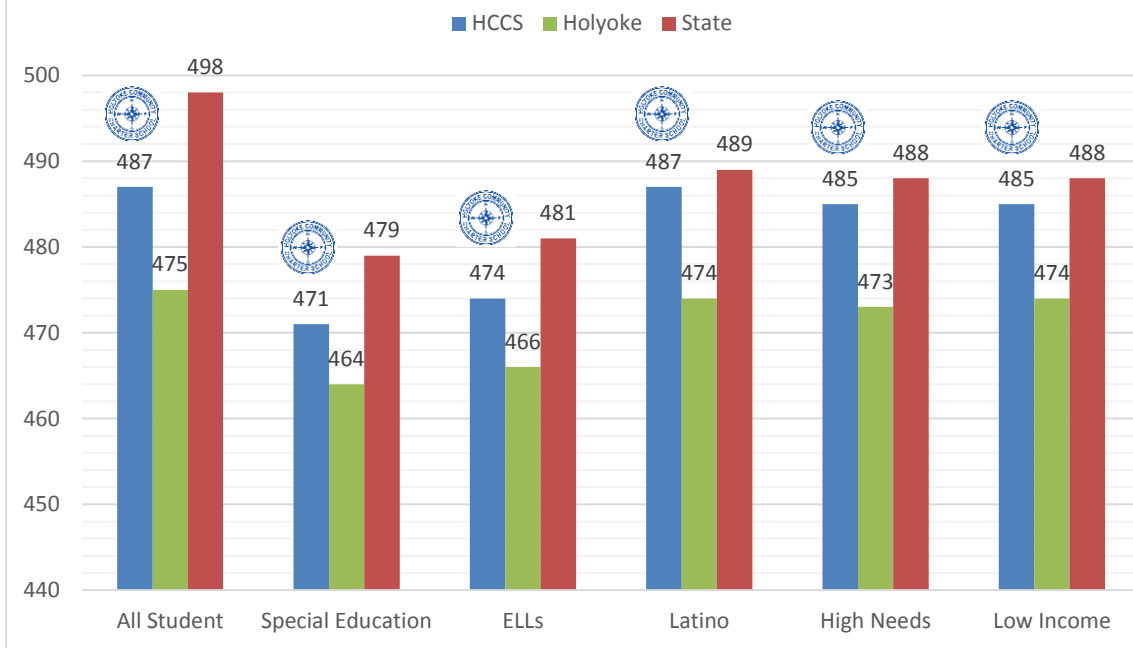
Because of ESSA and the Next Generation MCAS, CPI data is not available. However, some understanding of how HCCS student performance fits in with their peers is possible by comparing the scaled scores for the statewide level and at HPS. The graphs below compare the scaled scores in the aggregate and subgroups for HCCS, the state, and HPS. From this comparison it is obvious that HCCS students are performing at higher levels than their peers at HPS. In addition, in all sub groups, the difference between HCCS' scaled score and the state is in the single digits. This puts us at a strong starting point as a baseline for growth. HCCS expects to continue rigorous and effective implementation of initiatives and supports to provide students with the highest quality education possible. Understanding the high rate of growth that HCCS students made in the Legacy MCAS, HCCS is looking forward to a similar trajectory of growth on the Next Generation MCAS.

Next Generation MCAS ELA: Scaled Scores



Object 3: Comparison of scaled scores on the Next Generation MCAS English Language Arts (ELA) for Holyoke Community Charter School (HCCS), Holyoke Public Schools (Holyoke), and state-wide (State) for 2017.

Next Generation MCAS Math: Scaled Scores



Object 4: Comparison of scaled scores on the Next Generation MCAS Mathematics for Holyoke Community Charter School (HCCS), Holyoke Public Schools (Holyoke), and state-wide (MA) for 2017.

The HCCS Board of Trustees, school leaders and SABIS® Educational Systems have conducted deep analysis of the Next Generation MCAS data and standards to understand where our students' performance is as a baseline and develop targeted interventions to start closing gaps and preparing students for stronger performances in 2018. The following is a list of initiatives to address the Next Gen MCAS data findings:

- SABIS and the local Academic Team conducted a Computer Pacing revision to align it to the Massachusetts Digital Literacy and Computer Science Standards.
- HCCS enhanced the computer curriculum for Grades K-8. All computer skills are embedded in a ELA/L & Math Context. This allows students to acquire the necessary skills to be successful in the state assessment.
- HCCS is conducting walk-throughs in order to identify areas of need and develop professional development around those areas.
- HCCS is collaborating with the Educational Collaborative to assist teachers with mathematical concepts in order to improve their instructional practices.
- HCCS conducts 10 days of professional development and the agenda has been re-structured to address the findings in state assessments.

Internal Assessment

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

Types of Internal Assessments

SABIS Academic Monitoring System® (AMS™)

On an ongoing basis, internal AMS™ exams are administered in English and math to all students in grades 3-8. Based on the results of these weekly tests, pacing is reviewed/modified, teacher meetings are held, and students are placed in intensive classes and re-taught/retested on missed concepts.

Integrated Testing and Learning (ITL)

The SABIS® ITL system has been developed as part of SABIS® overall, ongoing commitment to develop technology strategies which benefit the learner. Providing online learning and assessment, ITL is a tool that hinders the formation of learning gaps. Remarkable features of the ITL include instant marking and on-the-spot correction of mistakes and unanswered questions, and appropriate access to challenge questions.

SABIS® Periodic Tests

All students receive regularly scheduled internally SABIS®-created periodic exams in all subjects (unit exams). These exams, similar to AMS, are used during weekly teacher meetings, when reviewing/revising pacing, and the placement or removal of students from the Intensive Programs.

Midterm Exams:

In order to prepare and assess the readiness of our students for external state mandated examinations, during term 2 students in grades 3-8 will be tested in math and English. Students in grades 5 and 8

will also be tested in science. These exams consist of state-styled testing questions and are calculated into the overall academic scores of the students.

End of Term and End of Year Exams:

End-of-Term (EOT) exams are given at the end of Term 1 to determine mastery of concepts taught over the full term. The End-of-Year Exam measures student achievement over the course of the academic year.

Internal Assessment Data

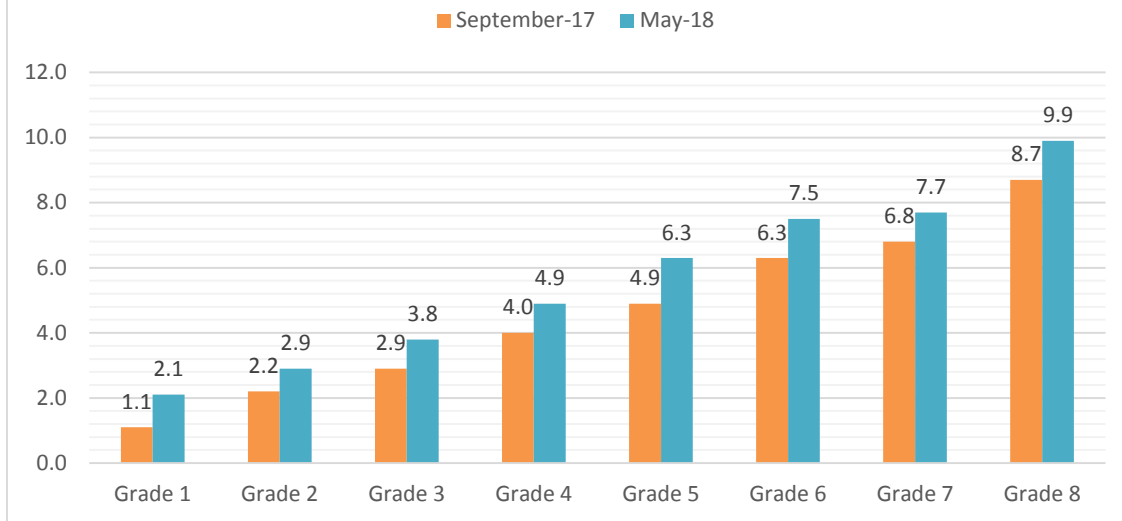
The STAR assessments are used to screen students for their reading and math achievement levels. STAR Reading and STAR Math™ assessments help determine reading and math achievement levels in order to place students into the Accelerated Reader™. HCCS also uses STAR™ assessments to monitor student growth throughout the year, to estimate students' understanding of state standards, and predict students' performance on the state test. In addition, STAR help HCCS teachers determine appropriate instructional levels and skills that students are ready to learn.

All STAR assessments are computer-adaptive tests (CATs). Computer-adaptive tests continually adjust the difficulty of each child's test by choosing each test question based on the child's previous response. If the child answers a question correctly, the difficulty level of the next item is increased. If the child misses a question, the difficulty level is decreased. CATs save testing time and spare students the frustration of items that are too difficult and the boredom of items that are too easy.

To monitor students' growth HCCS looks at the Grade Equivalent (GE) scores, they range from 0.0 to 12.9+. A GE score shows how the student's test performance compares with that of other students nationally. Based on the national norms, if Benjamin scores a 3.1, he reads at a level equal to that of a typical third grader after the first month of the school year.

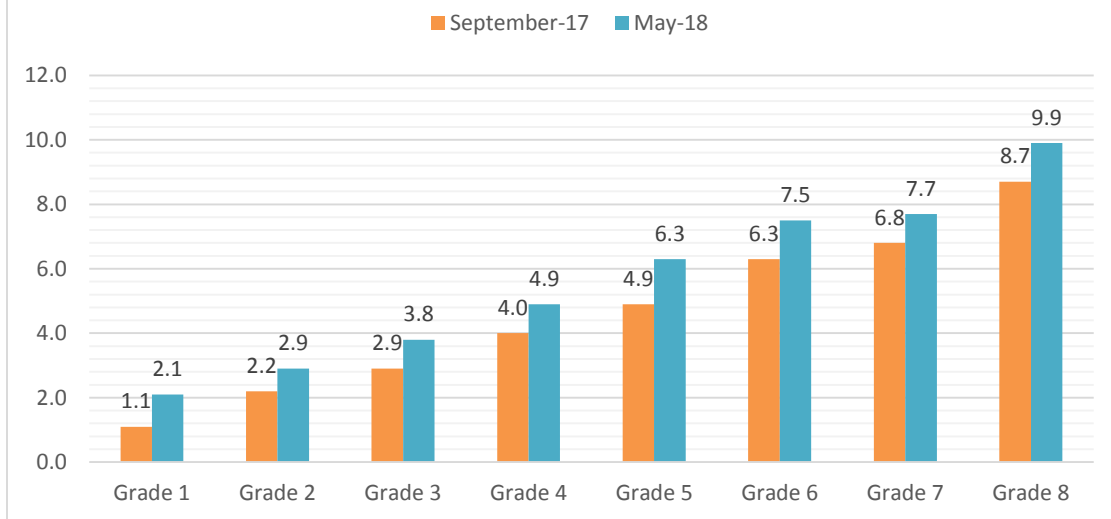
As can be seen in the graphs below, across all grades and in both ELA and Math, HCCS students show growth from the beginning of the year to the end-of-the school year.

HCCS Student Performance: Grade Level Equivalency STAR ELA



Object 5: Comparison of HCCS student Grade Level Equivalency performance on the Renaissance STAR™ Reading assessment in September, at the beginning of the school year, to May, at the end of the school year.

HCCS Student Performance: Grade Level Equivalency STAR Math



Object 6: Comparison of HCCS student Grade Level Equivalency performance on the Renaissance STAR™ Math assessment in September, at the beginning of the school year, to May, at the end of the school year.

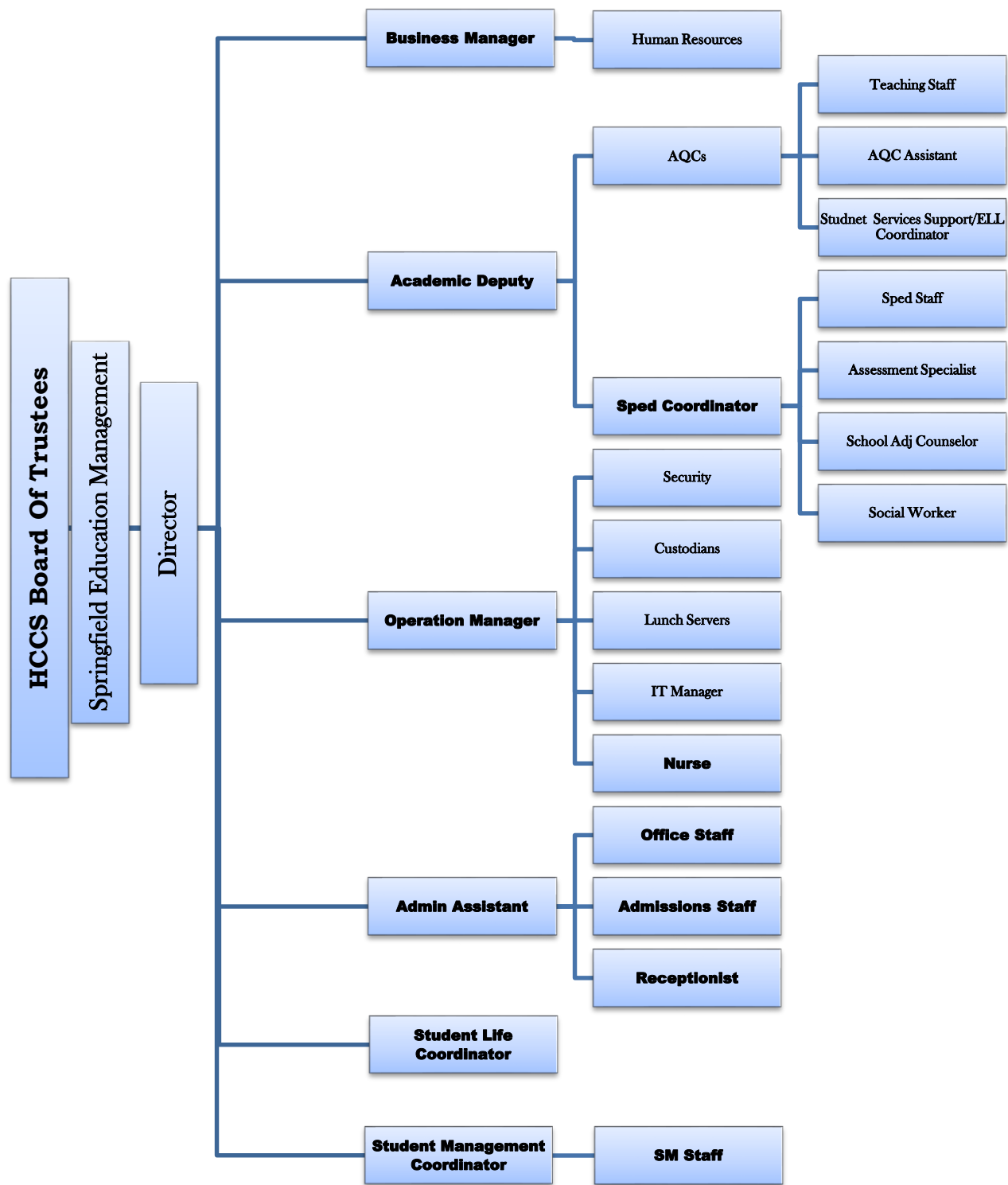
Program Delivery

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

Organizational Structure of the School

Holyoke Community Charter School made no changes to the organizational structure of the school during the 2017-2018 school year, nor anticipates any changes for the upcoming year.

Organizational Chart



Teacher Evaluation

HCCS adopts the Massachusetts Model System of Educator Evaluation.

Budget and Finance

Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)

Operating Revenue	
Student Tuition	9,407,809
Federal Grants	1,120,618
Interest Income	2,330
Food Service Income	590,416
After School Program, net of expenses	(32,172)
Other Income	10,939
TOTAL OPERATING REVENUES	11,099,938
Operating Expenses	
Marketing & Recruitment	17,293
Bank Fees	7,160
Board & Trustees Expense	4,409
Classroom & Other Supplies	386,948
Food Service	506,249
Grants Program	1,120,618
Insurance	37,756
Interest	125,523
License Fee	18,434
Management Fee	1,317,093
Utilities	159,917
Office Supplies, Postage	29,397
Payroll Services	37,306
Professional Services	31,299
Repairs, Maint & Supplies	361,166
Salaries & Benefits	4,933,332
Staff Development	4,146
Special Education	83,472
Telephone	18,487
Transportation	451,820
Computer Expenses	69,006
Depreciation & Amortization	487,217
Marketing & Recruitment	17,293
TOTAL OPERATING EXPENSES	10,208,047
Change in net assets	891,892
Net Assets, Beginning of Year	12,908,534
Net Assets, End of Year	13,800,426

Note: This Statement reflects preliminary unaudited numbers

Statement of net assets for FY18 (balance sheet)

Assets	
Current Assets	
Cash & Cash Equivalents	5,116,900
Debt Service Reserve	253,357
Prepaid Expenses	0
Receivables	669,452
TOTAL CURRENT ASSETS	6,039,710
Capital Assets	
Property & Equipment	17,163,760
Accumulated Depreciation	-4,555,004
Capitalized Int & Loan Costs, net of amortization	241,909
TOTAL CAPITAL ASSETS	12,850,665
Total Assets	18,890,375
Liabilities	
Accounts Payable	163,399
Accrued Compensation	498,061
Accrued Liability	819,878
Bonds & Notes Payable	3,608,611
Total Liabilities	5,089,949
Total Net Assets	13,800,426
Total Liabilities & Net Assets	18,890,375

Note: This Statement reflects preliminary unaudited numbers

Approved School Budget for FY19

Capital Budget	
Furniture & Equipment	16,050
Computer Equipment & Software	34,200
Building Improvements	55,000
TOTAL CAPITAL OUTLAY	105,250
Operating Budget	
Operating Revenues	
Student Tuition	9,689,895
Federal Grants	916,547
Interest Income	1,980
Food Service Income	556,250
After School Program net of expenses	(35,750)
Other Income	7,050
TOTAL OPERATING REVENUES	11,135,972
Operating Expenses	
Marketing and Outreach	18,000
Bank Fees	6,500
Board of Trustees Expense	30,000
Classroom and Other Expenses	420,800
Food Service	497,965
Grants Program	916,546
Insurance	38,024
Interest	110,266
License Fee	18,500
Management Fee	1,356,585
Utilities	172,716
Office Supplies, Postage	37,150
Payroll Services Charge	50,000
Professional Services	33,814
Repairs, Maintenance, and Supplies	361,182
Salaries & Benefits	5,113,222
Staff Development	15,000
Special Education	140,528
Telephone	18,142
Transportation	569,293
Computer Expenses	69,709
Depreciation & Amortization	487,217
TOTAL OPERATING EXPENSES	10,481,158
Change in Net Assets	654,815
Net Assets, Beginning of Year	13,800,426
Net Assets, Ending of Year	14,455,240

Capital Plan for FY19

Holyoke Community Charter School Capital Projects Planning Fiscal Year 2019

Type	Description	Estimated Cost
Building		\$ 55,000
	Driveway Upgrades	\$ 10,000
	Security cameras and accessories	\$ 15,000
	Capital Reserve Fund	\$ 30,000
FF&E		\$ 50,250
	Admin Furniture	\$ 5,050
	Classroom Furniture	\$ 11,000
	Computers Equipment	\$ 34,200
TOTAL		\$ 105,250

APPENDIX A

HCCS 2017-2018 Accountability Plan Report Faithfulness to Charter

	2017-2018 Performance- (Met/Partially Met/Not Met)	Evidence
Objective: Students at the Holyoke Community Charter School will be engaged in their education and experience the joy of learning.		
Measure: Annually, at least five extra-curricular academic opportunities will be provided to students.	Met	HCCS held five extra-curricular academic opportunities during the 2017-2018 year: <ol style="list-style-type: none"> 1. Fourth Grade Spelling Bee (10/2/2017 & 11/3/2017) 2. Fifth Grade Spelling Bee (11/30/2017 & 12/4/2017) 3. School-wide Math Competition (2/26/18, 2/27/18, & 3/1/18) 4. Don Quixote Play (04/07/2018) 5. National Spanish Spelling Bee (04/28/2018)
Measure: Annually, 85% of students in grades 6-8 who voluntarily participate in the National Spanish Examination will receive an honorable placement.	Met	In the 2017-2018 academic year, 85% of students in grades 6 – 8 who voluntarily participated in the National Spanish Examination received an honorable placement.
Measure: HCCS will annually hold at least three events celebrating student achievement.	Met	HCCS held five events celebrating student achievement in the 2017-2018 year: <ol style="list-style-type: none"> 1. Academic Awards Ceremony (03/29/2018) <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” 2. MCAS Performance Rally (05/29/2018) <ol style="list-style-type: none"> a. A Pep Rally for grades 3-5 and grades 6-8 was held. These rallies included incentives for participating in MCAS and acknowledging high performance. 3. Sports Awards Ceremony (05/30/2018) <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 4. Honoring Our Families Event (06/08/2018) <ol style="list-style-type: none"> a. At this event, awards were given for the National Spanish Exam and highlighting Student Life, Art, Music, and Sports clubs culminating projects and performances. 5. Eighth Grade Ceremony (06/22/2018) <ol style="list-style-type: none"> a. Parents and students were invited to attend this event that celebrates completion of the eighth grade. In addition to completion certificates, the two students with highest GPA are awarded with a scholarship and students who qualified are awarded the President’s Award for Educational Achievement and Excellence.

Measure: Annually, 90% of students from grades 3rd through 8th will participate in Student Life activities measured by attendance.	Met	During the 2017-2018 academic year 100% of students from grades 3 through 8 have participated in Student Life activities. The SABIS Student Life Organization® is a student-led society that empowers students to play an active role in their education as well as the education of others. Students voluntarily sign-up to participate in Student Life.
Objective: Holyoke Community Charter School students will develop a strong sense of civic responsibility.		
Measure: Annually, 100% of students from 3 rd -8 th grade will participate in the planning and implementation of a grade level community service activity.	Met	100% of students in grades 3-8 participated in the planning and implementation of a grade level community service activity. Each community service project extended over a multi-day period and gave opportunities for logistical planning, promotion, and creativity every student was able to partake. <ul style="list-style-type: none"> • Grade 3: Breast Cancer Awareness (October 2017) donated to the Susan G. Komen Foundation • Grade 4: Hurricane Relief (September 2017) donated to the Red Cross Hurricane Relief • Grade 5: Pennies for Patients (November 2017) donated to The Leukemia and Lymphoma Society • Grade 6: “Go Green” for the Food Bank (November 2017) donated to the Food Bank of Western Massachusetts • Grade 7: Food Drive (December 2017) donated to Providence Ministries • Grade 8: Puerto Rico Relief Drive (September 2017)
Measure: Annually, 80% of eighth graders will enroll in the peer guidance program (designed to promote academic engagement for lower school students) and will log at least 10 hours of service.	Met	Through the Peer Guidance Program eighth grade students participate in many of the peer guidance opportunities at HCCS, including the Peer Mentoring program, the Reading Partners program, and the Peer Tutoring program. Participation is logged by the student and the Student Life Coordinator. In the 2017-2018 year, 98% of eighth graders enrolled in the peer guidance program and logged 10 hours or more.
Objective: Holyoke Community Charter School will provide support for all students to achieve their fullest potential through the academic program.		
Measure: Annually, HCCS will provide at least three different targeted academic interventions to improve academic success.	Met	During the 2017-2018 academic year, HCCS provided seven different targeted academic interventions that are designed to improve academic success: the after-school Reading Support program; Read Naturally; Reading Support; Power-study sessions, Lexia, IXL, and MTSS.
Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Reading assessment.	Met	In the 2017-2018 academic year, students in grade 1 achieved a SGP of 43 while students in grade 2 achieved a SGP of 33 on the STAR Reading Assessment. <i>See Object A1</i>
Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Math assessment.	Met	In the academic year 2017-2018, students in grade 1 achieved a SGP of 43 while students in grade 2 achieved a SGP of 30 on the STAR Math Assessment. <i>See Object A2</i>

Objective: Holyoke Community Charter School will have high expectations for students' learning to prepare them for college and careers.		
Measure: Annually, HCCS will achieve a 95% promotion rate (according to the SABIS® promotion criteria*).	Met	In the 2017-2018 academic year, 97% of students met the promotion criteria (according to the SABIS® promotion criteria).
Measure: HCCS will achieve a 90% attendance rate on a monthly basis for students in grade K-8.	Met	As of June 21, 2018 HCCS has achieved an overall average attendance rate of 94.7% and a minimum of 92% attendance rate on a monthly basis. <i>See Object A3</i>
Measure: In an annual survey with a 90% response rate, at least 90% of parents will agree with the statement: "The school has high expectations for my child's learning."	Met	96% of parents responded to an annual survey during the 2017-2018 year and 99% agreed with the statement "The school has high expectations for my child's learning".
Objective: Teachers will be provided with professional development opportunities that will increase subject competency and instructional effectiveness for diverse learners.		
Measure: HCCS will annually provide at least three full professional development days to teachers, each with a 90% attendance rate, with topics including special education and English Language Learners.	Met	During the 2017-2018 year, HCCS provided three full professional development days to teachers that included topics dealing with Special Education and English Language Learners. <i>see Object A4</i>
Measure: In staff surveys with a 70% response rate, following professional development training sessions, 95% of teachers will indicate that each session provided helpful information that impacts their teaching practices.	Met	Following the August, October, January, March, and April professional development days, teachers were asked to complete a survey indicating if the sessions "presented helpful information that can impact my teaching practices". In all of the surveys the response rate was never lower than 70%. The average response rate was 88% An average of 99% of teachers indicated that each session provided information that impacts their teaching practices (rates of agreement range from 95% to 100%). <i>see Object A5</i>
Measure: 100% of teachers will receive three observations annually that provide feedback on instruction, classroom management, and student engagement.	Met	During the 2017-2018 academic year, 100% of teachers received at least three observations that provided them feedback on instruction, classroom management, and student engagement.
Objective: Holyoke Community Charter School will engage families through events that promote positive home-school connections.		
Measure: HCCS will hold at least twenty annual parent events/workshops that will engage families and empower parents to become strong stakeholders in their children's educations.	Met	HCCS held a total of 30 parent events and/or workshops that were designed to engage families and generate involvement in their children's education. <i>see Object A6</i>
Measure: Following at least three parent events/workshops, 80% of parents in attendance will respond to a survey and 90% of respondents will agree to the statement "This event helped me to feel engaged in my child's education".	Met	HCCS conducted parent surveys following three different events throughout the year. The response rate varied from 84% to 100%. The percent of respondents who agreed to the statement that "this event helped me to feel engaged in my child's education" ranged from 96% to 100%. <i>see Object A7</i>

Measure: Annually, 90% of parents will attend an individualized meeting at the school with administrators and/or teachers.	Met	During the 2017-2018 academic year, 90% of parents attended at least one individualized meeting at the school with administrators and/or teachers.
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Objective and Measures related to Dissemination (required):

Objective: HCCS will be an active partner with the Holyoke community by engaging local public school districts in events that promote best practices.		
Measure: Annually, HCCS will invite local area districts, including the Holyoke Public Schools, to at least one workshop to demonstrate best practices while serving diverse learners.	Met	In June 2018, administrators and teachers from surrounding school districts were invited to learn how to engage students in their education and create leadership opportunities for students to work as a partner in building a positive school culture. The workshop focused on the SABIS® Student Life Organization as a structure that helps students to develop academic, managerial, organizational, and leadership skills. This workshop was led by the Student Life Coordinator, Academic Quality Controller, and School Adjustment Counselor.

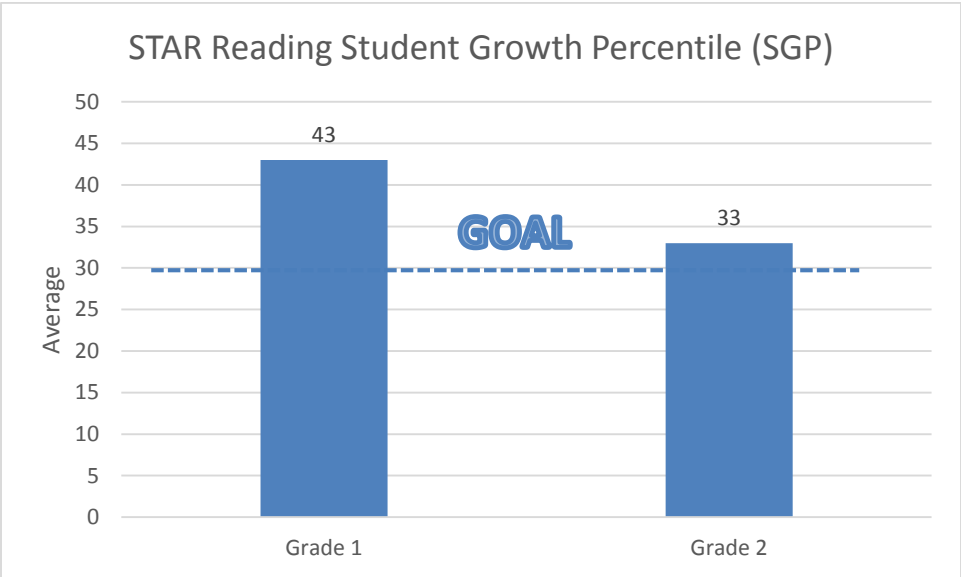
Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

Objective: HCCS will provide World Language education to prepare students for citizenship in the global economy.		
Measure: 85% of students will pass internally developed assessments in our unique World Language Program according to SABIS® grading criteria*.	Met	In the 2017-2018 academic year, 94% of students passed the internally developed assessments in our unique World Language Program according to the SABIS® grading criteria.

Accountability Plan Evidence

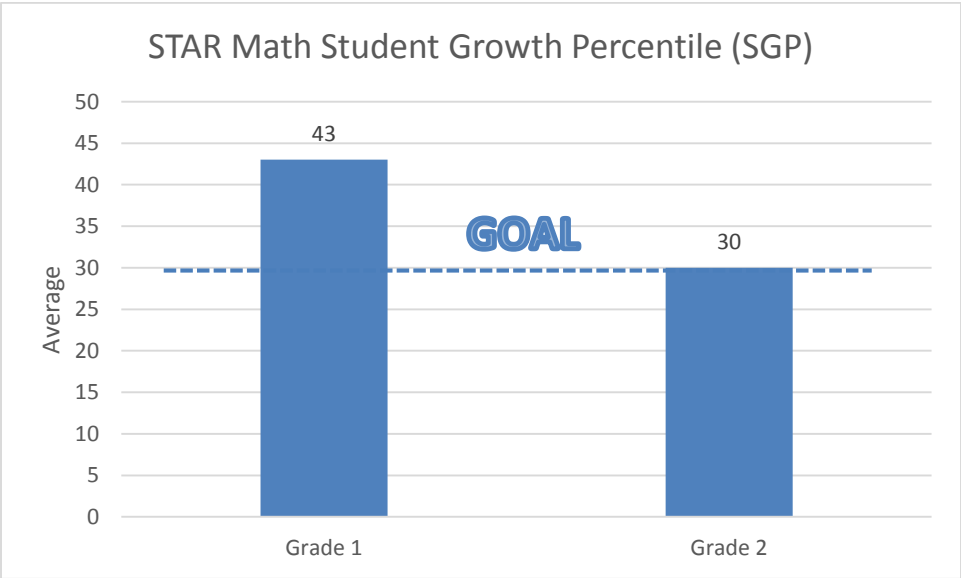
Faithfulness to Charter

Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Reading assessment.



Object A1: Student Growth Percentile (SGP) for Grade 1 and Grade 2 students in STAR Reading during 2017-2018 academic year.

Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Math assessment.



Object A2: Student Growth Percentile (SGP) for Grade 1 and Grade 2 students in STAR Math during the 2017-2018 academic year.

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

Academic Year 2017-2018	
	Attendance rate
September	97%
October	96%
November	95%
December	95%
January	96%
February	93%
March	92%
April	94%
May	96%
June	93%
Overall	94.7%

Object A3: HCCS' 2017-2018 monthly student attendance rate.

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

Date of PD	SPED/ELL Topic	Attendance Rate
08/22/2017	Lesson Planning: Differentiation for Students with Disabilities and English Language Learners	100%
8/28/2017 & 08/30/2017	Special Education Overview (Provided to all teachers in two different groups)	92%
01/02/2018	SABIS HCCS Impact in Holyoke: Showing capacity with targeted populations – Students with Disabilities & English Language Learners MCAS 2.0 Action Plan for Students with Disabilities and English Language Learners	96%

Object A4: Professional Development days offered during the 2017-2018 school year for teachers with topics including special education and English Language Learners.

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

	Professional Development Session	Date	Response Rate	% agreed
1	Anti-Bullying Policy Training presented by K.Callender, S.Hernandez, N.Hutchinson	08/24/2017	73%	100%
2	DIBELS - Special Education Training presented by D. Potter	08/24/2017	71%	100%
3	SABIS® Curriculum Training presented by SABIS PC	08/25/2017	91%	96%
4	Special Education Test Modifications Training presented by D.Potter	08/25/2017	90%	95%
5	Special Education Overview presented by D.Potter	08/28/2017 & 08/30/2017	76%	100%
6	ELA Curriculum Lesson Planning and Differentiation presented by B.Torres	08/28/2017	78%	97%
7	Math Curriculum Lesson Planning & Differentiation presented by B.Torres	08/29/2017	94%	100%
8	MTSS Training presented by M.Minton	08/29/2018	84%	100%
9	Educator Evaluation presented by B.Torres	08/31/2017	92%	100%
10	HCCS School Culture & Core Values presented by S.Pope, B.Torres, A.Rios, and K.Callender	08/31/2017	94%	99%
11	Student Management Sessions presented by K.Callender	08/31/2017	86%	100%
12	Fountas & Pinnell presented by a Certified Fountas & Pinnell trainer	10/06/2017	92%	100%
13	Accelerated Reader Presentation presented by T.Tannous & V.St.Dennis	10/06/2017	90%	96%
14	Curriculum Work: Graphic Organizer presented by M.Botta, L.Andrews, D.Duprey	10/06/2017	71%	100%
15	Suicide Prevention Training presented by N.Hutchinson	10/06/2017	100%	100%
16	Paraprofessionals Training presented by D.Potter	10/06/2017	100%	100%
17	Director's Update Confidentiality & Civil Rights presented by S.Pope	01/02/2018	88%	100%
18	Safety Training presented by T.Paquin and Holyoke Police Department	01/02/2018	88%	96%
19	Academic Presentation: Embracing Our Community Through Restorative Practices presented by B.Torres	01/02/2018	73%	100%
20	Director's Update & Reunification Plan presented by S.Pope, T.Paquin, K.Callender	03/16/2018	86%	100%
21	MCAS 2.0: User Account, Infrastructure, Students in Session presented by B.Torres	03/16/2018	93%	100%
22	MCAS Testing Schedule: Testing Schedule, Proctoring Procedures, Manual presented by M.Minton & T.Tannous	03/16/2018	83%	100%
23	MCAS 2.0: ELL and Special Education Accommodations presented by D.Potter & K.O'Connor	03/16/2018	100%	97%
24	Mentoring Meeting: presented by B.Torres	03/16/2018	100%	100%
25	Fountas & Pinnell presented by outside consultant	03/16/2018	93%	100%
26	Math MCAS Training presented by B.Torres	04/27/2018	90%	100%
27	Physical Restraint Policy, Suicide Prevention, and Anti-Bullying Policy Training presented by N.Hutchinson	04/27/2018	100%	100%
28	Suicide Prevention Training presented by S.Hernandez	04/27/2018	100%	100%

Object A5: Staff surveys taken after Professional Development days offered during the 2017-2018 school year indicating response rate and percentage of agreement with the statement "The workshop presented helpful information that can impact my teaching practices".

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

	Event	Date
1	Parent Orientation K-2	August 29, 2017
2	Parent Orientation 3-5	August 30, 2017
3	Parent Orientation 6-8	August 31, 2017
4	Ice Cream Social	September 8, 2017
5	Teddy Bear Picnic	September 22, 2017
6	PAC Meeting: Parents Basic Rights; Parent Elections; ELL and Special Education Services	October 3, 2017
7	Bingo for Books	October 13, 2017
8	October Open House and Book Fair	October 17, 2017
9	Parent Teacher Conferences	October 25, 26, 31, 2017
10	PAC Meeting: Students with Special Needs and How to support them at home	November 7, 2017
11	PAC Meeting: Progress Reports, Academic Support, & Assessments	December 5, 2017
12	Parent Connection Movie Night	December 15, 2017
13	PAC Meeting: AQC's and discussing student progress	January 9, 2018
14	Bingo for Books	January 19, 2018
15	Family Fun Hockey Night	January 26, 2018
16	PAC Meeting: SABIS Digital Platform	February 6, 2018
17	Parent Teacher Conferences	February 16, 2018
18	International Day and Book Fair	March 3, 2018
19	PAC Meeting: MCAS Assessment	March 6, 2018
20	March Open House	March 24, 2018
21	PAC Meeting: Online Resources	April 3, 2018
22	Science “Plant” Concert	April 5, 2018
23	Talent Show	April 6, 2018
24	Parent Teacher Conferences	April 11-13, 2018
25	PAC Meeting: End of Year Assessment	May 1, 2018
26	Mother and Son Dance	May 11, 2018
27	Father and Daughter Dance	June 1, 2018
28	PAC Meeting: Summer Program & ACCESS 2.0 Scores	June 5, 2018
29	Honoring Our Families	June 8, 2018
30	Eighth Grade Gathering	June 22, 2018

Object A6: A list of the parent events/workshops held during the 2017-2018 academic year

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

Date	Event Title	Response Rate	% agreed
10/17/2017	October Open House	84%	96%
02/26/2018 & 02/27/2018	High School Transition Workshop	100%	100%
03/29/2018	Academic Awards Ceremony	92%	99%

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

APPENDIX B

Recruitment and Retention Plan

Recruitment Plan

2018-2019

School Name: Holyoke Community Charter School

2017-2018 Implementation Summary:

1. successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan

Holyoke Community Charter School was successful in completing all activities indicated on its 2017-2018 Recruitment Plan. The school's admission officer posted informational flyers throughout the community at the indicated strategic locations. The school held three well-attended open house events (including the International Day Festival) and had administrators, teachers, students with disabilities, and other important staff available to speak with prospective parents.

Holyoke is a city where Spanish is the second most common language and 24.5% of HCCS students come from a home where Spanish is their first language. In order to reach Latino families, HCCS implements a variety of recruitment strategies. All school flyers, postings, and information materials are translated into Spanish. These flyers are posted throughout the community in Latino business and community centers where many Spanish-speakers visit. HCCS has a highly bi-lingual staff, including front office staff, teachers, administrators, and the school director. The Spanish language is part of HCCS' daily academic program, where all students in kindergarten through eighth grade take a Spanish language course. HCCS is fully committed to serving and supporting Spanish-speaking students and families.

During the 2017-2018 school year HCCS was successful in continuing to increase its Special Education population English Language Learners (ELL) population, and Economically Disadvantaged population. The Department of Elementary and Secondary Education's CHART tool provides schools with comparison data. This data compares HCCS to the multiple district schools from which the school draws its students and that service the same grade levels. Over the last six years, HCCS has seen a steady increase in its Special Education student population. HCCS has exceeded the Gap Narrowing Target (GNT), indicating above target growth and for the first time, in the 2017-2018 year HCCS' Special Education population exceeded the Comparison Index (CI). In regards to the ELL population, HCCS saw an increase of 2.6 percentage points in its 2017-2018 enrollment from 12.8% to 15.4%, exceeding the GNT of 13.5. From 2012-2014, HCCS ELL population remained static at around 6%. While still below the CI of 18.4, the yearly gains made since 2015 demonstrates that HCCS recruitment efforts have proven effective, helping our student body grow in diversity. HCCS continued to increase its Economically Disadvantaged population to 69.7%, exceeding the GNT and coming closer to the CI of 72.9%.

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.)

For the 2017-2018 school year 37.7% of newly enrolled students received entry because of their sibling status.

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

General Recruitment Activities for 2018-2019:

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:
17.5%

GNT percentage: 13.9%
CI percentage: 17.3%

The school is above
GNT percentages and
above CI percentages

(b) 2017-2018 Strategies

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- Monthly Parent Advisory Council Meetings and Seminars open to the public that address issues important to Special Education students
- Special Education administrators and staff present at all Open House events
- Place informational posters advertising HCCS in local preschools where most students will enter the district public schools (24.1% Special Education population): Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart
- Post information regarding monthly Parent Advisory Council meetings in local public establishments inviting the public to attend these events
- Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services
- All recruitment materials state in English and Spanish that “children with special needs are welcome at our school”, including on the school's website.
- Have a special education student available at open houses to speak about his/her experience and lead tours of the school.

(c) 2018-2019 Additional Strategy(ies), if needed

N/A, Met GNT and CI

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 15.4%</p> <p>GNT percentage: 13.5%</p> <p>CI percentage: 18.4%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino community-based events • Place informational posters advertising HCCS in local businesses, such as Salsa Rengue, Fernandez Restaurant • Advertisement translated into Spanish on local Spanish radio station, on the school's website, and on the school's Facebook page • Monthly Newsletter translated in Spanish • Translation services available at all Open House and community events • Place an ad in El Pueblo Latino, a local Spanish language newspaper • Leave translated copies of our flyers and applications at The Community Education Project, a community adult ESL program • Advertisements translated into Spanish will be posted in local Spanish-speaking churches throughout Holyoke. • The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. This process will take place during the summer and will therefore be effective for data changes in 1 year. • In order to recruit Khmer/Khmai-speaking students, HCCS will place informational posters translated in Khmer/Khmai in local grocery stores with Cambodian clientele, located in Springfield and Amherst. • In order to recruit Khmer/Khmai-speaking students, HCCS will reach out to The Cambodian Community Resource Center located in Amherst, in order to make connections in the Cambodian community. <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Because Holyoke is a district with more than 10% of limited English-proficient students, HCCS must include recruitment strategies for the second most prevalent language. According to the DESE Dart tool, Holyoke's second most prevalent language for LEP students is Khmer/Khmai (0.6%). This is only the second year that recruitment strategies for Khmer/Khmai-speaking students was required, since prior to the 2017-2018 year, HCCS was required to add recruitment strategies to target Arabic-speaking students. Because the lottery for applicants for the 2017-2018 school year was conducted in March 2017, this recruitment strategy was determined to not have any effect on 2017-2018 enrollment percentages. The strategies to target Khmer/Khmai-speaking students were enacted for application recruitment for the 2018-2019 lottery, and therefore the results of these strategies will not be available until the October 1, 2018 SIMS reporting. Furthermore, HCCS believes the strategies begun for the 2018-2019 enrollment period will need 2-3 years to have an effect on enrollment. In addition to the two strategies already enacted, HCCS will reach out to the Wat Kiry Vongsa Bopharam Buddhist Temple in Leverett, MA, in order to make connections in the Western Massachusetts Cambodian community. • HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced by the 2017 hurricane in Puerto Rico.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 69.7%</p> <p>GNT percentage: 67.1%</p> <p>CI percentage: 72.9%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Place informational posters advertising HCCS at community centers servicing low-income families, such as the Holyoke Housing Authority, YMCA, Boys & Girls Club, Girls Inc., Department of Transitional Assistance, Career Point Place informational posters advertising HCCS in local preschools/daycares offering services to low-income families: Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart, Holyoke Community College daycare, SquareOne Attend recruiting events at Holyoke-Chicopee-Springfield Headstart Continue to hold Bingo-for-Books events open to the public at HCCS Provide refreshments and child-care at one or more informational events Ensure all recruiting and open house events are scheduled in tandem with the city bus schedule. Include information that school is located on the city bus route with a stop in front of the school on informational flyers. (New strategy for 2017-2018: Because the lottery for 2017-2018 took place in March 2017, this strategy will require 2 years to have effect on enrollment data.) <p align="center">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> Post informational flyers at local urgent care/walk-in clinics that accept MassHealth. This strategy will be implemented for the 2019-2020 enrollment lottery, and will therefore require at least 2-3 years to have effect on enrollment data.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2017-2018 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 2018 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/PARCC tests state-wide.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2017-2018 Strategies</p> <ul style="list-style-type: none"> Invite local community agencies that work to support students in our area, including those at risk of dropping out of school (such as the Boys & Girls Club, Girls Inc., DCF), to our Open House and International Day events. Through this partnership, these agencies will gain more information about HCCS and will be provided with materials they can pass on to their clientele. Check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc. Identify the elementary schools in sending districts with higher percentages of students with low MCAS scores, compared to other elementary schools and use the Mailhouse to send information to these parents about HCCS' academic program.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2017-2018 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>(g) 2017-2018 Strategies</p> <p>Holyoke is a community where 41.4% of people claim Latino ethnicity (2010 U.S. Census data). During the 2017-2018 school year, 91.2% of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 79.8%. HCCS' goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community.</p> <ul style="list-style-type: none"> • Representatives from HCCS attend local Latino festivals, such as the Emmanuel Festival, Puerto Rican Day Parade, and the New Horizons Family Community Center • Showcasing Latino-heritage at HCCS' annual International Day Festival • Place informational posters advertising HCCS in local Latino-run business, such as Salsa Rengue, Fernandez Restaurant, and El Rincon • Advertisement translated into Spanish on Spanish-language radio station • Monthly Newsletter translated in Spanish
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Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2017-2018 Implementation Summary:

Holyoke Community Charter School completed all activities indicated on its 2017-2018 Retention Plan. The annual goal for student retention for 2017 was 89%. HCCS exceeded this goal: its 2017-2018 retention rate was 90.2%. HCCS had a better retention rate for 2016-2017 when compared with the median rate of 85.2%.

For the 2018-2019 Retention Plan, HCCS will continue to pursue the same successful goals and strategies. Parent involvement is a key design element of the school, and remains an important way for students to be invested and engaged with their education. HCCS will continue its many parent events, including the Parent Advisory Council for English Language Learners (ELL PAC) and the annual International Day.

HCCS believes that sportsmanship is an important way to instill pride and a sense of belonging for students. For this reason, HCCS has a boys and girls basketball team as well as a cheerleading team. This year, both the boys and girls basketball teams made the finals and the cheerleading team was highlighted in the Holyoke St. Patrick's Day Parade. The pride in being an HCCS Lion resonates throughout the school.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>Third Quartile: 16.6%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings • Inclusion-model • Highly-Qualified Special education staff
	<p>(c) 2018-2019 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>(a) CHART data</p> <p>School percentage: 9.7%</p> <p>Third Quartile: 20.6%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • RETELL/WIDA trained staff for Sheltered English Immersion Endorsement • Newsletter and all other communications translated into Spanish, including the mass-notification telephone system messages • Highly-Qualified English Language Learners teachers • Parent Advisory Council for English Language Learners addressing specific needs of Special Education Students • Bi-lingual staff members, including main office and Special Education office staff, academic administrator, and school director
	<p>(c) 2018-2019 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 2017-2018 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"><u>(a) CHART data</u></p> <p>School percentage: 10.6%</p> <p>Third Quartile: 16.7%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • After-school tutoring program • Extended Day program • Free Breakfast program • Summer program <hr/> <p align="center">(c) 2018-2019 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 and median</p>
<p align="center"><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • School-wide MCAS pep-rally and prizes • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies: Lindamood-Bell, Fountas & Pinnell, and reading and math intervention staff • Summer Reading program
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • School Adjustment Counselor and School Social Worker • evidence-based Social Emotional Learning Curriculum • free breakfast in the classroom program • Student Life® Organization clubs and mentorship • Gentleman's Club
<p align="center"><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2017-2018 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p>
<p align="center">OPTIONAL</p> <p align="center"><u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u></p> <p align="center">Latino Students</p>	<p align="center">(g) 2017-2018 Strategies</p> <ul style="list-style-type: none"> • Newsletter and all other communications translated into Spanish • Spanish language/culture taught in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director

APPENDIX C

School and Student Data

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	12	1.7%
Asian	3	0.4%
Hispanic	640	91.2%
Native American	0	0%
White	35	5.0%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	12	1.7%
Special Education	123	17.5%
Limited English Proficient	108	15.4%
Economically Disadvantaged	---	69.7%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Sonia C. Pope	School Director	01/17/2006	-----
Keisa Valle	Academic Quality Controller	08/22/2011	-----
Tony Tannous	Academic Quality Controller	08/25/2015	-----
Benjamin Torres	Academic Deputy	08/22/2006	-----
Joseph Dougherty	Operations Manager	06/01/2005	-----
Thomas Paquin	Facilities Manager	01/15/2014	-----
Stacie Wolmer	IT Manager	02/18/2008	-----
Kyle Callender	Student Management Coordinator	04/01/2014	-----
Anthony Rios	Student Life Coordinator	08/17/2016	-----
Sandra Chessey	Business Manager	07/18/2016	03/06/2018
David Potter	Special Education Coordinator	06/24/2014	-----
Stacey Hernandez	School Social Worker	10/26/2016	-----
Michelle Minton	ELL/MTSS Coordinator	03/07/2011	-----
Elizabeth Pawlowski	Administrative Assistant	01/30/2008	-----
Claritza Baez	Admissions Officer	08/20/2008	-----
Margaret Panetti	School Nurse	11/07/2016	-----

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the 2017-2018 school year	Reason(s) for Departure
Teachers	53	3	5	health (2); position in another district (3); retirement (1); relocation (1); position eliminated due to budget cuts (1)
Other Staff	50	2	1	Retirement (2); career outside education (1)

During the 2017-2018 year, three teachers and two staff members departed employment with HCCS: one left due to health problems, two retired, and two left to pursue careers outside of education. These positions were immediately filled with qualified personnel, therefore providing a smooth transition in the classroom.

At the end of the 2017-2018 school year, three teachers resigned for multiple reasons (including relocating to another area of the state, taking a new positions at the high school level, and health problems). One teacher retired. One teaching position was eliminated due to budget cuts. One staff member resigned to pursue a career in criminal justice.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	5
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	- Length of each term, including date of election and expiration
Jenna Gable	Chair (begin: 1/28/2018) Vice Chair (end: 1/27/2018)	<ul style="list-style-type: none"> • Finance/Facilities • Executive 	2 Terms/Yrs Served	08/2016-08/2019 Elected 08/2016 until 08/2019
Cynthia Dennis	Treasurer	<ul style="list-style-type: none"> • Finance/Facilities • Executive • Policy 	13 Terms/Yrs Served	6/2005-09/2019 Re-Election 09/2016 until 09/2019
Mark Lubold	Clerk	<ul style="list-style-type: none"> • Finance/Facilities • Executive 	10 Terms/Yrs Served	3/2008-09/2019 Re-Election 09/2016 until 09/2019
Jay Breines	Member	<ul style="list-style-type: none"> • Finance/Facilities 	14 Terms/Yrs Served	6/2004-09/2019 Re-Election 09/2016 until 09/2019
Leona Florek	Member	<ul style="list-style-type: none"> • Policy 	3 Terms/Yrs Served	08/2015-08/2018 Elected 08/2015 until 08/2018
Anne Darcy	Chair	<ul style="list-style-type: none"> • Finance/Facilities • Executive 	13 Terms/Yrs Served	7/2005-01/2018 Deceased: 01/28/2018

APPENDIX D

Additional Required Information

Key Leadership Changes

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

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Jenna Gable	New
Charter School Leader	Sonia Correa Pope	No Change
Special Education Director	David Potter	No Change
MCAS Test Coordinator	Michelle Minton	No Change
SIMS Coordinator	Elizabeth Pawlowski	No Change
English Language Learner Director	Michelle Minton	No Change
School Business Official	Gene Ferrari	New
SIMS Contact	Elizabeth Pawlowski	No Change

Facilities

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

Location	Dates of Occupancy
N/A	N/A

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2018-2019 school year?

Action	Date(s)
Student Application Deadline	March 5, 2019
Lottery	March 6, 2019