

REGULAR MEETING OF THE
HOLYOKE SCHOOL COMMITTEE

DATE: May 17, 2021

PLACE: Virtual Meeting Via Zoom

CITY OF HOLYOKE
SCHOOL COMMITTEE

SCHOOL COMMITTEE AGENDA

DATE: _____ **MONDAY, April 26, 2021**

TIME: 6:00 PM

LOCATION: Virtual Meeting Via Zoom

<https://hps-holyoke-ma-us.zoom.us/j/85266232176?pwd=ci9tWEs3cG81SkQxdXZrWW5GenBXQT09>

Passcode: 435164

**On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.*

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

1. **CALL TO ORDER ~ ROLL CALL ~ PLEDGE OF ALLEGIANCE**

- a. Pursuant to M.G.L. c. 30A, s. 20, I am hereby informing all attendees that a video and audio recording is being made of the meeting and the meeting is being live-streamed and run live on the City's community TV channel.

2. **STUDENT SHOWCASE - DEAN SCHOOL STUDENTS**

3. **PUBLIC COMMENT**

Members of the public wishing to submit public comment can email lizlafond@hps.holyoke.ma.us no later than 3:00 p.m. Monday, April 26, 2021. Comments will either be displayed or read during the meeting.

4. **COMMUNICATIONS & REPORTS**

a. **Student Reports**

- Dean Campus Students Request to Speak - Graduation Activities

b. **Superintendent/Receiver Reports**

- Return to School Update
- Standardized Testing Update
- Graduation/End of Year Activities Update
- Covid-19 Update
- 2021-2022 School Calendar (information)

5. **NEW BUSINESS**

6. **ONGOING BUSINESS**

7. **ANNOUNCEMENTS**

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

*The Holyoke Public Schools makes available a public discussion period for persons in the audience to address the Committee on specific agenda items. In order to hear as many speakers as possible, the Committee asks individuals to continue their remarks to two (2) minutes. Any person wishing to submit longer testimony should give copies to the Committee Secretary before the meeting so that it may be distributed to Committee members. The speaker can then summarize this testimony at the meeting within the two (2) minute time period. Persons wishing to speak should register with the Committee Secretary immediately before the meeting begins. Individuals who request specific items to be included on the Committee's agenda should mail a written request fifteen (15) days in advance of a Committee meeting date to Liz Lafond, in care of the Receiver's Office, 57 Suffolk Street, Holyoke, MA 01040.

School Committee Meeting
Superintendent/Receiver Report
May 17, 2021



Return to School Update

While we started the school year with the majority of students engaged in remote learning, we are pleased that an estimated 56% of students will be learning in person as of May 17th. To begin the year, we prioritized returning students who had more significant needs and/or whose academic program (e.g. career vocational technical education) is most conducive to being in person. Throughout the year, we have returned more students, beginning with the earlier grade levels first. We maintained an option for students to continue learning remotely at home and made efforts to provide a rich remote learning experience.

Return to School

% of In-Person Learning by Grade Span		
Grades	OCT 2020	May 2021
Pre-K - 5	2%	61.3%
6-8	1%	50.5%
9-12	17%	49%
Aggregate	6%	~56.3%

HHS Math Curriculum Update

We wanted to take this opportunity to describe an addition to the high school math pathways designed to provide all students with high quality math instruction so that they can be prepared to take high level math courses in high school and college.

An Algebra I A/B pathway was added as a Math course for grades 9 and 10. This pathway is designed to teach Algebra I over two years with additional content. In 9th grade, students are placed in either Algebra I A (year 1 of 2-year sequence) or a 1-year Algebra course option. At the end of the Algebra I A course, students are able to test out of Algebra I B if they have mastered the content/standards. In 10th grade, students who completed Algebra I A either continue on to Algebra I B or Geometry. The Algebra I A/B course will use our Illustrative Math curriculum for both components and will set our students up for success in the higher-level math courses.

The district is adding this course option for students who require additional learning acceleration to be successful in all high school math courses and in college. This decision was made with our equity commitments in mind, particularly *"We ensure that the students/families/staff who need the most get the most"*. Furthermore, the decision was data-driven and was made collaboratively with the high school Math Department Head, the Director of Mathematics, the Chief of Schools, the Chief Instructional Officer, the Executive Director of School Leadership (EDSL) for the high schools, the High School Principal for HHS-N and approved by the Acting Superintendent/Receiver.

Our math achievement in grades 8 through grade 10 is significantly low and has been stagnant over 7 years. Our most [current data collected](#) over the past four years shows:

- Over the last four years **56% or more** of our 8th, 9th, and 10th grade students require intervention in math according the STAR data
- Only **8%** of 8th graders met/exceeded expectations on the math MCAS in SY17/18 and only **11%** met/exceed expectation in SY18/19
- Only **49%** of 10th graders were proficient or higher on the math MCAS in SY17/18 (old MCAS) and only **17%** met/exceed expectation in SY18/19
- In 2018 **56%** of graduates who were enrolled in state universities or community colleges were required to take remedial math courses while **79.5%** of 2019 graduates who were enrolled in state universities or community colleges were required to take remedial math courses.

We cannot continue to allow the majority of our students to fail. This is not acceptable. We have to think differently in order to provide students what they need and deserve. If we continue to do what we have always done we will continue to get the same results. Our students deserve more and it is with this in mind that an additional math option was added to the high school sequence.

Please see appendix 1 for the letter addressed to the School Committee.

Summer School Planning Update

This year's Elementary Summer Program, ¡Somos Exploradores! will take place from July 6th- August 5th, 2021, Monday through Thursday. Students in rising grades 1 through 3 will be located at E.N. White School, and students in grades 4 and 5 will be located at McMahon School. There will be an in-person and remote option for families based on enrollment. Currently, there are 65 students registered, and we are continuing to recruit more students. See our 2021 Summer Learning Academies Flyer attached as appendix 2.

Students in rising grades 1 through 5 will work with a teachers' support to solve real-world challenges through creative and innovative project-based learning using the *JASON* Curriculum. Students in The *JASON* curriculum will intentionally have ELA embedded within the various projects that will be offered to in person students. For math, students will be utilizing the *Do the Math* and *Hand 2 Mind* curriculum. We will also have a Dual Language option offered to all current dual language students in rising grades 1 through 3. Dual Language students will be using *Lit Camp Español* Curriculum that has been refined to include *JASON* curriculum projects embedded in their Spanish language arts learning. In the afternoons, students will also participate in a variety of enrichment and Social-Emotional Learning activities. Some enrichments may include mentorship, entrepreneurship, strength training, learning through movement, aviation, and art.

This year we will also be hosting GenerationTeach, STEAM Academy, for students in rising 5 through 7 from July 6th to August 6th, Monday-Friday at Stem Academy. Students will take classes in ELA, Math, and Law utilizing the *ThinkLaw* Curriculum.

This year we are excited to include The Sontag Acceleration Academy Summer Program which will take place August 9th through August 13th, Monday through Friday for students in rising grades 3, 4, 5, and the high school. Students will have access to 20 hours of targeted accelerated learning in English ELA for elementary students and ELA, math, and science for high school students. The week-long program will utilize project-based learning to meet priority standards and to accelerate student learning through engaging, standards-aligned, project-based lessons created by the teacher.

Our Extended School Year (ESY) programming will take place from July 6th, to August 6th, for students whose benefits accrued during the school year that would be significantly jeopardized in the absence of a summer program as recommended in the student's Individual Education Plan (IEP). Families will have the option for in person or remote.

As of May 11th, we have 85 students registered and have 90% of staff hired based on the current enrollment. We will continue to hire as enrollment increases. ESY programming will be held in the following locations,

- Donahue (PK, Self-Contained), PK-12
- Jericho (Inclusion, Camp Communicare), Rising 1 through 12
- Lawrence (TIP), Rising K through 8
- Transitions Academy. for student ages 18-22

For more information on ESY programming, see the flyer attached in appendix 3. Transportation is available for eligible students. Families can enroll by visiting enrollholyoke.com.

FY 22 Budget Update

Holyoke Public Schools is proud to present its annual operating budget. The FY 2022 budget is balanced and it reinforces the Receiver's commitment to allocate as many resources as possible into the classroom. Through the strong collaborative effort of District leaders and innovative decision-making, our District can present an honest budget that puts children first.

For FY 2022, the Receiver will adopt a \$108.2 million general operating budget, representing a 6.5% increase over FY 2021. It is important to note that \$3.6 million of this operating budget is being funded by federal funds. The District strives to achieve a budget proposal that aligns with its mission, vision, and core values, with the ultimate goal of student achievement in mind. Please note that all of the numbers presented in this budget are based on updated assumptions in the House Ways and Means Budget. It is important to note that the budget the City of Holyoke publishes for schools is much less because it does not include Fringe Benefits for the School Department. The budget the City will publish is \$94.5 million, which represents an increase of \$6.5 million or 7.3%. The Total Operating Budget is displayed below:

Holyoke Public Schools Projected FY22 Budget

	Final State Budget FY2021	Governors Budget 1/27/21 FY2022	Level Service Request FY2022	Final Proposed Budget FY2022	Change FY21-FY22	%
REVENUES						
Chapter 70 State Aid	78,953,361	82,313,369	82,852,757	82,852,757	3,899,396	4.9%
Holyoke Required Local Contribution	11,207,668	11,380,266	11,380,266	11,380,266	172,598	1.5%
Required Net School Spending	90,161,029	93,693,635	94,233,023	94,233,023	4,071,994	4.5%
City Admin NSS (Admin and Parks)	(148,400)	(148,400)	(148,400)	(148,400)	0	0.0%
Charter Tuition/Other Revenues	709,314	1,912,774	1,123,286	1,123,286	419,972	59.7%
Adjusted Net School Spending	90,715,943	95,458,009	95,207,909	95,207,909	4,491,966	5.0%
Transportation (Including Xng Guards/Mon)	6,790,485	9,142,104	9,073,384	9,073,384	2,282,899	33.6%
Leases not eligible for NSS	190,000	190,000	190,000	190,000	0	0.0%
Medicaid	100,000	100,000	100,000	100,000	0	0.0%
Total General Fund Budget	97,796,428	104,890,113	104,571,293	104,571,293	6,774,865	6.9%
Supplemental Funding	3,801,677	15,500,000	0	3,590,095	(211,582)	(5.6%)
TOTAL OPERATING REVENUE	101,598,105	120,390,113	104,571,293	108,161,388	6,563,283	6.5%
EXPENSES						
Salaries	50,152,921	52,159,038	52,563,879	53,142,313	2,989,392	6.0%
Supplies & Services	8,697,530	8,958,456	10,198,834	9,065,343	367,813	4.2%
Total Discretionary Expenses	58,850,451	61,117,494	62,762,713	62,207,656	3,357,205	5.7%
Health Insurance	7,401,884	7,920,016	7,816,935	7,816,935	415,051	5.6%
Retirement non teachers	2,328,308	2,444,723	2,233,693	2,233,693	(94,615)	(4.1%)
<i>Retired Teachers Health</i>	<i>3,432,775</i>	<i>3,877,760</i>	<i>3,877,760</i>	<i>3,877,760</i>	<i>444,985</i>	<i>13.0%</i>
Other Benefits	511,000	526,330	511,000	511,000	0	0.0%
Unemployment	600,000	600,000	600,000	600,000	0	0.0%
Utilities	2,564,418	2,692,639	2,573,418	2,573,418	9,000	0.4%
Out of District Tuition	5,021,959	5,273,057	4,703,299	4,703,299	(318,660)	(6.3%)
Charter Tuition/School Choice	13,914,223	15,162,779	14,381,641	14,381,641	467,418	3.4%
Total Non-Discretionary Expenses *	35,774,567	38,497,304	36,697,746	36,697,746	923,179	2.6%
One Time Funding Expiring	0	5,800,000	0	0	0	100.0%
Transportation, Adult Ed, Leases (Non-NSS)	6,973,087	9,432,104	9,255,986	9,255,986	2,282,899	32.7%
Sub-Total Operating Budget Expenses	101,598,105	114,846,902	108,716,445	108,161,388	6,563,283	6.5%
TOTAL EXPENSES PROJECTED	101,598,105	114,846,903	108,716,445	108,161,388	6,563,283	6.5%
Total FY22 Anticipated Budget Gap/Surplus	0	5,543,210	(4,145,152)	(0)	(0)	

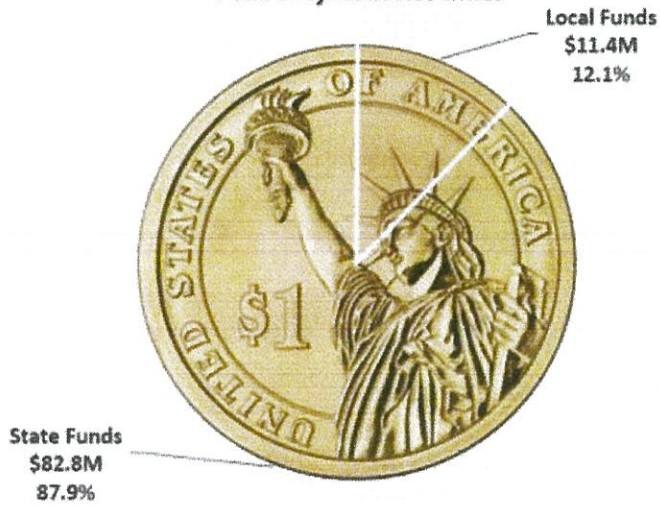
Total School Department City Appropriation (excludes benefits):

	2021	2022		
	<u>State Final</u>	<u>HWM</u>	<u>Change</u>	<u>%Chg</u>
Net School Spending	90,161,029	94,233,023	4,071,994	4.52%
Less City Admin	-148,400	-148,400	0	0.00%
Add Charter Reimb	703,314	1,123,286	419,972	59.71%
Adjusted NSS Subtotal	90,715,943	95,207,909	4,491,966	64.23%
Transportation (Including Xng Guards/Mon)	6,790,485	9,073,384	2,282,899	33.62%
Adult Ed and Leases	190,000	190,000	0	0.00%
Medicaid and Other	100,000	100,000	0	0.00%
Total School Appropriation	97,796,428	104,571,293	6,774,865	97.85%
Total Operating Budget	97,796,428	104,571,293	6,774,865	97.85%
Below Expenses are NSS Eligible in Other City Budgets				
Insurance / Benefits	7,401,884	7,816,935	415,051	5.61%
Retirement	2,328,308	2,233,693	-94,615	-4.06%
Charter Tuition / School Choice		0	0	0.00%
Total Expenses in Other City Budgets	9,730,192	10,050,628	320,436	1.54%
Net School Budget Appropriation	88,066,236	94,520,665	6,454,429	7.33%

The majority of the schools budget comes from state funding while only 12% of the budget is paid for by local taxes:

Fiscal Dependency

FY22 Projected Revenues



Over 78% of our In-District budget is staffing and benefits:



Note . Fringe Benefits is often associated with Salaries and wages...if combined HPS spends 63 cents per dollar on personnel. That would be 78% of the total in-district budget

	Amounts per Dollar Spent	Total FY 22 Budget
OOD Tuition	\$0.18	\$ 19,084,940
Salaries and Wages	\$0.49	\$ 52,560,837
Supplies and Services	\$0.09	\$ 9,646,819
Transportation and Other	\$0.09	\$ 9,255,986
Utilities	\$0.02	\$ 2,573,418
Other Fringe	\$0.14	\$ 15,039,388
TOTAL	\$1.00	\$108,161,388

Key Investments in the FY 22 Budget:

Instructional Leadership

- Expand Dual Language- grow EN White (grade 4), Metcalf (grade 7) and Kelly (Grade 1)
- Expand to grade 8 at Veritas Prep Holyoke (students from Kelly and Morgan)
- Transition Donahue students to STEM for middle school
- Provide extra investments to strengthen the newer middle school program at STEM (2 additional middle school teachers)
- Fully staff ESL and Special Education teachers to meet the needs of dual-identified students
- Add 2 additional district wide Behavior Specialists to support K-8 grade spans
- Investment in strategic planning and a data dashboard for data driven instruction
- Inclusion/co-teaching Model: continued investment in developing a model for inclusive programming in Holyoke at the Donahue School with long range plans to adopt best practices in all HPS schools
- Art and Music in every school

- Provide level service to schools without cutting school discretionary money (per pupil allocation stays the same)
- Every school will have access to an ELA and Math Instructional Coach/Expert Teacher
- Investment in dedicated District Special Education Instructional Coach/Expert Teacher
- Every school will have access to at least 1 ELA and 1 Math Academic Intervention Teacher (K-8 could be 2 each along with the HS)
- Increasing access to high quality Science and Nutrition programing through a partnership with Food Corp and Sodexo to grow and maintain several gardens at each PK-5 school (lessons embedded connected to grade level science standards)

Management and Operations

- Continued investment in social emotional and learning and mental health support:
- Brookline Center for Community Mental Health partnership
- Curriculum adoption and more extensive training opportunities
- Counseling investment to ensure every school is allocated counselors based on the size of the school, number of students with IEP counseling services, and grade configuration
- Facilities summer building projects including Metcalf Middle School
- Ensure schools have PPE, furniture, and other needs to keep students safe
- Provide furniture and materials for the opening of new classrooms

Family and Community Engagement

- Attendance and engagement push
- Investing in FACE positions and eliminating city connector positions (now every school will have 1 to support students and families returning to school, increase student attendance, and increase opportunities for authentic parent engagement)
- Language access through District positions and vendor contracts to support translation and interpretation services to families

Professional Culture

- Barr / Relay Instructional Leadership training (school based support over next 3 years)
- Continue funding for our aspiring school leader pipelines and teacher pipelines

Reflection

- FY22 Budget is designed to tightly align with our 4 key priorities, vision for the instructional core and commitment to equity
- Majority of new investments are responsive to input received as we surveyed stakeholders on prioritizing funding
- HPS must be strategic in use of ESSER with sustainability in mind

Graduation/End of Year Activities Update

Leaders from both campuses have been working with Betsy Sullivan, from the Holyoke Board of Health, to review the health and safety protocol, guidelines and requirements for graduation. Students at both campuses will be able to bring 3 guests in accordance with the guidelines provided from the Board of Health. We are actively working with the Board of Health to hold the ceremony inside. In the event there is rain, the Dean Campus graduation has been approved to move to the gym given the small number of graduates (40-50). We are still working through logistics for an alternative plan for rain to hold an in person ceremony for Holyoke High School North students.

The Dean Campus Beautification Day was a great success. A special thanks to School Committee members, and so many others for supporting and contributing. See below for a list of all upcoming senior events.

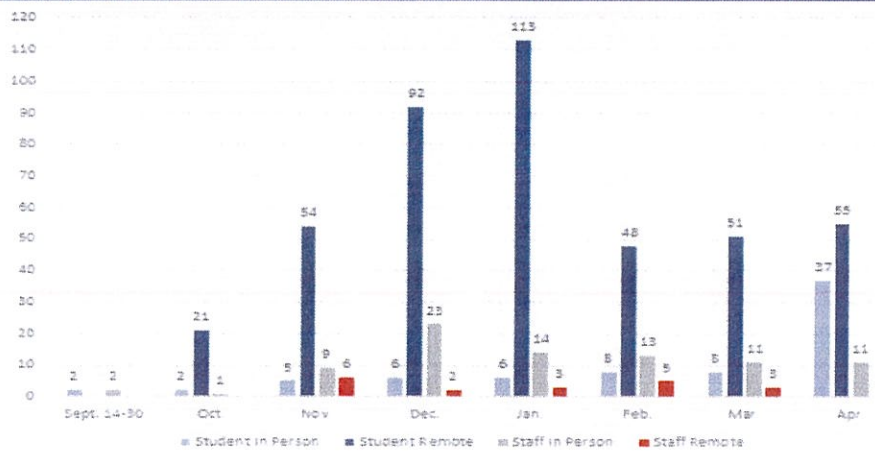
Graduation & Senior Events

- Cross Campus:
 - Senior car parade, May 23, 9 am-12 pm
 - Gary Rome Car Give away, May 23 (post car parade)
 - Lawn Signs, Distributed to both campuses on Friday, May 14
 - Senior Banners, Pictures on April 28 from 1-6 pm, Banners hung on North and Dean campuses by 5/22
- Dean Campus
 - HHS Dean Tech Beautification Day, May 8th, 9:00 - 12:00
 - Cap And Gown Day, May 22, 11:00 - 2:00
 - Markiyan Memorial Tree Planting Ceremony, June 1st, 3:30 - 4:30 (Limited to family event)
 - Breakfast and Class Day, June 2 time TBD
 - Barbecue and Rehearsal, June 3 from 11:00-2:00
 - Graduation, June 4, 5:30 pm
- North Campus
 - Graduation, June 6, 1:00 pm
 - Graduation Rehearsal, TBD
 - Class Day, June 4 (Breakfast from 9:30-10:30, Class Day from 10:45-12:00)
 - Cap and Gown Day, May 15 from 11:00-2:00

COVID-19 Update

Since the school year began on September 14th, HPS has had 610 cumulative positive cases through April 30th. This includes 434 remote students, 74 in-person students, 19 Remote staff, 83 in-person staff. Total April cases, 103, include: 0 remote staff, 11 In-person staff, 55 remote students, 37 in-person students. Total May cases, 5/1 through 5/13: HPS has had 16 positive cases: 16 students (7 remote students and 9 in-person students) and no staff (0 remote and 0 in-person). See the total case counts by month shown below.

Monthly Student & Staff Counts Through Apr. 30



Since school resumed on 9/14: 610 Cumulative total cases through 4/30 -
Students (434 remote, 74 in-person) | Staff (19 remote, 83 in-person)

Holyoke's designation is Yellow (it has been for 3 weeks now). As of the report of May 13th, the case count for the prior 14 days is **132** cases. The average daily incidence rate is **23.2/100,000**, and the percent positivity is **3.13%**. See the monthly summary of HPS student and staff case counts is provided below.

Holyoke COVID-19 Health Metrics

	Mar. 25	Apr. 1	Apr. 8	Apr. 15	Apr. 22	Apr. 29	May 6	May. 13
Case Count (14 days)	153	211	299	283	254	219	180	132
Number of daily COVID-19 cases per 100,000 residents over a two-week period	26.9	37.1	44.6	49.0	49.0	38.5	31.6	23.2
Test positivity rate over a two-week period (% positive COVID-19 tests out of all tests conducted)	3.42%	4.33%	5.42%	5.59%	5.02%	3.85%	3.80%	3.13%
Percent Positivity	No Change	Higher	Higher	Higher	Lower	Lower	Lower	Lower

Source: Mass.gov Weekly Public Health Reports

- We have increased the messaging around COVID-19 vaccination information and clinics.
- Vaccination survey is in process.
- The Pfizer COVID-19 vaccine is now available for those aged 12 and up. Pfizer's clinical trial showed that the vaccine's efficacy is 100% and is well tolerated. We have been talking with Holyoke Health Center about the possibilities of offering vaccine clinics for students similar to those held for staff.
- HPS and Board of Health collaborate concerning graduation/end-of-year activities.

Q3 Progress

The Cabinet team engages in a quarterly process to review progress towards the turnaround plan, strategic plan and annual measures. Please note, the Receiver/Superintendent submits this detailed summary to comply with MGL Chapter 69 Section 1K: "The commissioner and receiver shall provide a written report to the school committee on a quarterly basis to provide specific information about the progress being made on the implementation of the district's turnaround plan." A letter with this information was sent to the Department of Elementary and Secondary Education (DESE) on Wednesday, May 12, 2021. The Office of School Improvement and Leadership (OSIL) complements this process by engaging in school-level data reviews each quarter as well.

The Cabinet team, as well as the Executive Directors of School Leadership, conducted a two-part review of the health of the district. First, we review each department's projects and progress to date. We use the stoplight reporting method (green/yellow/orange/red) to identify where we are on-track, a little behind track or significantly off-track. The purpose of the discussion is to identify barriers, problem solve solutions, prioritize and collaborate. As the chart below indicates, HPS is on-track for 20 of the 25 projects (80%) and behind track for 5 of 25 (20%). This is an improvement from Q2, where 64% of our projects were on track and 36% were behind track since four projects moved from behind track to on-track. We expect that nearly all projects will be on track or completed by the end of this school year.

See appendix 4 for the detailed project summary report.

Rates	Q3 #	Q3 %
On-Track or Complete	20	80%
Behind Track	5	20%
Very Behind Track	0	0%
Urgently Off Track	0	0%
Total	25	

Second, we reviewed the Q3 data to-date. See appendix 5 for the scorecard. Please note, this is a roll-up of the school-level data scorecards, which they also receive. Unfortunately, we are not meeting most targets. We are concerned that our academic data on STAR lags behind the baseline from last year and is far from the target. We are also concerned by the consistent lower attendance rates.

Emerging from these discussions, the Holyoke team continues on many of the actions identified from the Quarter 2 review, but has added on additional actions:

- Develop robust and comprehensive plans for significant intervention through a variety of methods for this year and into future years supported by significant investments in interventionists, counselors, and tiered intervention resources for next school year;
- Develop realistic, yet ambitious, multi-year targets and goals based on current year data;
- Be committed to celebrate and build upon what has worked well in the pandemic and recognize the advancements and achievements of students and staff in ways that aren't always captured in

scorecards (e.g. perseverance, adaptability, technology skills, staff collaboration across schools, etc.); and

- Leverage what we are learning about students' return in-person to school, especially for those students who are disengaged and/or experiencing high rates of chronic absenteeism, to address unmet needs now, re-invest students and families in the importance of regular school attendance; and strengthen existing systems around weekly attendance meetings, outreach protocols and celebrations for good/improved attendance; and
- Progress monitor the school improvement plan (SIP) action plans at the cabinet level to ensure schools are getting all of the supports that were requested during SIP review debriefs.

Appendix



57 Suffolk Street – Holyoke, Massachusetts 01040
 Tel. (413) 534-2005 | Fax. (413) 534-2297
asoto@hps.holyoke.ma.us
vannear@hps.holyoke.ma.us

Mr. Anthony Soto, Acting Superintendent/Receiver
Valerie J.C. Annear, Chief Instructional Officer

May 10, 2021

Dear School Committee Members,

We wanted to take this opportunity to describe an addition to the high school math pathways designed to provide all students with high quality math instruction so that they can be prepared to take high level math courses in high school and college.

An Algebra I A/B pathway **was added** as a Math course for grades 9 and 10. This pathway is designed to teach Algebra I over two years with additional content. In 9th grade students are placed in either Algebra I A (year 1 of 2-year sequence) or a 1-year Algebra course option. At the end of the Algebra I A course students are able to test out of Algebra I B if they have mastered the content/standards. In 10th grade, students who completed Algebra I A either continue on to Algebra I B or Geometry. The Algebra I A/B course will use our Illustrative Math curriculum for both components, and will set our students up for success in the higher level math courses.

The district is adding this course option for students who require additional learning acceleration to be successful in all high school math courses and in college. This decision was made with our equity commitments in mind, particularly **“We ensure that the students/families/staff who need the most get the most”**. Furthermore, the decision was data-driven and was made collaboratively with the high school Math Department Head, the Director of Mathematics, the Chief Schools Officer, the Chief Instructional Officer, the EDSL for the high schools, the High School Principal for HHS-N and approved by the Acting Superintendent/Receiver.

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- In 2018 **56%** of graduates who were enrolled in state universities or community colleges were required to take remedial math courses while **79.5%** of 2019 graduates who were enrolled in state universities or community colleges were required to take remedial math courses.

We cannot continue to allow the majority of our students to fail. This is not acceptable. We have to think differently in order to provide students what they need and deserve. If we continue to do what we have always done we will continue to get the same results. Our students deserve more and it is with this in mind that an additional math option was added to the high school sequence.

Sincerely,



Holyoke Public Schools

2021 Summer Learning Academies

We are excited to announce these free high-quality in-person and remote summer learning opportunities reserved for Holyoke Public Schools students.

Program begins July 6, 2021 for students. Apply today as space is limited.



Program Name	Eligible Student	Locations	Dates & Times	Description
HPS Lower Elementary Summer Academy	HPS students rising into grades 1, 2, & 3 in Sept.	EN White *Remote	July 6-Aug 5 Mon-Thurs in-person: 9:00-3:00 remote: 9:00-12:30	Students in rising grades 1, 2, & 3 will embark on a fun-filled summer journey! Students will work with a teacher's support to solve real-world challenges through creative and innovative project based learning. Student explorations will focus on math and ELA curriculum in an engaging way. In the afternoons, students will have the opportunity to participate in a variety of enrichment activities. Fun social-emotional learning activities will complement academics and enrichments.
HPS Dual Language Academy	HPS students in Dual Language rising grades 1, 2, & 3 in Sept.	EN White	July 6-Aug 5 Mon-Thurs in-person Only: 9:00-3:00	Students in rising grades 1, 2, & 3 will have the opportunity to continue their academic path towards bilingualism and biliteracy. Students in the Dual Language Academy will also have access to the project-based learning curriculum as they embark on a fun-filled summer journey. They will have teacher's support to solve real-world challenges. Students will also participate in team building and social-emotional learning activities.
HPS Upper Elementary Summer Academy	HPS students rising into grades 4 & 5 in Sept.	McMahon *Remote	July 6-Aug 5 Mon-Thurs in-person: 9:00-3:00 remote: 9:00-12:30	Students in rising grades 4 & 5 will embark on a fun-filled summer journey! Students will work with a teacher's support to solve real-world challenges through creative and innovative project based learning. Student explorations will focus on math and ELA curriculum in an engaging way. In the afternoons, students will have the opportunity to participate in a variety of enrichment activities. Fun social-emotional learning activities will complement academics and enrichments.
Generation Teach STEAM Academy	HPS students rising into grades 6, 7 & 8 in Sept.	STEM (*Remote: June 28- August 6)	July 6-Aug 6 Mon-Fri 9:00-3:50 Remote: 9:00-12:10	The GT Academy is a dynamic and engaging 6-week program for rising 6th, 7th, and 8th graders. Our students learn, debate, and grow together in small classes with caring teachers. Students take three classes in reading, math, and law. With daily community meetings, advisory, raffles, and challenges, it's sure to be an amazing summer.
Acceleration Academy	HPS Students rising into grades 3,4,5 9-12	McMahon , E.N. White & HHSN	Aug 9 - Aug 13 9:00 -3:00 HS 8:30- 12:30	The Sontag Acceleration Academy will provide students in rising grades 3, 4, 5 and the High School with 20 hours of targeted accelerated learning in English Language Arts (ELA). The program will utilize project-based learning to meet priority standards and to accelerate student learning through engaging, standards-aligned, project-based lessons.

High Quality Summer Learning

- The benefits of high-quality learning are endless. Some include:
- ✓ Reinforcing critical academic skills,
 - ✓ Setting students up for success in their next grade level,
 - ✓ Promoting health and wellness,
 - ✓ Keeping all students on track for graduation,
 - ✓ Providing fun and exciting opportunities for enrichment and social emotional learning

What's the same?

- ✓ Summer Learning is Free to HPS students in rising grades 1-12!
 - ✓ High-Quality instruction for students.
 - ✓ Fun and exciting.
- *Questions regarding Extended Learning Opportunities please reach out to extendedlearning@hps.holyoke.ma.us

What's New?

- ✓ Choice between remote and in-person programming
 - ✓ Emphasis on social-emotional learning
- *Remote Programs will only take place if there is enough interest
*Updated as of 4/28/2021

ESY Programs:

Early Childhood Integrated Program

(Donahue): Theme based curriculum emphasizing language, social, motor, and academic readiness skills for ages 3-5. Similar to the integrated preschool program throughout the school year. Peers accepted via lottery system.

ABA Program (Donahue):

PK-12. Includes discrete trial training, pivotal response training, sensory integration communication, and visual systems to address academics, social skills, communication, and independence. Similar to our ABL program throughout the school year.

RISE/SHINE Program (Donahue):

K-12. A multi-sensory approach with integrated therapies and self-care.

Excelsior Program at Jericho: Rising 1-12.

Theme based curriculum emphasizing academics, communication, social, and motor skills. Instruction is embedded into recreational/physical activities in an outdoor setting. Typically designed for students in RISE, Functional, TIP, SIP, & Inclusion settings during the school year. Peers accepted via lottery system.

Camp Communicare AAC Camp (Jericho):

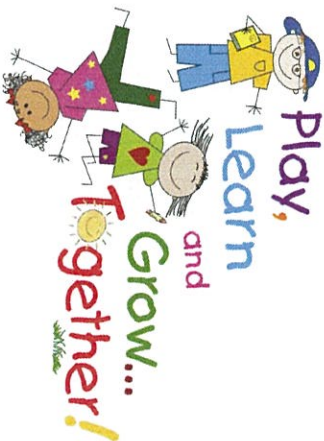
Theme-based curriculum emphasizing academics, communication, social, and motor skills. Instruction is embedded into recreational/physical activities in an outdoor setting. Typically designed for students in RISE, Functional, TIP, SIP, SHINE, and Inclusion during the school year. Peers accepted via lottery system.

Therapeutic Intervention Program Lawrence:

Rising K-8. For students with emotional and behavior disorders; focus is maintaining and strengthening academic and behavioral skills in a supportive setting.

Transitions Academy: Ages 18-22

Focus on various facets of life including employment, post-secondary education (i.e. functional academics, college, training) maintaining a home, involvement in the community as individually appropriate and enhancing satisfactory social and personal relationships.



- Our curriculum is developed around individual IEP goals to help students maintain acquired skills and knowledge
- Related services such as speech/language therapy, occupational therapy, and physical therapy are provided as drop-in service or included within ESY programming as determined by the IEP team

ESY Teachers and Staff:

- Collaborate to develop a theme for each summer and related academic units with fun, school-wide activities and celebrations
- Develop and implement lessons based on students' ESY goals and objectives. Focus on maintaining skills learned throughout the school year
- Communicate with parents on a weekly basis
- Collect work samples, data, and student updates to share with the students' teachers at the conclusion of ESY
- Invite families to participate
- Send updated IEP goals, reports, and all specialized materials and equipment back to the attending school

What is Extended School Year (ESY)?

Extended School Year Services are provided during the summer for students for whom the benefits accrued during the school year would be significantly jeopardized in the absence of a summer program. ESY is recommended by an IEP team and included in the student's Individual Education Plan (IEP), usually at the time of the Annual Review. Please check with your IEP team regarding which ESY program will be the best fit for your child.

If your child does not qualify for ESY services, please ask your team for information about the many other summer opportunities available for your child throughout the district!

Factors considered in recommending ESY:

- Nature of the disability; the degree of impairment
- Areas of learning crucial to the goals of self-sufficiency and independence
- Extent of regression caused by an interruption of education
- The rate of recoupment of those skills
- The student's skill level and rate of progress

ESY Services:

- Goals are developed to help each student maintain acquired skills
- Services do not replicate those provided in the school year, but are generally limited in scope, duration, intensity, and frequency so as to be sufficient to minimize regression
- The ESY Programs offer services to children with various categories of disabilities

Appendix 4: Q3 detailed project summary report

Dept	Project	Q3 Summary
Academics	A-1: District-wide implementation of structured literacy block as evidenced by daily implementation of systematic phonics in all general education classrooms in Grades PK-2	On track. Implementation activities are on-track, yet not expected to reach student learning outcomes. Investment in interventionist positions next year will be a significant support. SEN walks show that all schools progressed on their implementation of approved curriculum. Internal walks show that at least 80% of K-gr. 2 teachers are implementing a structured literacy block with systematic phonics. Job-alike PD for all grades focused on the science of reading. GLEAM grant writing team established - if chosen, Law and Morg will be the focus schools. Grades 6-8 common writing routines and exemplars are still in development and will be ready by June for sharing. Additionally, a quarterly assessment calendar for all relevant content is in development for next year. Pacing/scope and sequence or priority standards are being identified for the assessments now. HS coordination is the next step. DH from HS will be setting up meetings with directors (ELA, Math, Sci)
Academics	A-2: District-wide implementation of phenomena based Science instruction through the core curriculum resource STEMScopes supported by finalized curriculum resources (scope and sequence and pacing guides) tailored to our students.	On track. Implementation activities are on-track for gr. 6-8, yet not expected to reach student learning outcomes. Revised curriculum documents completed and available for access through curriculum document (shared). VILS and PLTW grants submitted and awarded. Grade 6-8 pilot planning is on track; teachers will opt into it for the Fall with training provided this summer. Food Corp partnership is being established and will strengthen Sci instruction across elementary grades, although sci PD and implementation wasn't a significant focus given the other work these teachers had on their plates for this year.
Academics	A-3: K-12 Mathematic instruction at HPS will demonstrate alignment with the 8 Effective Teaching Practices of Mathematics, as outlined by the National Council of Teachers of Mathematics (NCTM).	On track. Implementation activities are on-track, yet not expected to reach student learning outcomes. Investment in interventionist positions next year will be a significant support. 100% of HS educators teaching Alg 1, Geo, Alg 2 are trained, being supported and show evidence of implementing the Illustrative Math curriculum. Team has decided that HS Alg 1 A/B pathway will provide students with strong core and Tier 2 supports embedded in the course sequence; tight coordination between AT and HS is needed to ensure success. Common Math PD focused on the 8 effective teaching practices for all Math teachers.

Academics	A-4: Improve language acquisition of English Learners by creating a consistent coaching cycle for grades 6-8 ESL teachers that focuses on the implementation of approved curricular resources	On track. Implementation activities are on-track, yet not expected to reach student learning outcomes. 100% of gr. 6-8 teachers have received training in the MCUs and participated in a consistent coaching cycle (targeted support in instructional practices), as well as using iLit or Imagine Learning. ACCESS testing is complete. The Tiered Focus Monitoring report and response has been completed and outlines improvement actions we will take moving forward. The Blueprint pilot at the HS is going well and will inform improvement efforts for ESL learning. ESL allocations have been established for SY21-22, with expectations on how to appropriately use ESL staff shared.
Academics	A-5: Develop and implement the district's hybrid model of learning	Completed. Per DESE guidelines, hybrid learning is concluding and students are either 100% remote or 100% in-person (already established for PreK-8, with HS being fully in one model or the other by May 7).
Academics	A-6: Develop a comprehensive learning walk tool PK-12 (add Ed Elements scope of work details)	On-track. The comprehensive PK-12 learning walk tool has been shared with the Academic Team and OSIL for feedback. Review will focus on ensuring alignment/coordination with SEN visits and Relay training. Val and Tiffani will collaborate on how to implement the tool to support the instructional improvement efforts across schools.
Finance & Ops	F&O-1: Develop an actionable plan that would increase student meal participation to at least 25% (Remote Model) by Spring 2021	On-track. Estimated meal participation for remote learning is 21%, with all students in-person receiving breakfast and lunch. (Dinner and snack are sent home with students). Sent the quarterly newsletter to provide the SC and community updates on the program.
Finance & Ops	F&O-2: Develop a procedure that outlines the Districts facilities and maintenance procedures/protocols that is outward facing and explains to families what we have done to ensure safety of students and staff (includes air quality tests, HVAC maintenance, Signage, etc.)	Complete. 84% of teachers/staff agree that the level of COVID-related safety measures and protocols in your building to keep staff healthy, and 72% of families feel communication around COVID-safety has been clear. We've been able to successfully welcome about 50% of ES/MS students back in-person, with limited/no evidence of spread at the school site. Air quality tests have been done at every school and addressed any concerns through the purchase of the air scrubbers (large standing units throughout our buildings). Library of safety videos available on our website. Will strive for continuous improvement over-time.
Finance & Ops	F&O-3: Implement the General Billing module so that revenue is in our MUNIS system and we are able to eliminate a	Complete. We completed the billing module, but did not eliminate the position due to the CFOO being appointed as the Receiver.

	subledger currently used and eliminate 1 position in the Finance office for the 2022 budget.	
Finance & Ops	F&O-4: Develop an FY 2022 Budget that is balanced and represents Principal, Department Heads, and key stakeholder input and is aligned to the Districts Strategic Priorities	On-track. All implementation on-time and aligned to strategic priorities, informed by a stakeholder survey. Given the federal CARES Act funding, the schools and district are able to make important investments in interventionists, coaching, counseling, safety, etc.
Finance & Ops	F&O-5: Procure and implement a data dashboard that enhances district and school performance management.	Slightly behind track. OSIL and Academics have partnered to secure a dashboard (Naiku) with a focus on assessments and academic data collection. This is a fundamental component of the Relay leadership development planning. The plan to communicate about and implement this is still under development.
HR/Talent	HR-1: Rewrite all educator/paraprofessional job descriptions/posting to accurately reflect the position using inclusive language that is welcoming to those who have historically been marginalized and develop a screening policy that will ensure hiring managers are interviewing candidates of color for all positions.	Slightly off track: Paraprofessionals were approved by Dr. V to be on hold until next SY. The teachers job description template has been presented to district leaders, union members, a group of diverse educators as well as the High School Anti-racism team. Feedback has been incorporated and the next step will be to get it approved by the Teacher Union President and CHRO. This exercise has contributed to teachers feeling like their voice is being heard and that we value their input. The screening policy and process is still under-development.
HR/Talent	HR-2: Develop a systematic approach to collect & maintain certification/endorsement information and evaluation data which will allow us to proactively support educators to proficiency and increase retention	Slightly off-track: HR will run a DESE drop-box on a bi-monthly basis to have a system to track results on certification/endorsements and is working with a data consultant to develop an import from DESE into MUNIS. All employees with expiring licenses have been notified. HR discusses performance concerns with the principal on a monthly basis for certified and non certified staff to determine appropriate next steps and monitors staff on improvement plans. Based on observation discussions as well as monthly discussion on employee performance, HR goal is to ensure there are no surprises at EOY evaluation with employee. 98% of educators have been observed 2x; 75% have been observed 3x.

HR/Talent	HR-3: Evaluate the effectiveness of all teacher pipelines to ensure they are all meeting the goal to provide an ample pool of qualified educators and reduce the barriers for candidates of color to enter a career in teaching.	Slightly off-track: We have collected all the data in regards to teachers evaluations with the exception of what leaders believe could identify the effectiveness of pipelines/pathways beyond teacher evaluations. After we collect this final piece, we will create a plan/proposal to eliminate or strengthen pipelines/pathways and get the approval from CHRO or Superintendent before eliminating any pipelines/pathways. Data that has been collected thus far shows that paraprofessionals or other non-teaching staff that participate in our pipelines/pathways and become teachers have been retained at a higher rate than teachers that have participated.
Pupil Services	PS-1: Improve communication and system for following processes and procedures by updating and disseminating the Pupil Services handbook including reviewed and updated program descriptions.	On track. Feedback has been received and the Pupil Services handbook (inc. program descriptions) is undergoing edits. Next steps include further review with equity lens followed by vetting by our legal counsel. Target roll out is June for admin teams and staff by end of school year. The handbook will also be a part of the new staff onboarding in August 2021.
Pupil Services	PS-2: Investigate and adopt program review tool, that includes a system for providing quality feedback, with input from key stakeholders and develop a schedule (frequency & duration) for ongoing program review	On Track. Program Review Tool has been drafted and is being used for mock reviews to solicit practice feedback. Next steps include full trial run at HHS North Campus followed by professional learning for building administration in May with full roll out and schedule by end of the school year.
Pupil Services	PS-3: Conduct needs assessment to determine programs/interventions for district adoption and develop fiscal plan to support purchase of materials. Develop a professional development plan for training and implementation of adopted programs/interventions (2 year rotating schedule), which includes targeted PD and ongoing coaching. Implement system of	On Track. PS Team w/ support from the Academic Team have identified the interventions HPS will utilize in SY21-22. Materials for reading (Spire, OG) have been ordered and training continues to be ongoing as schools request support. Math interventions (Do the Math & Math 180); Academic Team is working to ensure all Special Education teachers have both the training and understanding of Math foundational skills and the materials to support their teaching. On track for purchasing all licenses needed for interventions (K-12 for Math & Reading). Progress monitoring is on going to be a part of the CO ILT system of progress monitoring, which starts next Fall.

	progress monitoring for use and fidelity of programs/interventions.	
School Improvement & Leadership	OSIL-1: Create and implement a School Improvement Plan (SIP) Quarterly Review Process (as part of the HPS Performance System for School Improvement) to provide regularly scheduled opportunities to reflect on progress toward SIP goals, action plan the highest leverage next steps, and identify specific school and district resources and responsibilities for the ongoing support of schools and student achievement.	SIP process has been developed. It is being implemented and is well-received. OSIL engaged with Barb, Ben & SEN to solicit feedback and define how to strengthen the process of district supports. To date the district has progress monitored 100% of the school improvement plans and has met with every school twice this year to action plan with school leaders. dates moved back to accommodate students' return to school!!!
School Improvement & Leadership	OSIL-2: Create and structure the Department of Social Emotional Learning and Behavioral Support to include the development of a system for strategic student support, a system for strategic supervision of counselors, the adoption of district-wide trauma informed practices, and the development of a district-wide SEL framework.	On track. In order to systematize the work of counselors across the district, schools are not responsible for using per pupil funding for these positions; rather, they are being allocated to the school based on school configuration, enrollment, and services written into IEPs. Working towards adopting the MA School Counselors Association framework, which will align to required PD for counselors.

School Improvement & Leadership	OSIL-3: Rebrand the FACE Department in service of providing more responsive, timely, and strategic supports to all stakeholder groups.	Dept. is providing support on district efforts (e.g. dual language enrollment, translation and interpretation survey) and school-needs, particularly attendance. Rather than have a mix of Coordinators and Connectors, the District is investing in the more senior position of FAECs (Family and Engagement Coordinators) in order to increase the overall capacity of the dept to respond to district, school and community needs. The rebranding efforts haven't been communicated and aren't widely known, so there is more work to be done to ensure that everyone knows the capacity and focus of the dept. Panorama family participation rates were low (1018 responses) compared to past years. The team will also participate in The Management Center training in May, which is a big step towards increasing capacity.
School Improvement & Leadership	OSIL-4: Implement Race & Equity professional learning in support of HPS becoming an anti-racist organization.	On track. Meet, Connect and Network group has two more sessions and the White Affinity group has a session this month. We secured a \$10,000 grant from Catalyst:Ed to partner with New Hampshire Listens and Great School Partnerships, which is allowing us to continue the Meet, Connect and Network group and another session of the White Affinity group. The partners will also support the equity audit and SY21-22 planning, which will include reflecting on the anti-racist commitments that Dr. Zrike and Dr. Vazquez Matos made to HPS in a June 2021 letter. An equity landing page will also be developed this summer.
Turnaround	T-1: Develop a multi year plan for principal, aspiring principal, and AP/Dean leadership development	Complete. We secured a grant from the Barr Foundation for \$750k to support school leadership development over the next 3 years. Chief of Schools, Chief Instructional Officer and EDs of School Leadership are already being trained to support the implementation of this work. Year 1 focus is Ps, APs, and Academic Team - with 25+ people attending a 3-week summer institute with Relay.
Turnaround	T-2: Refine the plan to move towards distinct elementary and middle schools, which includes pursuing a new middle school building and planning for sustainability	On-track. Great success this past quarter! A Holyoke leaders group has met bi-weekly since January to increase the momentum of the MS building project and it has worked! In April, after a vote of support from the City Council, MSBA accepted Holyoke's SOI for a core building project - the eligibility period will begin Aug 2. We are receiving responses from consultants to lead a collaborative study on middle school, which will be used to crystalize the expectations of a strong middle school experience and help write the educational plan for the MSBA. We continue to build the case for why rezoning must occur - the leading hypothesis is that calendar year 2022 is spent on significant community outreach on the how and why. The Veritas MOA is finalized and in the process of being signed.

Turnaround	T-3: Refine and implement a district-based performance management system, which sets district-wide goals that are then aligned to school and individual goals, assess progress regularly and plans for continuous improvement	On-track. This year's performance management system continues to be implemented. A proposal to approach strategic planning and goal-setting for SY21-22 is being reviewed by cabinet. The district is in the process of adopting a data dashboard (Naiku) for SY21-22. See data dashboard update under F&O.
Turnaround	T-4: Manage the partner-based implementation of learning support pods	Complete. The CBO-based pods served their purpose of providing a safe, secure learning environment for students during remote learning with a 90%+ approval rating by students/families; all ES/MS students have the option to now be back in school 5 days a week. We expanded this effort to provide partially or fully subsidized learning pods for the children of staff members to support staff members in returning to our buildings.



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

District Score Card

Holyoke Public Schools

Enrollment = 5199

- 80.9% Hispanic
- 13.3% White
- 3.3% African American
- 19.9% English Learners
- 26.8% Students with Disabilities
- 8.6% EL and SWD
- 70.0% Economically Disadvantaged
- 7.8% Homeless

Interim Measures

Standard I: Instructional Leadership

		Baseline	Target	Q1	Q2	Q3	Q4
STAR Early Lit/ Reading Proficiency	Gr PK-1	44	65	34			#N/A
	Gr 2-8	22	65	19	18		#N/A
	Gr 9-10	18	65	18	22		#N/A
STAR Math Proficiency	Gr 1-8	32	65	27	26		#N/A
	Gr 9-10	36	65	40	41		#N/A
STAR Early Lit/ Reading Growth	Gr K-1	41	65				#N/A
	Gr 2-8	46	65		25		#N/A
	Gr 9-10	55	65		35		#N/A
STAR Math Growth	Gr 1-8	44	65		26		#N/A
	Gr 9-10	52	65		31		#N/A
Advanced Coursework (gr. 11 and 12)	HS Avg	45	DESE to set #N/A		33		#N/A
Work Based Learning	HS Avg	19	#N/A		2		#N/A
On Track (Middle and High School)	Gr 6-8	45	75	37	35	36	#N/A
	Gr 9	65	78	62	59	48	#N/A
	Gr 10	62	78	60	53	58	#N/A

Standard II: Management & Operations

		Baseline	Target	Q1	Q2	Q3	Q4
STAR Urgent Intervention Early Lit/ Reading	Gr K-1	23	10	43			#N/A
	Gr 2-8	51	20	54	57		#N/A
	Gr 9-10	54	20	51	50		#N/A
STAR Urgent Intervention Math	Gr 1-8	38	20	45	48		#N/A
	Gr 9-10	34	20	28	30		#N/A
Percent Attendance (Gr K-12)	Gr K-8	94	DESE to set #N/A	89	89	89	#N/A
	Gr 9-12	89	DESE to set #N/A	81	80	80	#N/A
Student Engagement	Gr PK-8	43	90	80	78	76	#N/A
Out of School Suspensions	District	6	#N/A				#N/A

Standard III: Family & Community Engagement

		Target	Q1	Q2	Q3	Q4
On Track to Meet EOY Family Event Goals	District	Meeting Expectations		Meeting Expectations	Meeting Expectations	
On Track to Meet EOY Family Communication Goals	District	Meeting Expectations	Meeting Expectations	Meeting Expectations	Meeting Expectations	

Standard IV: Professional Culture

		Target	Q1	Q2	Q3	Q4
Percent of Educators Evaluated	District	0 Obs	12	7	0	#N/A
		1+ Obs	88	93	100	#N/A
		2+ Obs	95	79	98	#N/A
		3+ Obs	95		75	#N/A
		4+ Obs	95			#N/A

		Baseline	Target	Q1	Q2	Q3	Q4
Positive Working Environment	Teachers	55	60	71		65	
	Staff	62	65	71		75	
Quality of Professional Development	Teachers	46	60	58		42	
	Staff	55	60	65		60	

Addendum: Opportunity Academy

		Target	Q1	Q2	Q3	Q4
Average Number of Credits Earned	OA- All Students	#N/A	1.7	1.8	4	#N/A
	OA- Highly Engaged Students	#N/A	3.4	5	13	#N/A

End of Year Measures

Standard I: Instructional Leadership

		Baseline	Target	End of Year Final
MCAS ELA Avg Scaled Score	Gr 3-8	481.0	DESE to set #VALUE!	#N/A
	Gr 10	487.7	DESE to set #VALUE!	#N/A
MCAS Math Avg Scaled Score	Gr 3-8	476.0	DESE to set #VALUE!	#N/A
	Gr 10	482.4	DESE to set #VALUE!	#N/A
MCAS ELA Growth, Avg SGP	Gr 4-8	45.2	DESE to set #N/A	#N/A
	Gr 10	40.3	DESE to set #N/A	#N/A
MCAS Math Growth, Avg SGP	Gr 4-8	43.6	DESE to set #N/A	#N/A
	Gr 10	34.5	DESE to set #N/A	#N/A
Percent Making Progress (ACCESS)	Gr 1+	24	waiting for DE #N/A	#N/A
Graduation Rate	Avg	72.2	waiting for DE #N/A	#N/A
Dropout Rate	Avg	3.6	waiting for DE #N/A	#N/A
Advanced Coursework Completion	Avg	45	waiting for DE #N/A	#N/A
Work Based Learning Experiences	Avg	19	#N/A	#N/A

Standard II: Management & Operations

		Baseline	Target	End of Year Final
Percent Attendance	Gr 1-8	94	DESE to set #N/A	#N/A
	Gr 9-10	89	DESE to set #N/A	#N/A
Safety*	Gr 3-5	64	70	#N/A
	Gr 6-12	71	75	#N/A
Culture and Native Language Respected*	Gr 3-5	68	75	#N/A
	Gr 6-12	77	82	#N/A
Individualized Pathways and Opportunities for Students*	Gr 6-12	27	30	#N/A

Standard III: Family & Community Engagement

		Baseline	Target	End of Year Final
Opportunities for Families to Support Their Child's Learning at Home*	Avg	78	80	#N/A
Frequent, Two-way Culturally Proficient Communication*	Avg	54	60	#N/A

Standard IV: Professional Culture

		Baseline	Target	End of Year Final
Teacher Retention	Avg	80	82	#N/A
High Quality Professional Development*	Teachers	46	60	#N/A
	Staff	55	60	#N/A
Positive Working Environment*	Teachers	55	60	#N/A
	Staff	62	65	#N/A

*Measured on the culture and climate survey (Panorama)

Addendum- Opportunity Academy

		Baseline	Target	End of Year Final
MCAS Retest, ELA Passing Rate	OA	#N/A	#N/A	#N/A
MCAS Retest, Math Passing Rate	OA	#N/A	#N/A	#N/A
MCAS Retest, Science Passing Rate	OA	#N/A	#N/A	#N/A



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

57 Suffolk Street – Holyoke, Massachusetts 01040

Tel. (413) 534-2005 | Fax. (413) 534-2297

asoto@hps.holyoke.ma.us

Mr. Anthony Soto,
Acting Superintendent/Receiver, Chief Finance, and Operations Officer

Summer 2021 Facilities Projects

Districtwide

- Plumbing shutoff Replacement (Morgan, Kelly, e.N. White, Sullivan, Dean)
- Key Control software
- District Classroom Desk Purchase
- Playground Surfacing
- Wide Coil Cleaning (Air Quality)

HHS Dean Campus

- Bottle Filler Station Additions
- Painting Weight Room
- Remaining Stump and tree trunk work Bus Ramp
- Repair entry and gym sidewalk brick infill
- Cleaning out/consolidating closed shops
- Former Art Room Conversion to STEM Classroom
- Conversion of 3 computer labs to classrooms 1st floor (remove cameras and relocate)
- Fence Repair
- Paint Gym
- Repair leaking boiler section

EN White

- Roof replacement MSBA 2022
- New Cafetorium Curtain

Sullivan

- New street entry sign
- Painting of rooms/classrooms
- Gardening and maintenance of the 2 inner courtyards

Lawrence

- Ceiling Painted (Dry Fall) Hallways
- Hallway Lighting LED upgrade
- Interior classroom painting

Metcalf

- Gym Lighting

Metcalf Middle

- Design/Order new 3'x4' School Street Sign
- Fire Extinguisher 2nd-floor Replacement
- Install Ramp
- Bubblers Install
- Technology/Intercom/Wi-Fi Phase 2 (2nd fl)
- 2nd-floor painting
- Classroom lock replacement
- Phone Training needed by staff
- 2nd-floor classroom A/C units purchased and installed 15KBTU
- Necessary wiring for above A/C units
- Window shades 2nd-floor hallway
- Classroom/Teachers Furniture
- Key FOBs - Teachers/Knox Box
- 2nd floor (4) small offices wiring for power

McMahon

- Install A/C units in rooms with new power outlets
- Gardening and maintenance in front of the school
- McMahon Power resolve- replace outdated 220V A/C units with more efficient ones
- McMahon Window Repairs
- Repair Leaking boiler section

Kelly

- New Main Entry Signage
- Replace stage curtain
- Landscaping in front
- Repair/Replace cement stairs on the south end
- Sand and finish stage floor
- Kelly Gym Floor Sand and Refinish

Peck

- Exhaust fans - gym, N/S building connector
- Electrical Primary Component P.M.
- Mini Gym(2) Lighting Retrofit
- Primary Electric Rooms- Check vent operation provide makeup louvers

Morgan

- Morgan- Preschool courtyard safety surfacing install
- Gym repaint

Donahue

- Donahue front landscaping
- MSBA Roofing work 2022
- HVAC rooftop unit leaking into Comp Lab

Holyoke High School

- Girls 3rd-floor bath remove/replace bath partitions
- Auditorium House LED light install
- Pool Filter supervisory panel replace
- Adjust Cameras as needed throughout the building
- HHS North Roof Repair area flashing and membrane Quote already in
- G2-G3 floor, exterior drain underground repair.
- G2-G3 Concrete pour, tile floor installation
- G-2 G-3 Floor tile asbestor abatement

Sincerely,



Anthony Soto
Chief Finance & Operations Officer