

HOLYOKE COMMUNITY CHARTER SCHOOL



Member of the SABIS® School Network



2018-2019 Annual Report

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TABLE OF CONTENTS

1. INTRODUCTION TO SCHOOL AND MISSION STATEMENT	1
2. LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES	2
3. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: FAITHFULNESS TO CHARTER	3
-MISSION & KEY DESIGN ELEMENTS	3
-AMENDMENTS TO CHARTER	9
-ACCESS & EQUITY	9
-DISSEMINATION EFFORTS	12
4. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: ACADEMIC PROGRAM SUCCESS	13
-STUDENT PERFORMANCE	13
-PROGRAM DELIVERY	18
5. SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION: ORGANIZATIONAL VIABILITY	19
-ORGANIZATIONAL STRUCTURE OF THE SCHOOL	19
-TEACHER EVALUATION	20
-BUDGET & FINANCE	20
APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE	A1
APPENDIX B: RECRUITMENT & RETENTION PLAN	B1
APPENDIX C: SCHOOL & STUDENT DATA	C1
APPENDIX D: ADDITIONAL REQUIRED INFORMATION	D1
APPENDIX E: ANTICIPATED BOARD MEETING SCHEDULE FOR 2019-2020	E1

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 18, 2019	702
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year	180	Students on Waitlist as of June 18, 2019	177
School Hours	8:00 am – 3:30 pm	Age of School as of 2019-2020 School Year	14 years
Mission Statement			
The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality public education.			

The Holyoke Community Charter School (HCCS) is a public charter school located in Holyoke, MA in its fourteenth year of operation. Holyoke is an urban area where 92% of HCCS students are Hispanic and 68% 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 2019

As the Chair of the Board, my first year has been a roller-coaster ride to say the least at Holyoke Community Charter School (HCCS). I am not sure what I would have done without the amazing support from my fellow Trustees and the leadership team at the school. We worked together as a team and were able to get through the obstacles that we encountered through the year without our students being affected.

Last year, we have learned that our Director, Dr. Sonia Pope, was diagnosed with Breast cancer and it makes me ecstatic to say that Dr. Pope fought the cancer like the warrior we know her to be. Throughout this journey she stayed positive and dedicated to her staff, students and parents of HCCS. Even during this trying time, she didn't miss the training for the staff in August, any of special events for the parents and students that are held throughout the year and her and her team were able to still pull off our infamous International Day without a glitch.

Some of the highlights of the year at HCCS were as follows:

- One of our teachers, Ms. Kieran Ramsey, won the 2019 Harold Grinspoon Pioneer Valley Excellence in Teaching Award.
- HCCS received the 2019 EOS Foundation's, "Healthy Start Award", which recognizes Massachusetts's schools that contribute to the educational success of the whole child by addressing their nutritional needs.
- HCCS is only one of six charters schools in Massachusetts who met the target goals & the only Holyoke school to meet the target goals of the 2018 Next Generation MCAS.
- HCCS met the annual improvement targets for Accountability as set by DESE.
- International Day was another huge success, with over seven hundred people in attendance.

Those achievements were just to name a few. At HCCS we continue to work together to provide our students with the best education that they deserve.

Sincerely,

Jennifer Gable

Board Chair

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The mission of HCCS is to promote the joy of learning and to prepare children for success as students, workers, and citizens by providing them with a high quality education. HCCS, with SABIS® as 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 at least three times each week.

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, 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 “Jeopardy” 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 “Festivals 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.

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. Not only are students encouraged to participate in a variety of activities during “Student Life Period,” they are encouraged to lead activities as well as to provide leadership in the functions of school management. Through the SLO®, each grade level (grades 3-8) plans and implements a community service

project. Through these community activities students learn proper and positive social interactions that will prepare them to be successful in college and beyond. Through the SLO®, students organize and participate in community service initiatives that link them to local community leaders and institutions of higher learning.

Student Initiatives

- **Washington DC trip**

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

- **Student Life Training**

Student Life prefects annually attend a 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 community safety organizations**

HCCS Student Life Organization invited Holyoke Police Officers, Fire Department officials, and school bus drivers to a breakfast honoring their service and commitment to keeping the community safe. Student Life prefects greeted these guests, served them breakfast, and thanked them with short presentations.

- **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, Pasta for Pennies to benefit the Leukemia and Lymphoma society, and a “Rays of Hope” walk to raise funds for breast cancer research. In addition, HCCS students took part in other fundraising initiatives including a school-wide clothing drive to benefit Big Brothers/Big Sisters.

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.

The school has created a school-wide attendance initiative called "Roar for Four" to increase student attendance. Students are encouraged to keep their absences to only four in a school year. The "Roar for Four" initiative was presented to students at the beginning of the school year in a pep rally. Signs are hung around the building and a flyer was mailed home to parents. Students with perfect attendance are recognized with awards. Classrooms with daily perfect attendance are given a "shout-out". Through this initiative students are reminded of the importance that attendance plays in their overall school performance.

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 Massachusetts Curriculum Frameworks 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 employ an Inclusion model of instruction. In order to ensure the success of all diverse learners, a lesson plan format is used by all teachers. This format explicitly dictates differentiation in instruction for Special Education students within the regular education classroom. The lesson plan also includes language goals to support ELL students. 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 partnered with The Collaborative for Education to offer a Sheltered English Immersion (SEI) course to those teachers who did not yet have the SEI endorsement. In this way, the HCCS administration is ensuring high quality instruction for its students.

The school provides teachers with the opportunity to collaborate around specific areas of concern or areas for improvement through Professional Learning Communities (PLC). These PLCs consist of a small group of teachers and administrators who work over several months to suggest and execute plans and programs that will have an impact on instruction, student supports, and school safety. This year, HCCS convened several PLCs, including: English Learners & Sheltered English Immersion, Educator Mentoring Program, Universal Design for Learning, Restorative Practices, Inclusion, Social Studies Curriculum, and Improving School Safety & Security.

HCCS provides multiple days of internal professional development. Ten days of professional development training are mandatory for new faculty and staff members in August, returning faculty and staff also attend five days of training. 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 2018-2019 school year HCCS provided training opportunities in these and other areas:

- **Administration**
including Confidentiality & Civil Rights; Confidentiality and Homeless Education training for main office staff; DESE Community Eligibility Provision (CEP) Webinar Series; DESE 2019-20 Data Collection Changes Webinar; DESE Educational Stability Training and Networking session; DESE Significant Disproportionality Webinar Series; DESE Spring 2019 Federal Grant Programs Conference; Human Resources; State Ethics Training; Linked-in Learning Courses; Main Office staff meetings; Meal Program Expectations pre-audit meeting; Pillar's Retreat; Pioneer Valley Excellence in Teaching Awards 2019 Launch program; Preliminary District & School Accountability Reporting webinar; School Interoperability Framework (SIF) Data Entry Training; School Nutrition Association webinar: Community Eligibility Provision: Title I, Budgeting, and Getting Buy-in; School Procedures; Tiered Focus Monitoring (Special Education and Civil Rights Federal Programs Audit) preparation meeting; DESE In-Person School Nutrition Program Administrative Review Training
- **Classroom Management/Student Behavior/Social & Emotional Supports**
including Anti-Bullying Policy and Expectations; Anti-Hazing Policy & Procedures; Attendance Initiative; Crisis Prevention Institute (CPI) Physical Restraint Training; Crisis Prevention Institute (CPI) recertification; Dr. Recess; Instructional Technology; Lesson Planning; Massachusetts Tiered System of Support (MTSS); Mindwide Innovations: Signs of Suicide Refresher Training; National Student Safety & Security Conference & Workshop; Physical Restraint Policy & Procedures; REL Webinar: The Role of Family and Community Partnerships in School-based Social and Emotional Learning Programs; SABIS Student Life Organization® Overview; School-wide tiered behavior system; Student Management training for teachers; Student Management grade-level initiatives meetings; Suicide Prevention Training
- **Special Education and English Language Learners**
Including 504 Overview; DESE Special Education Regional Meetings for SY1819; DESE Tiered Focus Monitoring for ELL records Webinar; DESE Tiered Focus Monitoring training; DESE: Indicator Collection for 2018-2019 Tiered Focus Monitoring Group A Webinar; E-Star Presentation;

- **MCAS and ACCESS**

Including DESE MCAS Alt training: “2019 Next Generation MCAS Overview”; DESE MCAS Alternate Assessment training; DESE MCAS-Alt Portfolios-in-progress session; MCAS Administration Training for Proctors; Student MCAS Results - Teacher Presentation

- **Curriculum, Assessment, and Instruction**

including DESE 2019 History & Social Science Professional Learning Institute; Educator Evaluation Portfolio; SABIS E-books presentation and demo; SABIS® Curriculum training; SABIS® Expectations for Educator Evaluation System; SABIS® Point System of Instruction & Lesson Planning; Sheltered English Immersion Endorsement Fall 2018 & Spring 2019 Course; Special Education Inclusion training for teachers; Universal Design for Learning (UDL); Writing Workshop

- **Health & Safety**

including Nurse topics: Seizures, Concussions/Head Injuries, Standard Precautions, Allergies; American College Surgeons – Committee on Trauma: Bleeding Control Basic v. 1.0 Course; CPR/AED Certification; Health Updates for teachers and staff; Northeastern University Bouve College of Health Sciences webinar: “Behavioral Telehealth: A School Model That Works”; Safety (Emergency Management, Lock-down, and Reunification) Training; Society of Health and Physical Educators (SHAPE) National Convention & Expo; West Regional School Nurse Meeting

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 92% of HCCS students are Latino, all communications to parents are translated and parents receive communication in both English and Spanish from the school. This is essential to ensuring parents are well informed and involved in the education of their 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, and the SABIS® Digital Platform website. The SABIS® Digital Platform application allows parents to access up-to-date grades, classroom notes, homework assignments, and teacher comments. Always looking for ways to further engage with parents, HCCS has a Facebook page with almost 1,300 followers and uses email to inform parents of important information and upcoming events. In addition, HCCS uses Class Dojo across all grade-levels, a program that allows teachers to provide real-time updates of class performance, instruction, and homework via smartphone or email.

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

HCCS hosts 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?
06/11/2019	School Mission	Approved

Table 1. Amendments requested in the 2018-2019 school year.

Access and Equity

The most recent, publicly available student discipline data for the Holyoke Community Charter School, published by the Department of Elementary and Secondary Education, is available at

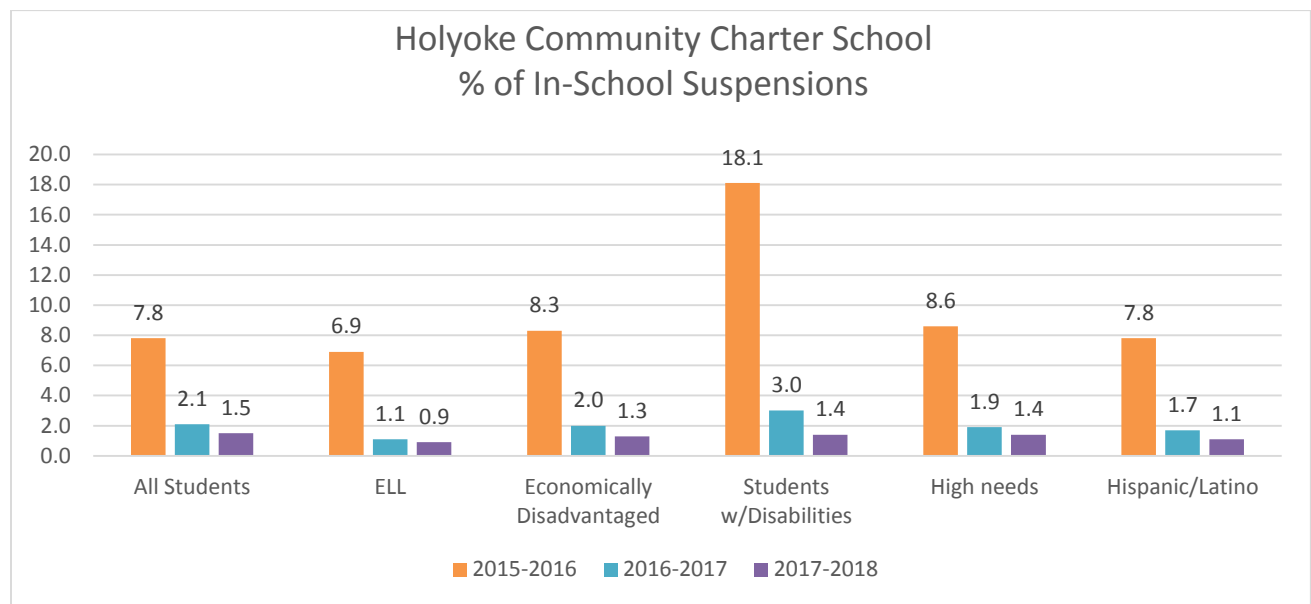
<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04530005&orgtypecode=6&=04530005&>.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension (%)	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	729	55	1.5	6.6	0
EL	111	11	0.9	9.0	0
Economically Disadvantaged	534	46	1.3	7.7	0
Students with Disabilities	146	19	1.4	11.6	0
High Needs	581	48	1.4	7.2	0
Female	412	23	1.2	4.4	0
Male	317	32	1.9	9.5	0
American Indian or Alaska Native	0	--	--	--	--
Asian	3	--	--	--	--
African American/Black	12	1	--	--	--
Hispanic/Latino	666	50	1.1	6.9	0
Multi-race, Non-Hispanic/Latino	12	2	--	--	--
Native Hawaiian or Pacific Islander	0	--	--	--	--
White	36	2	--	--	--

Table 2. In- and out-of-school suspension rates for the 2017-2018 school year.

In-school suspensions

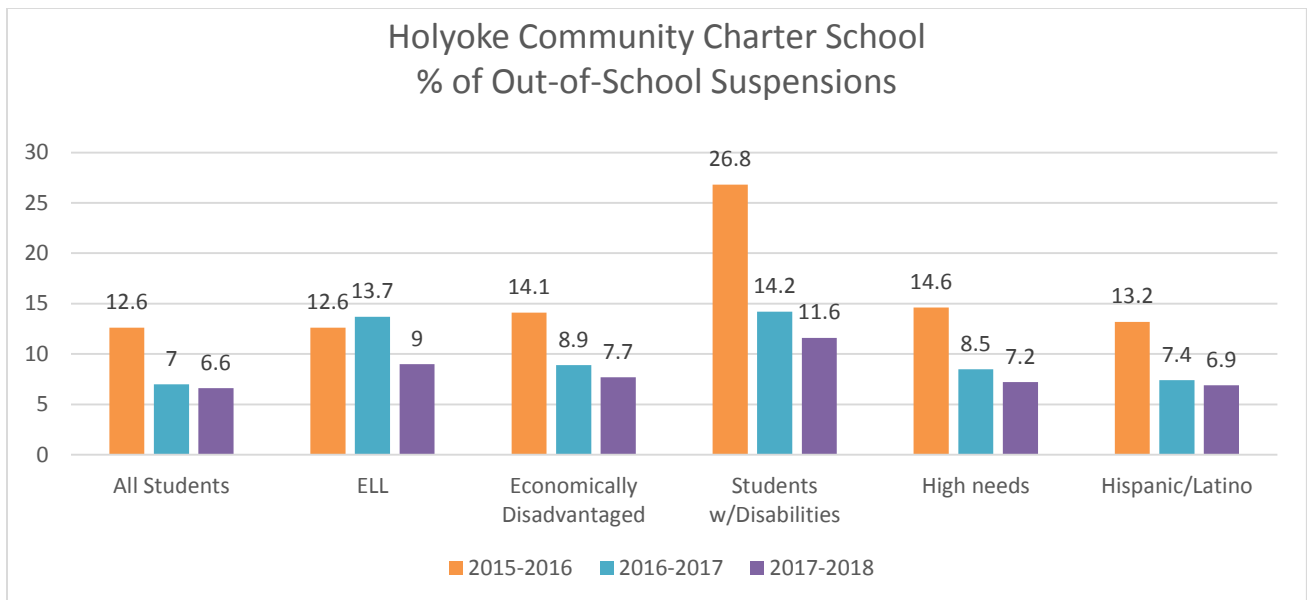
In-school suspension for all students were reduced by 80% over a three-year period from the 2015-2016 academic year to the 2017-2018 academic year. Significant reductions were experienced in all statistically significant subgroups. The most significant decrease was for students with disabilities, reduced by 92% from 18.1% in 2015-2016 to 1.4% in 2017-2018. Close behind this group were reductions of 85% for Hispanic/Latino students and 84% for Economically Disadvantaged students. From 2015-2016, in-school suspensions for ELL students were reduced by 87%. By 2017-2018, the in-school suspension rate for the aggregate and all statistically significant subgroups was below 1.5%. In 2018, HCCS is below the statewide average and the Holyoke Public School district’s in-school suspension rates for all students and the above mentioned statistically significant subgroups.



Object 1. In-school suspension rates over a three-year period.

Out-of-School Suspensions

Following the 2015-2016 levels of out-of-school suspensions, HCCS administrators have consistently made refinements to discipline practices and created professional development for Student Management staff to ensure appropriate interventions were actively applied. Out-of-School suspensions for all students were reduced by 48% over this three-year period from the 2015-2016 academic year to the 2017-2018 academic year. The most significant decrease was for Students with Disabilities, reduced by 57% from 26.8% in 2015-2016 to 11.6% in 2016-2017. Close behind this group were reductions of 51% for High Needs students and 48% Hispanic/Latino students. From 2015-2016, out-of-school suspensions for ELL students decreased by 29%.



Object 2. Out-of-school suspension rates over a three-year period.

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 Economically Disadvantaged. Since the 2016-2017 academic year, the school has put a focus on restorative practices and positive behavior interventions and supports (PBIS), which have succeeded in decreasing rates of suspension.

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
- Gold slips – Monthly raffles

- Student Management wall of excellence
- Student of the month (class and school-wide)
- Athlete of the month
- Gentleman Scholar’s club

Based on the preliminary reports from the 2018-2019 School and Safety Discipline Reporting (SSDR) in July 2019, the school’s efforts have resulted in a further decrease in suspensions and disciplinary incidents. In-school suspensions in 2018-2019 decreased by 41.6% and out-of-school suspensions decreased by 10%. HCCS administrators will continue to strengthen the social-emotional learning components to maintain this level of success with disciplinary incidents.

Student Discipline systems and processes

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

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (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.)
Data-Driven Differentiated Instruction for Diverse Learners: Learn how monitoring the academic progress of diverse learners can be used as a driver of academic success. Methods discussed include using formative assessment; reinforcing mastery of concepts; and individualized online instructional tools.	Workshop on April 22, 2019	Special Education Academic Coordinator	Supports for All Learners	Invited principals, administrators and teachers from districts in Hampden and Hampshire counties.	Presentation slides; agenda; participant survey

Table 3. Dissemination efforts in the 2018-2019 school year.

ACADEMIC PROGRAM SUCCESS

Student Performance

External Assessment

Massachusetts Comprehensive Assessment System (MCAS)

Holyoke Community Charter School's 2018 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/accountability/report/school.aspx?linkid=31&orgcode=04530005&orgtypecode=6&>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Reason for classification: Meeting targets	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx 26th Percentile	Meeting 87 percent of Improvement targets

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

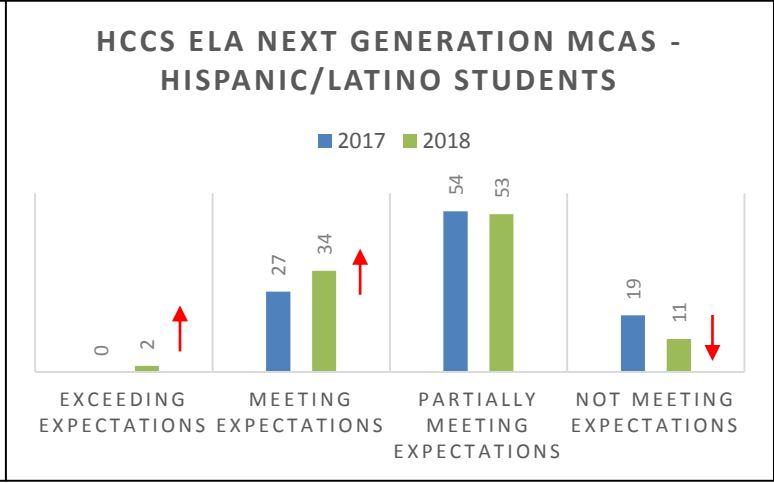
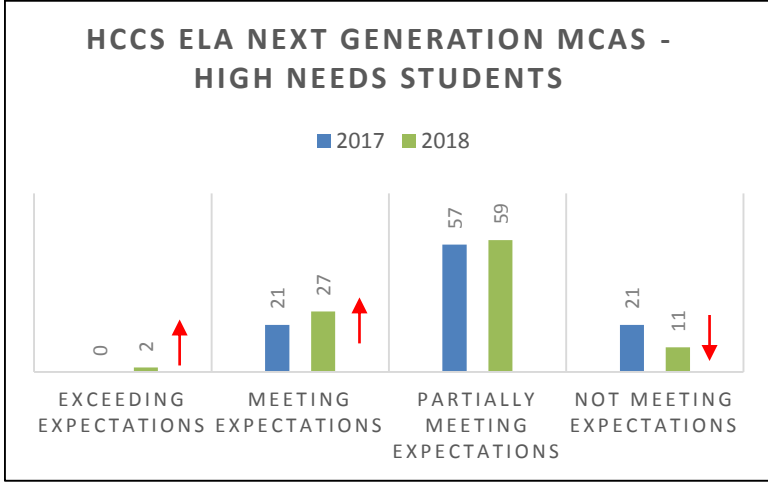
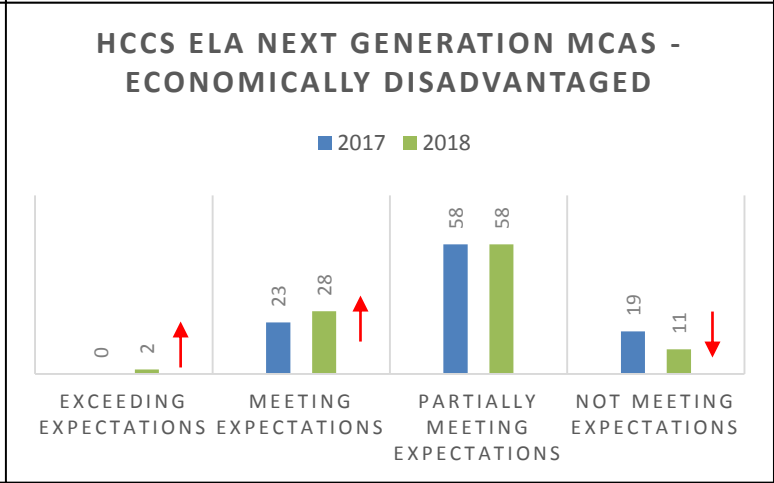
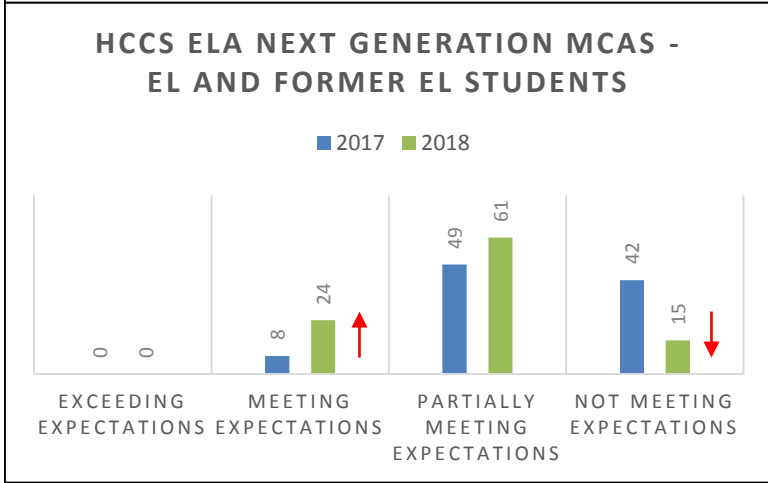
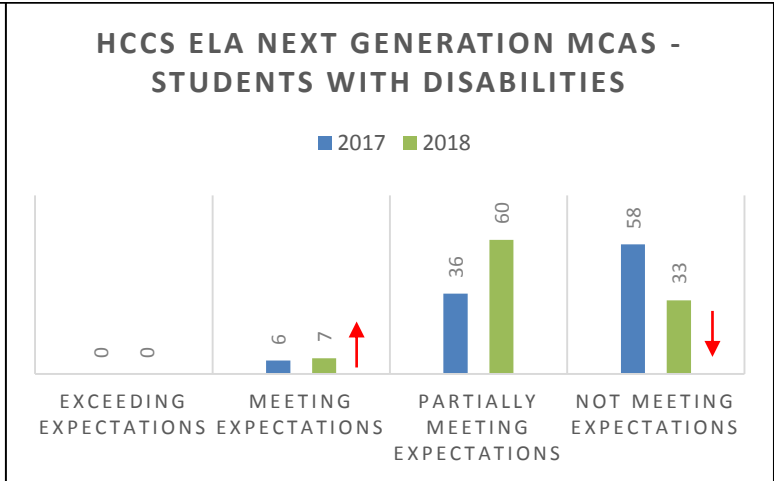
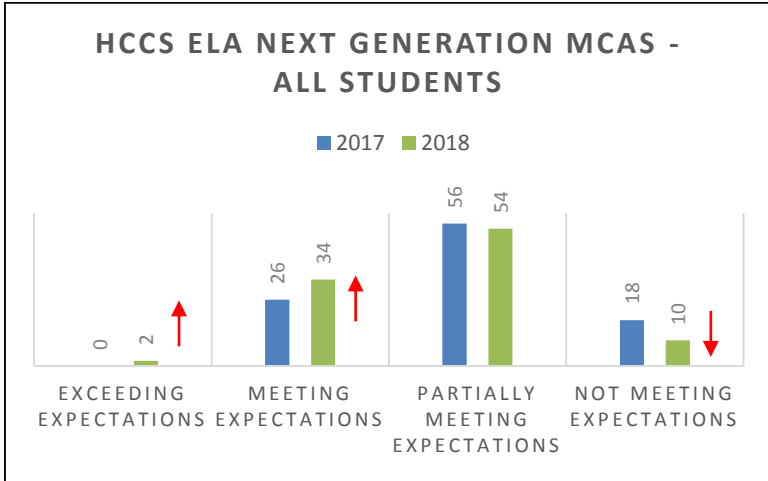
Overall Performance Comparison and Achievement Trends

HCCS is meeting annual improvement targets as set by DESE for Accountability. For the 2018 Next Generation MCAS, HCCS is only one of six charter schools in Massachusetts who met the target goals and is the only public school in Holyoke to have met the target goals.

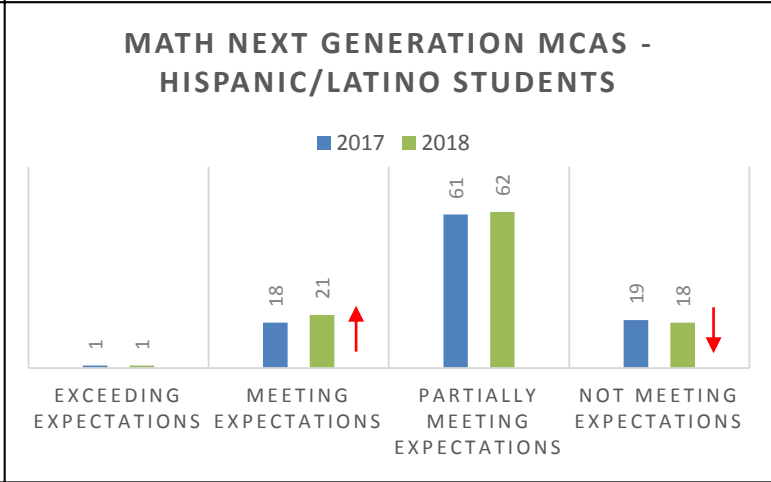
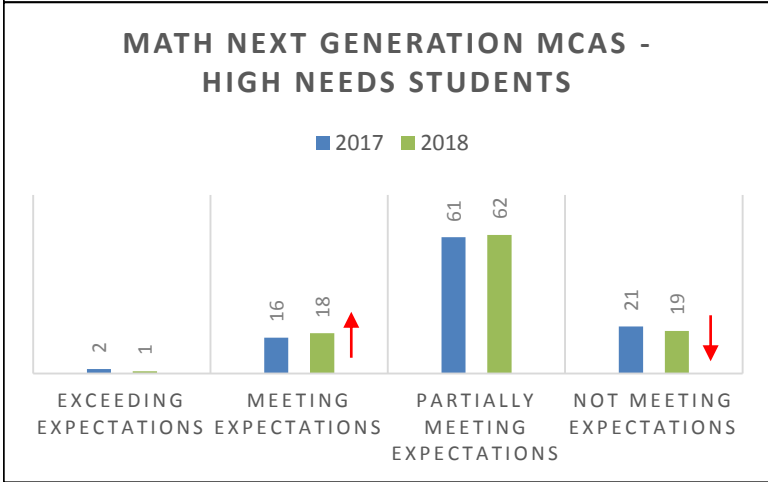
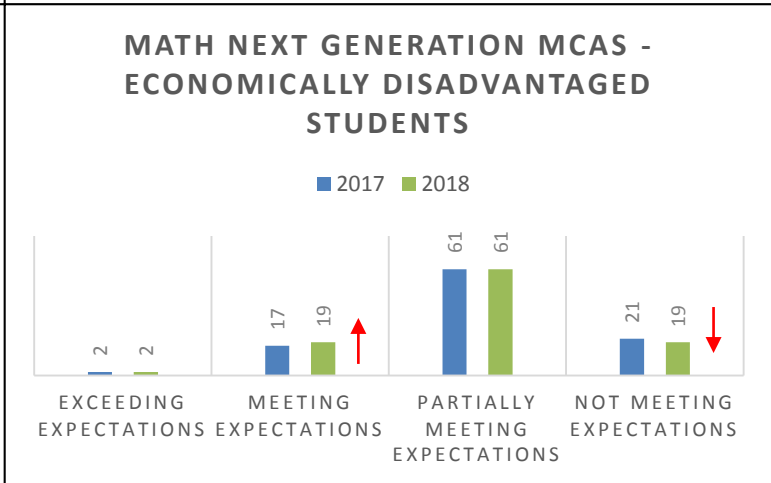
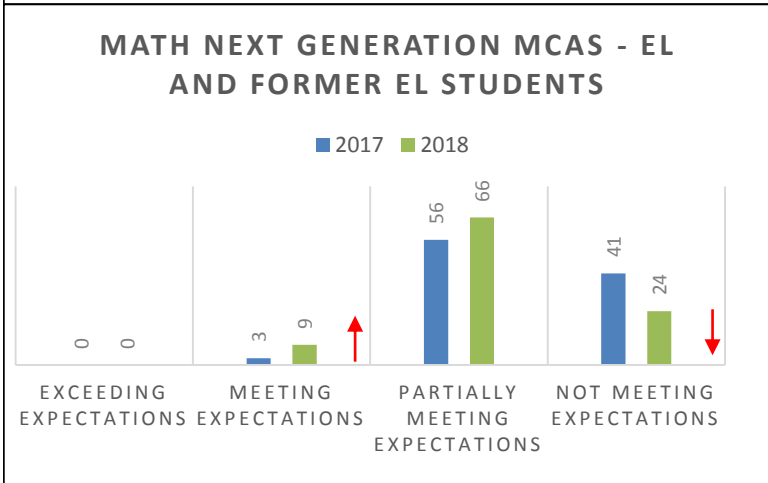
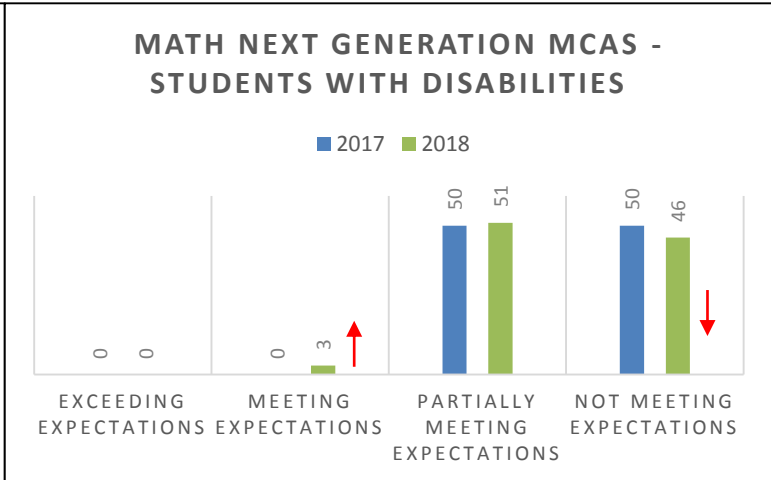
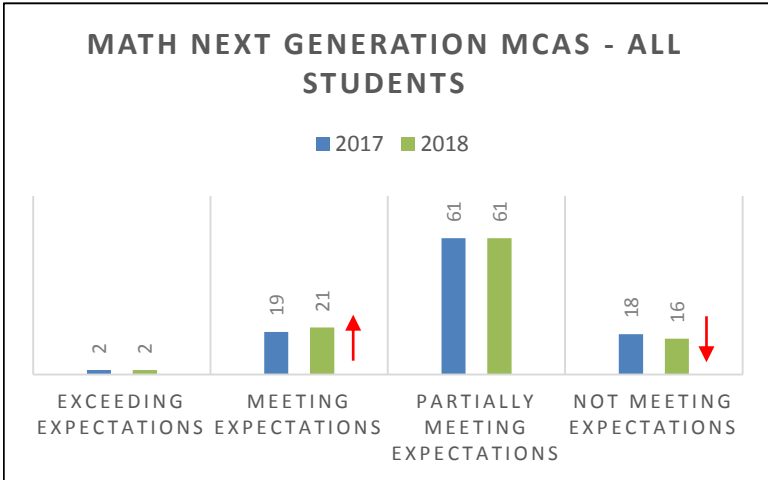
HCCS expects to continue rigorous and effective implementation of initiatives and supports to provide students with the highest quality education possible. Understanding the high rate of growth that HCCS students made in the Legacy MCAS, HCCS is looking forward to a similar trajectory of growth on the Next Generation MCAS.

English Language Arts and Mathematics Next Generation MCAS

By comparing the Spring 2018 scores to the 2017 baseline scores on the Next Generation MCAS, Holyoke Community Charter School students have demonstrated positive growth. In both English Language Arts (ELA) and Math, HCCS students scoring "exceeding" and "meeting expectations" increased and those scoring "not meeting expectations" decreased in the aggregate and in all statistically significant subgroups (see objects 3 & 4 below). This indicates that HCCS's program is successfully improving performance for all students. Of particular note is the performance of English Learners (EL) and Former English Learners (FEL). In ELA EL/FEL "not meeting expectations" decreased 27 percentage points and those "exceeding" and "meeting expectations" increased by 16 points. In Math, EL/FEL students "not meeting expectations" decreased by 17 percentage points and those "exceeding" and "meeting expectations" increased by 6 points.



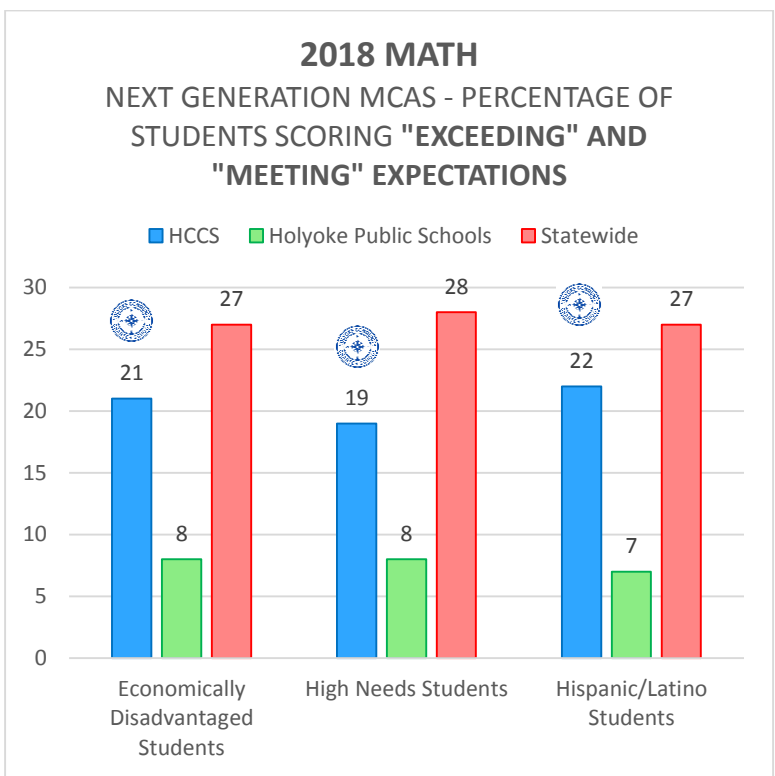
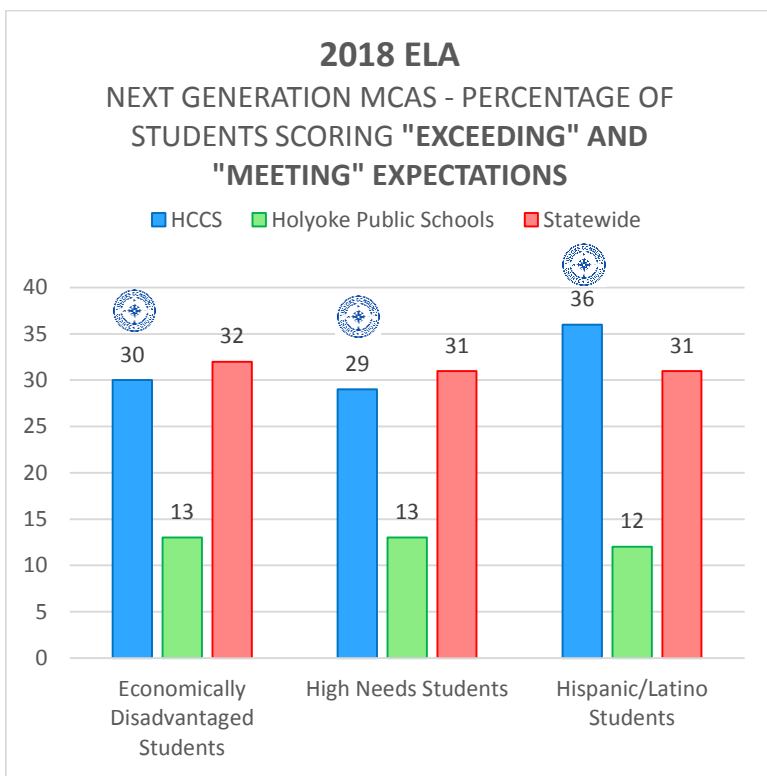
Object 3: Percentage of Holyoke Community Charter School students in the aggregate and all statistically significant subgroups scoring at each performance level on the English Language Arts (ELA) 2017 and 2018 Next Generation MCAS.



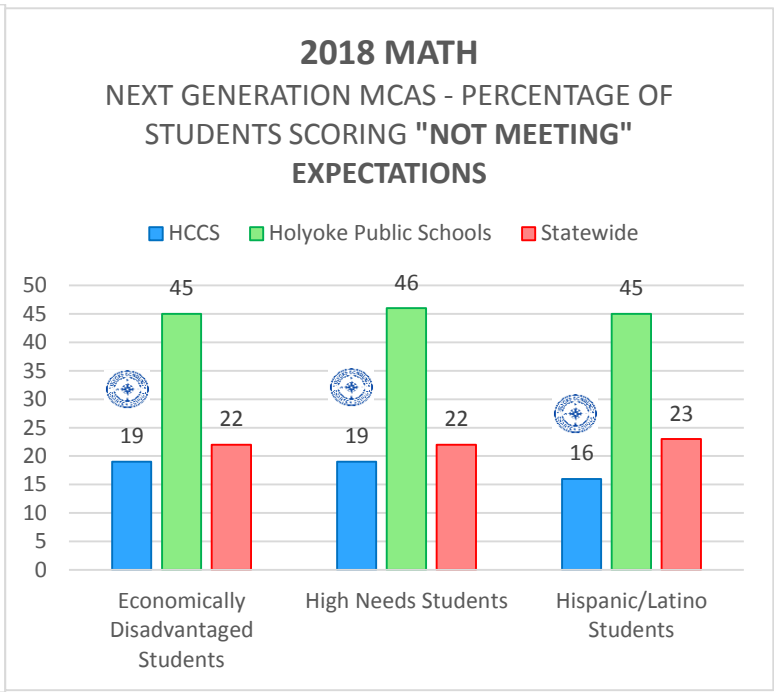
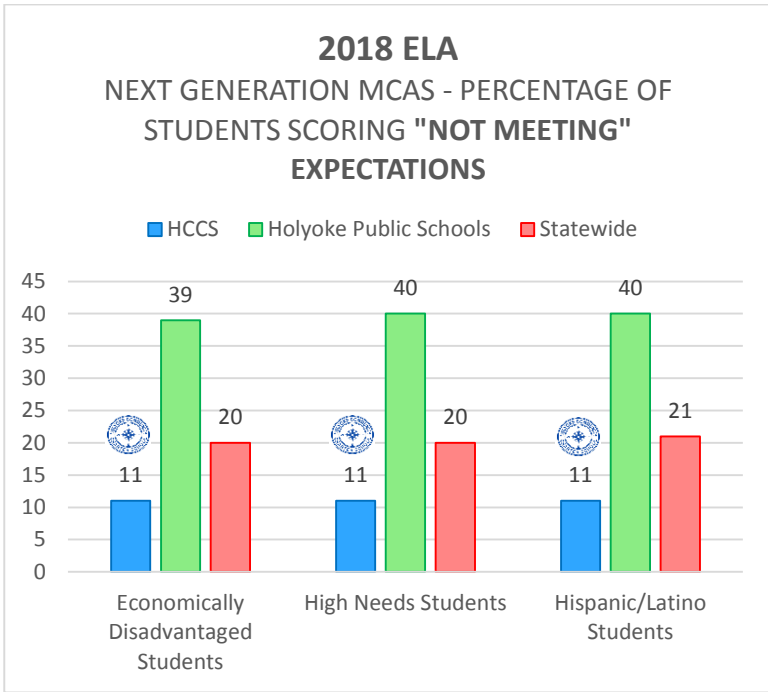
Object 4: Percentage of Holyoke Community Charter School students in the aggregate and all statistically significant subgroups scoring at each performance level on the Mathematics 2017 and 2018 Next Generation MCAS.

HCCS has demonstrated success with three of its most statistically significant subgroups of students. HCCS is a school where 68% of students are Economically Disadvantaged; 77% are High Needs; and 92% are Hispanic/Latino. To understand how the performance of these three selected groups of students fits in with their peers their scores have been compared with third through eighth grade student performance at the statewide level and from HCCS' main sending district, the Holyoke Public Schools (HPS). The graphs below (objects 5 & 6) compare the percentage of students from these three groups scoring in the "exceeding" and "meeting" expectations categories combined and in the "not meeting expectations" category.

From this comparison it is evident that HCCS students are performing at higher levels than their peers at HPS and approaching statewide performance levels. In ELA and Math, for all three subgroups, HCCS had more than double the percentage of students scoring "Exceeding" and "Meeting" expectations than HPS (see object 5 below). HCCS' student performance approaches that of statewide performance, particularly in ELA, where a higher percentage of HCCS' Hispanic/Latino students met or exceeded expectations than Hispanic/Latino students across the state (see object 3 below). Additionally, for these three subgroups, HCCS has a lower percentage of students scoring "not meeting" expectations than at HPS and statewide (see object 6 below).



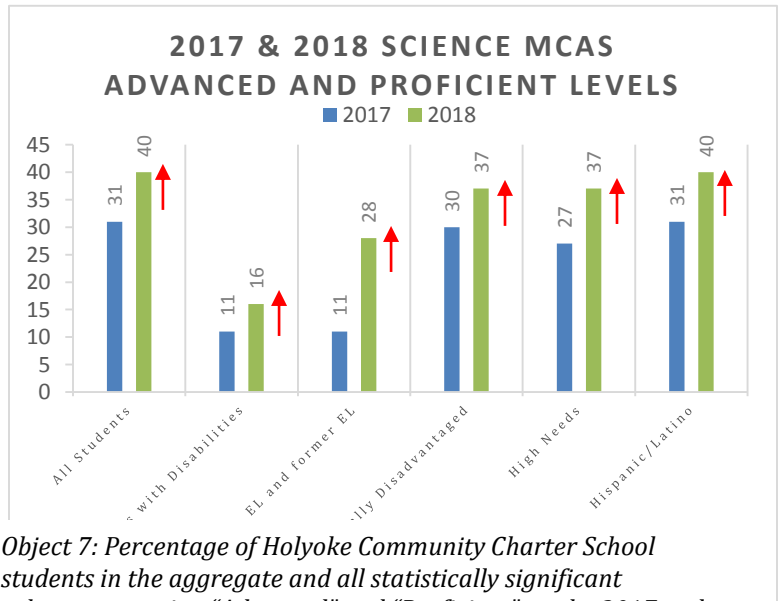
Object 5: Percentage of Holyoke Community Charter School students in three most statistically significant subgroups scoring "exceeding" and "meeting" expectations combined on the ELA and Mathematics 2018 Next Generation MCAS compared to Holyoke Public Schools and Statewide.



Object 6: Percentage of Holyoke Community Charter School students in the three most statistically significant subgroups scoring "not meeting" expectations combined on the ELA and Mathematics 2018 Next Generation MCAS compared to Holyoke Public Schools and Statewide.

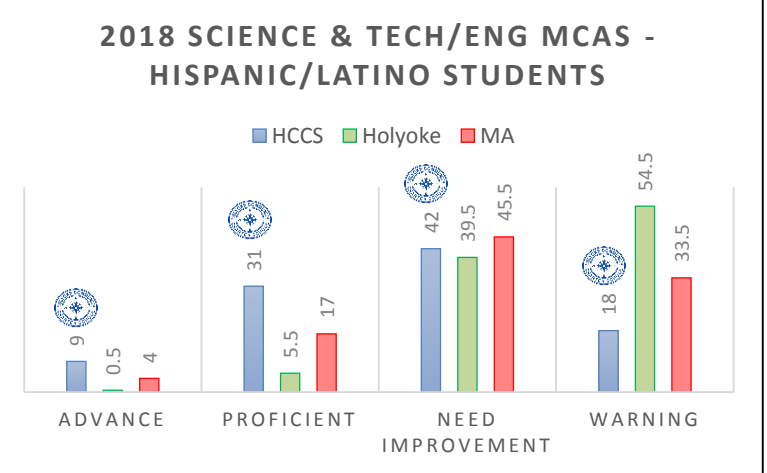
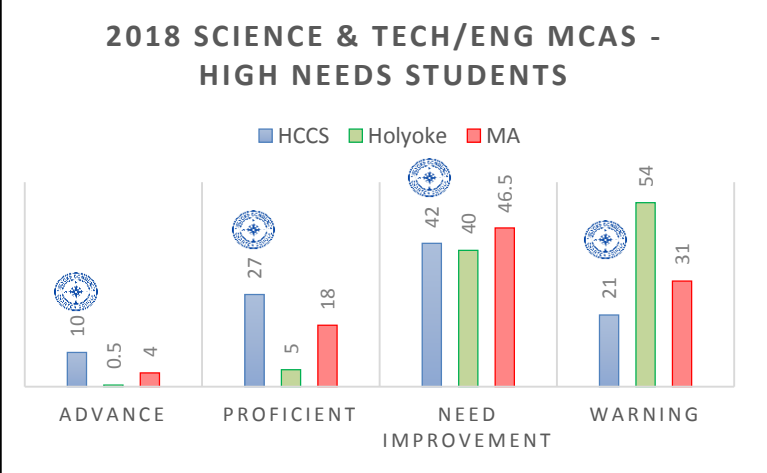
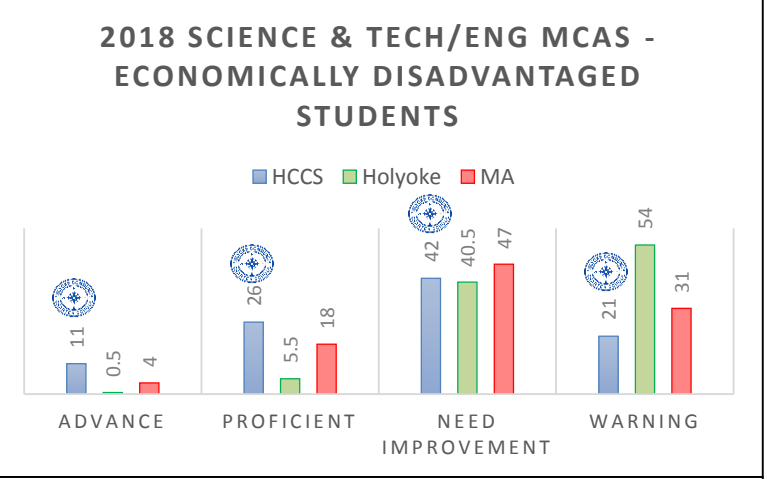
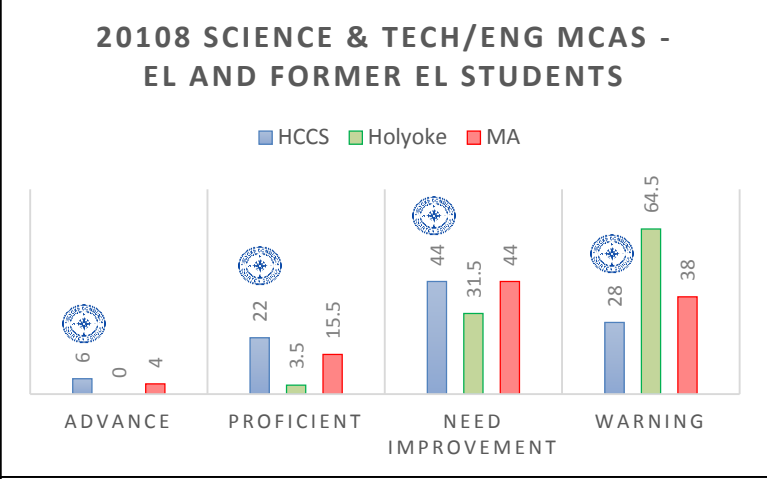
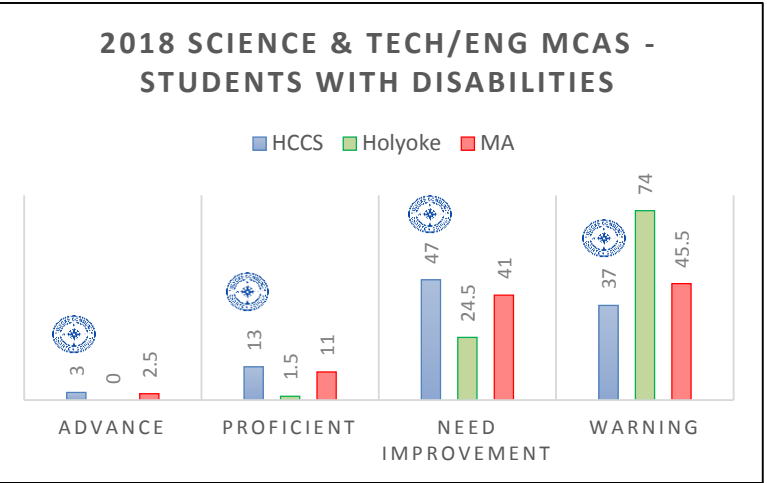
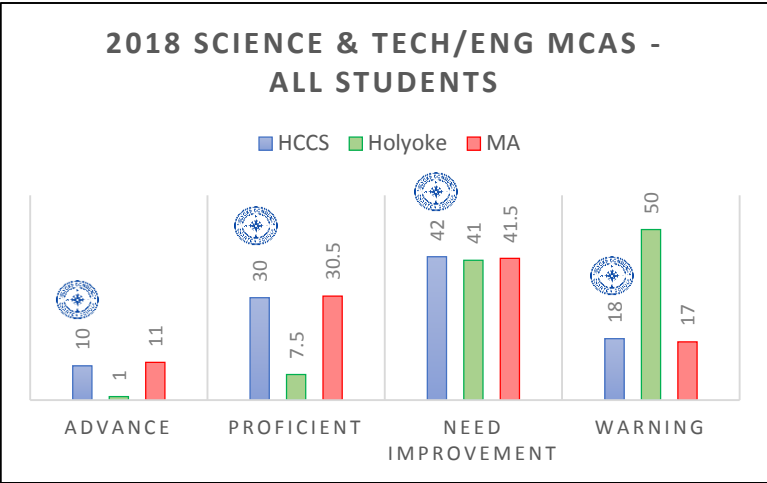
Science and Technology/Engineering MCAS

The percentage of students scoring "advanced" and "proficient" on the 2017 and 2018 Science and Technology/Engineering MCAS appear in the graph to the right (object 7). The percentage of students in the aggregate and in all statistically significant subgroups who scored in these two categories increased from the 2017 baseline in the 2018 test. This is similar to the results of the ELA and Math MCAS results discussed above. In fact, a higher percentage of Holyoke Community Charter School students in grades 5 and 8 scored "advanced" and "proficient" than fifth and eighth grade students in HPS (see object 8 below). For all statistically significant subgroups, including Students with Disabilities and English Learners/Former English Learners, higher percentages of students scored "advanced" and "proficient" than fifth and eighth graders statewide (see object 8 below).



Object 7: Percentage of Holyoke Community Charter School students in the aggregate and all statistically significant subgroups scoring "Advanced" and "Proficient" on the 2017 and 2018 Science and Technology/Engineering MCAS.

Alternatively, HCCS had significantly lower percentages of students scoring "warning" than HPS for all students and statistically significant subgroups. HCCS also had lower percentages of fifth and eighth grade students scoring "warning" than across the state, with the exception of the aggregate, which was just one percentage point higher.



Object 8: Percentage of Holyoke Community Charter School students in the aggregate and all statistically significant subgroups scoring at each performance level on the Science and Technology/Engineering 2018 MCAS compared to Holyoke Public Schools and Statewide.

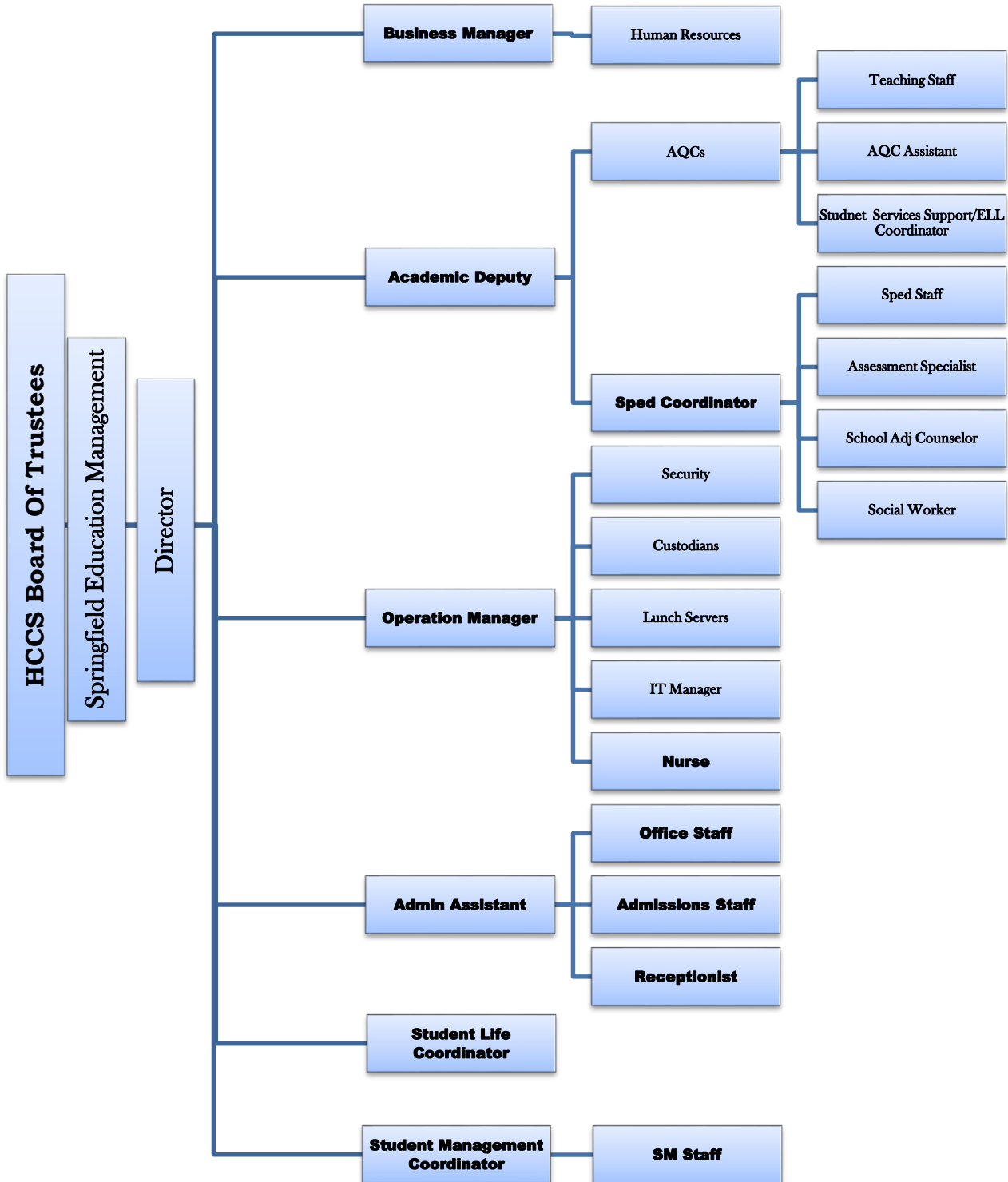
Program Delivery

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 2018-2019 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 FY19 statement of revenues, expenses, and changes in net assets (income statement)

Operating Revenue	
Student Tuition	9,719,302
Federal Grants	910,621
Interest Income	16,945
Food Service Income	554,913
After School Program, net of expenses	23,056
Other Income	13,844
TOTAL OPERATING REVENUES	11,238,682
Operating Expenses	
Marketing & Recruitment	18,702
Bank Fees	8,294
Board & Trustees Expense	10,195
Classroom & Other Supplies	397,142
Food Service	537,456
Grants Program	910,621
Insurance	32,260
Interest	126,481
License Fee	18,796
Management Fee	1,360,702
Utilities	155,895
Office Supplies, Postage	36,999
Payroll Services	35,697
Professional Services	32,809
Repairs, Maint & Supplies	393,701
Salaries & Benefits	5,173,032
Staff Development	10,057
Special Education	91,626
Telephone	18,144
Transportation	625,313
Computer Expenses	51,235
Depreciation & Amortization	495,024
Marketing & Recruitment	18,702
TOTAL OPERATING EXPENSES	10,540,178
Change in net assets	698,504
Net Assets, Beginning of Year	13,652,049
Net Assets, End of Year	14,350,553

Statement of net assets for FY19 (balance sheet)

Assets	
Current Assets	
Cash & Cash Equivalents	4,465,646
Debt Service Reserve	253,357
Prepaid Expenses	0
Receivables	1,290,643
	<u>6,009,646</u>
TOTAL CURRENT ASSETS	
Capital Assets	
Property & Equipment	17,435,822
Accumulated Depreciation	-5,052,927
Capitalized Int & Loan Costs, net of amortization	216,885
	<u>12,599,780</u>
TOTAL CAPITAL ASSETS	12,599,780
Total Assets	18,609,426
Liabilities	
Accounts Payable	48,521
Accrued Compensation	436,146
Accrued Liability	799,554
Bonds & Notes Payable	2,974,652
	<u>4,258,873</u>
Total Liabilities	4,258,873
Total Net Assets	14,350,553
Total Liabilities & Net Assets	18,609,426

Note: This Statement reflects preliminary unaudited numbers

Note: This Statement reflects preliminary unaudited numbers

Approved School Budget for FY20

Capital Budget	
Furniture & Equipment	23,800
Computer Equipment & Software	65,690
Building Improvements	113,200
TOTAL CAPITAL OUTLAY	202,690
Operating Budget	
Operating Revenues	
Student Tuition	10,096,716
Federal Grants	914,789
Interest Income	68,784
Food Service Income	534,000
After School Program net of expenses	(24,400)
Other Income	12,100
TOTAL OPERATING REVENUES	11,601,990
Operating Expenses	
Marketing and Outreach	18,000
Bank Fees	10,200
Board of Trustees Expense	30,000
Classroom and Other Expenses	412,100
Food Service	494,700
Grants Program	914,789
Insurance	33,228
Interest	117,915
License Fee	19,000
Management Fee	1,413,540
Utilities	178,000
Office Supplies, Postage	36,800
Payroll Services Charge	42,000
Professional Services	34,440
Repairs, Maintenance, and Supplies	400,178
Salaries & Benefits	5,398,304
Staff Development	15,000
Special Education	140,528
Telephone	17,992
Transportation	587,100
Computer Expenses	38,186
Depreciation & Amortization	495,024
TOTAL OPERATING EXPENSES	10,847,023
Change in Net Assets	754,967
Net Assets, Beginning of Year	14,350,553
Net Assets, Ending of Year	15,105,519

Capital Plan for FY20

Holyoke Community Charter School
Capital Projects Planning Fiscal Year 2020

Type	Description	Estimated Cost
Building		\$ 113,200
	Brick Tuck-pointing	\$ 65,000
	Security cameras and accessories	\$ 18,200
	Capital Reserve Fund	\$ 30,000
FF&E		\$ 89,490
	Admin Furniture	\$ 10,000
	Classroom Furniture	\$ 13,800
	Computer Equipment	\$ 65,690
TOTAL		\$ 202,690

APPENDIX A

HCCS 2018-2019 Accountability Plan Report Faithfulness to Charter

	2018-2019 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 2018-2019 year: <ol style="list-style-type: none"> 1. Fourth Grade Spelling Bee (11/09/2018) 2. Fifth Grade Spelling Bee (12/04/2018) 3. Math Jeopardy (03/12/2019-03/15/2019) 4. National Spanish Spelling Bee (04/27/2019) 5. Don Quixote Play (05/11/2019)
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 2018-2019 academic year, 86% 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 2018-2019 year: <ol style="list-style-type: none"> 1. Academic Awards Ceremony (05/03/2019) <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. Sports Awards Ceremony (05/16/2019) <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 3. MCAS Performance Rally (05/29/2019) <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. 4. Honoring Our Families Event (06/07/2019) <ol style="list-style-type: none"> a. At this event, awards were given for the National Spanish Exam and highlighting Student Life, Music, and Sports clubs culminating projects and performances. 5. Eighth Grade Ceremony (06/21/2019) <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.

<p>Measure: Annually, 90% of students from grades 3rd through 8th will participate in Student Life activities measured by attendance.</p>	<p>Met</p>	<p>During the 2018-2019 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.</p>
<p>Objective: Holyoke Community Charter School students will develop a strong sense of civic responsibility.</p>		
<p>Measure: Annually, 100% of students from 3rd-8th grade will participate in the planning and implementation of a grade level community service activity.</p>	<p>Met</p>	<p>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.</p> <ul style="list-style-type: none"> • Grade 3: Pennies for Patients (September 2018) – donated to The Leukemia and Lymphoma Society • Grade 4: Rays of Hope (October 2018) - donated to Baystate Health Cure for Breast Cancer Walk • Grade 5: Food Drive (November 2018) – donated to the Western Mass Food Bank • Grade 6: Can Drive (November 2018) – donated to Margaret’s Pantry (Holyoke Food Bank) • Grade 7: Toy Drive (December 2018) – donated to Nueva Esperanza • Grade 8: Can Drive (March 2019) – donated to Margaret’s Kitchen (Holyoke Food Bank)
<p>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.</p>	<p>Met</p>	<p>Through the Peer Guidance Program eighth grade students participate in many of the peer guidance opportunities at HCCS, including the Peer Mentoring program, the Reading Partners program, and the Peer Tutoring program. Participation is logged by the student and the Student Life Coordinator. In the 2018-2019 year, 100% of eighth graders enrolled in the peer guidance program and logged 10 hours or more.</p>
<p>Objective: Holyoke Community Charter School will provide support for all students to achieve their fullest potential through the academic program.</p>		
<p>Measure: Annually, HCCS will provide at least three different targeted academic interventions to improve academic success.</p>	<p>Met</p>	<p>During the 2018-2019 academic year, HCCS provided six different targeted academic interventions that are designed to improve academic success: Reading Support program, after-school academic support; Reteach/Retake, Lexia, IXL, and MTSS.</p>
<p>Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Reading assessment.</p>	<p>Met</p>	<p>In the 2018-2019 academic year, students in grade 1 achieved a SGP of 39 while students in grade 2 achieved a SGP of 30 on the STAR Reading Assessment. <i>See Object A1</i></p>
<p>Measure: Annually, students in grade 1 and 2 will achieve a student growth percentile of 30 or greater on the STAR Math assessment.</p>	<p>Met</p>	<p>In the academic year 2018-2019, students in grade 1 achieved a SGP of 54 while students in grade 2 achieved a SGP of 30 on the STAR Math Assessment. <i>See Object A2</i></p>

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

<p>Measure: Annually, HCCS will achieve a 95% promotion rate (according to the SABIS® promotion criteria*).</p>	<p>Met</p>	<p>In the 2018-2019 academic year, 97.6% of students met the promotion criteria (according to the SABIS® promotion criteria).</p>
<p>Measure: HCCS will achieve a 90% attendance rate on a monthly basis for students in grade K-8.</p>	<p>Met</p>	<p>For the 2018-2019 academic year, HCCS has achieved an overall average attendance rate of 95.7% and a minimum of 93% attendance rate on a monthly basis. <i>See Object A3</i></p>
<p>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."</p>	<p>Met</p>	<p>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".</p>

Objective: Teachers will be provided with professional development opportunities that will increase subject competency and instructional effectiveness for diverse learners.

<p>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.</p>	<p>Met</p>	<p>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. Each of these professional development days had above a 90% attendance rate. <i>see Object A4</i></p>
<p>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.</p>	<p>Met</p>	<p>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></p>
<p>Measure: 100% of teachers will receive three observations annually that provide feedback on instruction, classroom management, and student engagement.</p>	<p>Met</p>	<p>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.</p>

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

<p>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.</p>	<p>Met</p>	<p>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></p>
<p>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".</p>	<p>Met</p>	<p>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></p>

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.

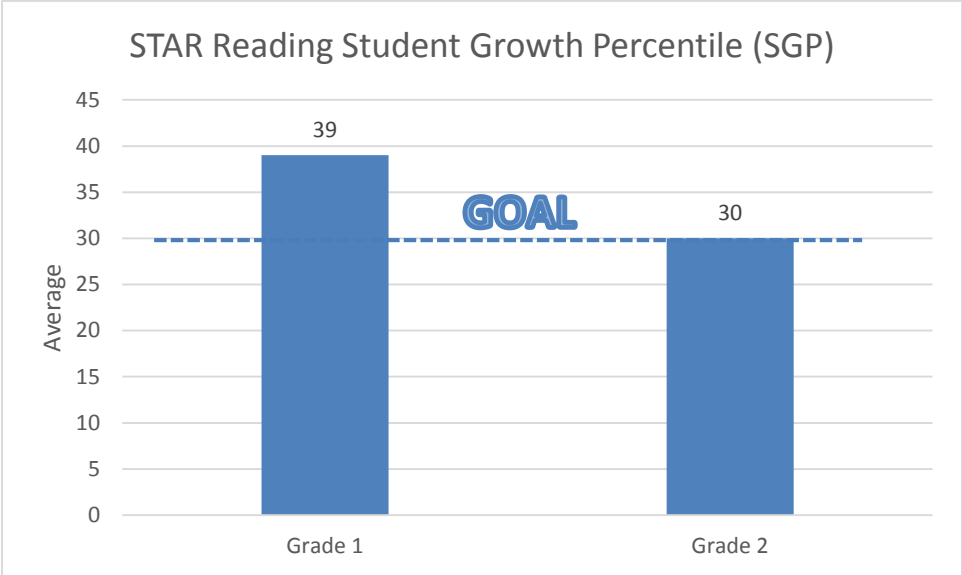
Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

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 2018-2019 academic year, 96% of students passed the internally developed assessments in our unique World Language Program according to the SABIS® grading criteria.

Accountability Plan Evidence

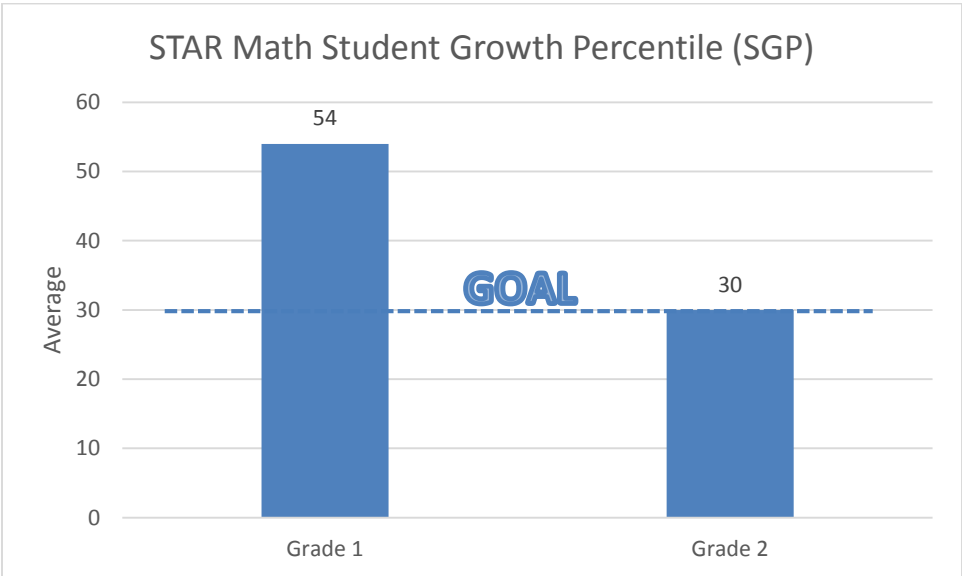
Faithfulness to Charter

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 2018-2019 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 2018-2019 academic year.

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

Academic Year 2018-2019	
	Attendance rate
September	97%
October	96%
November	95%
December	96%
January	93%
February	95%
March	96%
April	97%
May	96%
June	96%
Overall	95.7%

Object A3: HCCS' 2018-2019 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
08/27/2018	August Training (Day 6): Special Education	100%
08/30/2018	August Training (Day 9): MTSS and UDL	91%
03/29/2019	March Professional Development: ELL & SPED Accommodations; SPED Progress Reports	100%

Object A4: Professional Development days offered during the 2018-2019 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	SABIS Point System of Instruction	08/21/2018	100%	100%
2	Lesson Planning	08/21/2018	91%	100%
3	Lesson Planning & SABIS Point System of Instruction	08/22/2018	100%	100%
4	Educator Evaluation: Day 1	08/23/2018	100%	100%
5	Educator Evaluation: Day 2	08/24/2018	100%	100%
6	Student Management	08/27/2018	72%	100%
7	Special Education	08/27/2018	100%	97%
8	SABIS Student Life Organization	08/27/2018	86%	98%
9	Anti-Bullying Policy, Mandated Reporter, Physical Restraint Policy, and Nurse/Health Training	08/28/2018	88%	100%
10	Suicide Prevention Training	08/28/2018	84%	100%
11	SABIS Curriculum Training	08/29/2018	94%	100%
12	SABIS VLE Training	08/29/2018	100%	100%
13	Dr. Recess	08/30/2018	88%	98%
14	MTSS, Educator Evaluation Portfolio Updates, UDL	08/30/2018	92%	100%
15	Writing Workshop	01/02/2019	95%	100%
16	Suicide Prevention Training	01/02/2019	100%	100%
17	Anti-Bullying Policy Training	01/02/2019	93%	100%
18	Physical Restraint Training	01/02/2019	88%	100%
19	Student Services Training	01/02/2019	100%	100%
20	Reading Comprehension Workshop	03/29/2019	100%	100%
21	MCAS 2.0 Next Generation Training (Schedule, procedures, manuals, ELL and SPED Accommodations)	03/29/2019	91%	100%
22	Special Education Progress Reports	03/29/2019	93%	100%

Object A5: Staff surveys taken after Professional Development days offered during the 2018-2019 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 28, 2018
2	Parent Orientation 3-5	August 29, 2018
3	Parent Orientation 6-8	August 30, 2019
4	Ice Cream Social	September 7, 2018
5	Teddy Bear Picnic	September 21, 2018
6	PAC Meeting: Elections, Attendance, Parent Conferences	October 2, 2018
7	Bingo for Books	October 12, 2018
8	October Open House and Book Fair	October 16, 2018
9	Parent Teacher Conferences	October 29, 30, 31, 2018
10	PAC Meeting: Ensuring academic success by providing a learning space at home	November 6, 2018
11	PAC Meeting: ELL and SPED Services	December 4, 2018
12	Parent Connection Family Movie Night	December 14, 2018
13	Family Fun Hockey Night	December 21, 2018
14	PAC Meeting: Student Management Coordination with SABIS Digital Platform	January 8, 2019
15	Bingo for Books	January 18, 2019

16	PAC Meeting: SABIS Digital Platform	February 5, 2019
17	Parent Teacher Conferences	February 15, 2019
18	International Day and Book Fair	March 2, 2019
19	PAC Meeting: Supporting Teens with Executive Functioning Challenges	March 5, 2019
20	March Open House	March 23, 2019
21	PAC Meeting: Student Rituals and Management Routines	April 2, 2019
22	Talent Show	April 5, 2019
23	Parent Teacher Conferences	April 22-24, 2019
24	PAC Meeting:	May 7, 2019
25	Mother and Son Dance	May 10, 2019
26	Bingo for Books	May 17, 2019
27	Father and Daughter Dance	June 1, 2018
28	PAC Meeting	June 4, 2019
29	Honoring Our Families	June 7, 2019
30	Eighth Grade Gathering	June 21, 2019

Object A6: A list of the parent events/workshops held during the 2018-2019 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
10/16/2018	October Open House	96%	99%
02/05/2019	High School Parent Meeting	96%	100%
05/03/2019	Academic Awards Ceremony	81%	98%

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

2019-2020

School Name: Holyoke Community Charter School

2018-2019 Implementation Summary:

1. Successes and challenges of implementing the school's recruitment strategies from the 2018-2019 Recruitment Plan

Holyoke Community Charter School was successful in completing all activities indicated on its 2018-2019 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 27% 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 2018-2019 school year HCCS was successful in continuing to increase its Special Education 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. Since 2015, HCCS has exceeded the Gap Narrowing Target (GNT), indicating above target growth and for the second year in a row, exceeded the Comparison Index (CI). In regards to the ELL population, HCCS has seen a steady increase, up from 8.7% in 2015 to 15.1% in 2018, exceeded the GNT for two years in a row. From 2012-2014, HCCS' ELL population remained static at around 6%. While still below the CI of 17.7, the yearly gains made since 2015 demonstrates that HCCS recruitment efforts have proven effective, helping our student body grow in diversity.

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 2018-2019 school year 49% of newly enrolled students received entry because of their sibling status.

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

In early 2019, HCCS reviewed its procedures around identification of Economically Disadvantaged students and discovered ways to strengthen these procedures. For the renewal of its Community Eligibility Program (CEP) in March of 2019, HCCS had identified that 74.7% of its students qualified for Free/Reduced Price lunch through the state's Direct Certification Process. HCCS hopes to increase its identified Economically Disadvantaged students in the Fall 2019 data collections through revised administrative processes. With this preliminary data, HCCS hopes to exceed both the GNT and the CI for Economically Disadvantaged students and would like further discussion with the Department regarding the school's Recruitment Plan once HCCS has submitted October 1, 2019 SIMS demographic information.

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

General Recruitment Activities for 2019-2020:

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

Recruitment Plan –2019-2020 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 19.2%</p> <p>GNT percentage: 15.5%</p> <p>CI percentage: 18.5%</p> <p>The school is <u>above</u> GNT percentages and above CI percentages</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Monthly Parent Advisory Council Meetings and Seminars open to the public that address issues important to Special Education students • Special Education administrators and staff present at all Open House events • Place informational posters advertising HCCS in local preschools where most students will enter the district public schools (24.8% Special Education population): Valley Opportunity preschool, Holyoke-Chicopee-Springfield Headstart • Post information regarding monthly Parent Advisory Council meetings in local public establishments inviting the public to attend these events • Place informational posters advertising HCCS in local mental health agencies, at a local parent advocacy agency, the Department of Social Services, and Department of Youth Services • All recruitment materials state in English and Spanish that “children with special needs are welcome at our school”, including on the school’s website. • Have a special education student available at open houses to speak about his/her experience and lead tours of the school.
	<p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p>N/A, Met GNT and CI</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>GNT percentage: 14.0%</p> <p>CI percentage: 17.7%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2018-2019 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. • 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. • In order to recruit Khmer/Khmai-speaking students 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.
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	<ul style="list-style-type: none"> HCCS will place informational posters translated in Spanish at Enlace de Familias, a designated Massachusetts Family Resource Center to reach Spanish-speaking families displaced from Puerto Rico. <p style="text-align: center;">(c) 2019-2020 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"> Partner with the annual Puerto Rican Parade Committee in Holyoke to help promote and organize the event and advertise the school through representation in the parade and in culminating events surrounding the parade day. This strategy was employed after the 2019-2020 enrollment lottery and will therefore take 2-3 years to have effect on enrollment data.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 68%</p> <p>GNT percentage: 69.9%</p> <p>CI percentage: 72.7%</p> <p>The school is <u>below</u> GNT percentages CI percentages</p>	<p style="text-align: center;">(b) Continued 2018-2019 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. Post informational flyers at local urgent care/walk-in clinics that accept MassHealth. This strategy was implemented for the 2019-2020 enrollment lottery, and will therefore require at least 2-3 years to have effect on enrollment data.
	<p style="text-align: center;">(c) 2019-2020 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"> HCCS has reviewed its procedures around identification of Economically Disadvantaged students and discovered ways to strengthen these procedures. For the renewal of its Community Eligibility Program (CEP) in March of 2019, HCCS had identified that 74.7% of its students qualified for Free/Reduced Price lunch through the state's Direct Certification Process. HCCS hopes to increase its identified Economically Disadvantaged students in the Fall 2019 data collections through revised administrative processes and exceed both the GNT and CI. Invite local agencies, such as DCF, WIC, and Valley Opportunity Council to attend the October Open House. This will impact the 2020-2021 enrollment lottery, and will therefore require at least 2 years to have effect on enrollment data.

<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2018-2019 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 2019 Accountability Data and on the SABIS® annual report. Place informational posters advertising HCCS in local libraries Continue to promote our school to Latino and low-income parents and students with the intention of reaching Latino students and low-income students. Low-income students and Latino students score at lower levels than their peers on the MCAS tests state-wide.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> Invite local community agencies that work to support students in our area, including those at risk of dropping out of school (such as the Boys & Girls Club, Girls Inc., DCF), to our Open House and International Day events. Through this partnership, these agencies will gain more information about HCCS and will be provided with materials they can pass on to their clientele. Check EWIS data on DESE website to find students at risk, due to homelessness, low attendance, etc. Identify the elementary schools in sending districts with higher percentages of students with low MCAS scores, compared to other elementary schools and use the Mailhouse to send information to these parents about HCCS’ academic program.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2018-2019 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u> Latino Students</p>	<p align="center">(g) Continued 2018-2019 Strategies</p> <p>Holyoke is a community where 41.4% of people claim Latino ethnicity (2010 U.S. Census data). During the 2018-2019 school year, 92% of students enrolled at HCCS were Latino; this is above the Holyoke Public Schools district of 81%. HCCS’ goal is to continue activities that are successful in recruiting Latino students by demonstrating our commitment to the Latino community.</p> <ul style="list-style-type: none"> Representatives from HCCS attend local Latino festivals, such as the Emmanuel Festival, Puerto Rican Day Parade, and the New Horizons Family Community Center Showcasing Latino-heritage at HCCS’ annual International Day Festival Place informational posters advertising HCCS in local Latino-run business, such as Salsa Rengue, Fernandez Restaurant, and El Rincon Advertisement translated into Spanish on Spanish-language radio station Monthly Newsletter translated in Spanish

Retention Plan 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

Holyoke Community Charter School completed all activities indicated on its 2018-2019 Retention Plan. The annual goal for student retention for 2018 was 89%. HCCS exceeded this goal: its 2018-2019 retention rate was 93.8% HCCS had a better retention rate for 2018-2019 when compared with the median rate of 84% and the statewide average of 91.6%

For the 2019-2020 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, the girl's basketball team 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><u>(a) CHART data</u></p> <p>School percentage: 6.1%</p> <p>Third Quartile: 18.7%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Special Education Teacher-Parent Conferences • Parent Advisory Council Meetings addressing specific needs of Special Education Students • Transition meetings • Inclusion-model • Highly-Qualified Special education staff
(c) 2019-2020 Additional Strategy(ies), if needed	

	<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. N/A – below third quartile
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Limited English-proficient students/English learners

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 6.5% Third Quartile: 25.8%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <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 style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</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. <input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed. N/A – below third quartile

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

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 5.1% Third Quartile: 14.1%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • After-school tutoring program • Extended Day program • Free Breakfast program • Summer program
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</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.

	N/A – below third quartile and median
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • School-wide MCAS pep-rally and prizes • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program • Bingo-for-Books • Reading and math interventions with multiple strategies • Summer Reading program
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2018-2019 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
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2018-2019 Strategies</p> <p>Not Applicable – HCCS serves students in grades K-8</p>
<p style="text-align: center;">OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap:</u></p> <p>Latino Students</p>	<p style="text-align: center;">(g) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Newsletter and all other communications translated into Spanish • Spanish language/culture taught in all grade levels • Highlight Latino culture at International Day Festival • Spanish-speaking staff members, including main office and Special Education office staff, academic administrator, and school director

APPENDIX C

School and Student Data Tables

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	9.8	1.4%
Asian	4.2	0.6%
Hispanic	645.8	92%
Native American	0	0%
White	30.8	4.4%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	11.2	1.6%
Special Education	134.7	19.2%
Limited English Proficient	105.3	15.1%
Economically Disadvantaged	477.36	68%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 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 ELL/MTSS Coordinator	08/22/2006	-----
Joseph Dougherty	Operations Manager	06/01/2005	09/01/2018
Thomas Paquin	Facilities Manager	01/15/2014	-----
Gene Ferrari	School Business Manager	07/17/2018	05/10/2019
Maria Rodriguez	School Business Manager	07/15/2019	-----
Stacie Wolmer	IT Manager	02/18/2008	-----
Kyle Callender	Student Management Coordinator	04/01/2014	-----
Anthony Rios	Student Life Coordinator	08/17/2016	-----
David Potter	Special Education Coordinator	06/24/2014	-----
Stacey Hernandez	School Social Worker	10/26/2016	-----
Michelle Minton	ELL/MTSS Coordinator	03/07/2011	07/01/2019
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 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the 2018-2019 school year	Reason(s) for Departure
Teachers	54	3	5	Termination of employment (1); employee chose to end employment (7)
Other Staff	45	5	2	Termination of employment (1); employee chose to end employment (6)

During the 2018-2019 year, three teachers and four staff members chose to end employment with HCCS: two left due to health problems, three left to pursue careers outside of education, one moved out-of-state, and one decided to stay home with a child. One staff member was discharged by the district. These positions were immediately filled with qualified personnel, therefore providing a smooth transition in the classroom.

At the end of the 2018-2019 school year, four teachers and two staff members resigned for multiple reasons (including relocating out-of-state, pursuing careers outside of education, taking a position in another district, and deciding to stay home with a child). One teacher was discharged by the district.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	7
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter N/A)	N/A

BOARD MEMBERS FOR THE 2018-2019 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	<ul style="list-style-type: none"> • Finance/Facilities • Executive 	2 Terms Served	08/2016-08/2019 Elected 08/2016 until 08/2019
Leona Florek	Member	<ul style="list-style-type: none"> • Policy • Finance/Facilities 	2 Terms Served	08/2015-08/2021 Re-election 08/2018 until 08/2021
Cynthia Dennis	Treasurer	<ul style="list-style-type: none"> • Finance/Facilities • Executive • Policy 	13 Terms 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 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 Served	6/2004-09/2019 Re-Election 09/2016 until 09/2019
Janine Kent	Member	<ul style="list-style-type: none"> • Policy • Finance/Facilities 	1 Term Served	01/2019-01/2022 Elected 01/2019 until 01/2022
Lina Rivera	Member	<ul style="list-style-type: none"> • Policy • Finance/Facilities 	1 Term Served	04/2019-04/2022 Elected 04/2019 until 04/2022

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	No Change
Charter School Leader	Sonia Correa Pope	No Change
Assistant Charter School Leader	N/A	N/A
Special Education Director	David Potter	No Change
MCAS Test Coordinator	Benjamin Torres	New
SIMS Coordinator	Elizabeth Pawlowski	No Change
English Language Learner Director	Benjamin Torres	New
School Business Official	Maria Rodriguez	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 2019-2020 school year?

Action	Date(s)
Student Application Deadline	March 2, 2020
Lottery	March 3, 2020

APPENDIX E

Anticipated Board Meeting Schedule for 2019-2020

Board of Trustees 2019-2020 Meeting Schedule

Full Board Meetings

Meeting Date	Location	Time
Wednesday September 25, 2019	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday October 23, 2019	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday November 20, 2019*	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday December 18, 2019*	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday January 22, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday February 26, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday March 25, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday April 22, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday May 27, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday June 24, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday July 22, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm
Wednesday August 26, 2020	Holyoke Community Charter School 2200 Northampton Street Holyoke, MA	5:00 pm

*3rd Wednesday due to holiday

Approved: 06/26/2019