# Holyoke Public Schools

# Chronically Underperforming District Turnaround Plan

# 2022 Renewed Plan

December 16, 2022

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December 16, 2022

Dear Holyoke Community,

We are proud to share the progress Holyoke Public Schools (HPS) has made since the launch of the district’s turnaround plan in 2015. HPS is a diverse, caring community that puts students’ needs first and foremost. In the face of unprecedented challenges caused by the COVID-19 pandemic, the district has deepened its commitments to provide all Holyoke students access to a full range of opportunities in life, career, and college. With perseverance and resilience, Holyoke students are closing the gaps with the rest of the state in their growth on state academic assessments. More Holyoke students are graduating with high school diplomas that represent their mastery of 21st century skills, gained through learning experiences connected with the work of the world.

At the core of our turnaround efforts is our belief that extraordinary change is possible when we are all working together and putting students at the center of everything we do. As our new district tagline proclaims, **Juntos Podemos! Together We Can!**

While HPS has made steady progress in some key areas over the past seven years, we must continue to strive for all students to achieve grade-level proficiency in all subjects. During the 2021-22 school year, HPS developed a new multi-year [strategic plan](https://drive.google.com/file/d/1GNvJC0RI0he-UtGe22zYwGQkQOTJ9Hcz/view) entitled “Moving Forward Together,” to build upon existing strengths and tackle the challenges ahead with urgency.[[1]](#footnote-2) More than 1,500 members of the Holyoke community contributed their voices to this plan, through a yearlong process of community engagement led by Receiver Anthony Soto. By re-engaging community stakeholders with the strategic priorities of the district’s turnaround work, the Moving Forward Together process has strengthened the coalition that will sustain the district’s turnaround successes going forward.

Accompanying this letter is the three-year renewal of the October 2018 HPS Turnaround Plan. As in the 2018 plan renewal, we have included updates that describe the areas in which the district has made progress to date and provided details about the turnaround plan’s implementation going forward.

In full alignment with the district’s Moving Forward Together process, this plan reflects our roadmap for continuing the district’s turnaround work in the coming years. Through this work, HPS aspires to become a high-performing school system where students reach their full potential, educators inspire, families are partners, and the community thrives. We will continue to call upon the support of all members of the Holyoke community to make this vision a reality.

Sincerely,

Anthony Soto Jeffrey C. Riley

Receiver/Superintendent Commissioner

Holyoke Public Schools Department of Elementary and Secondary Education

**Executive Summary**

In April 2015, the Massachusetts Board of Elementary and Secondary Education voted to designate HPS as chronically underperforming, placing the district in state receivership.[[2]](#footnote-3) This designation provided an opportunity to transform the district from one of the lowest performing in the state to an extraordinary district with sustained high performance. In July 2015, by appointment of Commissioner Mitchell Chester, Stephen K. Zrike Jr. became the Receiver of HPS. In October 2015, after input from local stakeholders, Commissioner Chester and Receiver Zrike presented a turnaround plan with a clear vision to transform the district. In April 2018, Jeffrey C. Riley was appointed Commissioner of Elementary and Secondary Education. In October 2018, Receiver Zrike and Commissioner Riley renewed the turnaround plan for an additional three-year term, to provide additional time for the strategies put in place to reach full and even implementation across all HPS schools and to continue to improve student achievement districtwide.[[3]](#footnote-4)

In December 2019, Receiver Zrike announced that he would step down from the role of Receiver at the end of June 2020. In July 2020, by appointment of Commissioner Riley, Dr. Alberto Vázquez Matos became the Receiver of HPS and served in this position until his resignation in March 2021.

In July 2021, after input from local stakeholders, Commissioner Riley appointed Mr. Anthony Soto as Receiver of HPS, a position in which he had served in an interim capacity since March 2021. Since his appointment as Receiver, Receiver Soto has engaged the Holyoke community in a thoughtful and deliberate process of strategic planning. In August 2022, this community collaboration produced a new multi-year strategic plan for the district, entitled “Moving Forward Together.”[[4]](#footnote-5) Supported by the insights from this community-driven process, Receiver Soto and Commissioner Riley are renewing the turnaround plan for an additional three-year term, in full alignment with the district’s new strategic plan.

On September 26, 2022, Commissioner Riley exercised his authority under 603 CMR 2.06 (10)(d) to remove the Morgan Full Service Community School in Holyoke from chronically underperforming status on the basis of the district’s concurrent designation as chronically underperforming.[[5]](#footnote-6) This technical change signifies that the ongoing strategic transformation efforts at Morgan School are fully aligned with and supported by the district turnaround plan. By proactively integrating the supports for Morgan’s turnaround into the district turnaround plan, the Commissioner and Receiver are laying the groundwork for long-term sustainability of improvements at Morgan.

The Receiver will meet with the Mayor of Holyoke and other city officials periodically to review the district’s performance. In the 2024-25 school year, if not earlier, the Commissioner and the Receiver will meet with city officials to discuss potential pathways for exiting receivership upon the expiration of the renewed plan. This discussion will include strategies and options for ensuring that new programs and policies implemented as part of the district turnaround are fully preserved post receivership. Exit from receivership will remain conditional upon satisfying the requirements of the receivership statute and regulations, including that the district has achieved sufficient academic progress and positive change has been institutionalized to ensure growth and sustainable results.

HPS remains committed to the essential strategies set forth in the 2015 Turnaround Plan, which harnessed the firm belief that *all* Holyoke students deserve a world-class education. In this plan renewal, HPS reflects on the progress to date and identifies areas where the district may deepen its focus. HPS will continue its progress in implementing strategies in five main priority areas:[[6]](#footnote-7)

* Priority Area 1: High-Quality Instruction for All
* Priority Area 2: Personalized Pathways
* Priority Area 3: Family and Community Engagement
* Priority Area 4: Thriving and Effective Workforce
* Priority Area 5: Supporting Empowered Schools

In the renewed turnaround plan, the district will continue its implementation of an ambitious set of reforms with the following themes:

* Build on what is working and strive for continuous improvement
* Support staff to implement positive change in their school community and/or department, while holding them accountable for results
* Engage families as active partners, repairing relationships and building trust in the district
* Live out the HPS equity commitments in all that the district does

Seven years into turnaround, the district has begun a transformation to a system of high performing schools. While the COVID-19 pandemic has had a devastating impact on many individuals, families and communities and has created a more turbulent path to improvement, HPS is committed to continue working diligently to address the unmet learning and social-emotional needs that have emerged. Over the last seven years, the district has made progress on many of the goals set forth in the 2015 Turnaround Plan. Specifically, the district has accomplished:

* A 16.4-point increase in the graduation rate among all students in the district’s ninth-grade cohort, from 62 percent in 2015 to 76.4 percent in 2021;
  + This improvement in the overall graduation rate includes a 32.1-point increase among students identified as English Learners (from 35.5 to 67.6 percent) and a 31.5-point increase among students with disabilities (32.1 to 63.6 percent);
* Reduction of the dropout rate to an average of 5.1 percent over the period of receivership, as compared to the average of 7.7 percent during the three years immediately preceding receivership;
* Acceleration of student learning in English language arts, as measured by the average Student Growth Percentile (SGP) on the grade 10 MCAS English Language Arts assessment rising from 43 to 47 between 2018[[7]](#footnote-8) and 2022, a period that included more than two years of pandemic disruptions;
  + Over the same period, the average grade 10 ELA SGP attained by students who were current or former English Learners rose from 37 to 47, fully closing the SGP gap for this subgroup of students within the district;
* More than doubling the percentage of grades 10-12 students enrolled in advanced coursework, from 16 percent in 2015 to 35 percent in 2022;
* Doubling the proportion of students of color among all HPS students enrolled in advanced coursework, from 42 percent of enrolled students in the 2014-15 school year to 85 percent in 2021-22, such that the demographic composition of students enrolled in advanced coursework now reflects the student body as a whole;
* Expansion of the dual language (English/Spanish) program across three elementary schools, with 17 percent of pre-K-8 students enrolled in dual language programs in the 2021-22 school year;
* Expansion of pre-K programming to offer more than 500 seats to families in 2022 through either district-operated or partner-operated classrooms;
* A 15-point increase in the percentage of teachers of color, from 13 percent in 2015 to 28 percent in 2021;
* Cumulative investment exceeding $20 million in the physical infrastructure of schools.

In order to solidify these long-term gains while aggressively pursuing other goals that have not yet been achieved, the district will continue to rely upon its systems for monitoring progress towards annual goals and data-driven decision-making at all levels. Over the past seven years, the district has institutionalized many systems and structures to support continuous improvement, including creating a data department; instituting interim assessments; collecting and analyzing academic, observational, and culture and climate data from multiple sources; utilizing data dashboards; developing common instructional leadership practices for school administrators and expert teachers; supporting teachers and leaders to execute planning and data team meetings; and ensuring ongoing data review and planning by HPS leadership.

In his first year as Superintendent, Mr. Anthony Soto collaborated with the community to create a short-term entry plan and a longer-term strategic plan to establish a clear shared vision for the next phase of the district’s transformation.[[8]](#footnote-9) From individual and small-group conversations to classroom visits and document reviews, Superintendent Soto sought to understand what is working in Holyoke and what needs to be improved. He also asked for suggestions for the future. He visited nearly 100 classrooms and listened to more than 1,150 stakeholders. In February 2022, he released an entry plan findings report that detailed the district’s strengths and areas for growth, along with essential questions to guide next steps. Next, he recruited a 14-member Steering Committee, comprised of school and district leaders, to develop a strategic plan. He also recruited an additional 31 staff, students and family members to serve on an Advisory Committee to share input and feedback throughout the process. Over a period of four months, both committees met five times, and Superintendent Soto also hosted three “Moving Forward” meetings for staff, families and community members to offer input on a draft of the strategic plan. Following a summer workshop in which 25 community members helped to refine the aspirational profile of HPS learners, the final version of the multi-year [strategic plan](https://drive.google.com/file/d/1GNvJC0RI0he-UtGe22zYwGQkQOTJ9Hcz/view) entitled “Moving Forward Together” was released on August 22, 2022. The strategic plan reflects the collective learnings of the community seven years into receivership and articulates a strong path forward for Holyoke.

Vision and Mission

As part of the strategic plan development, the Advisory and Steering Committees reviewed the existing turnaround plan and strategic plan to ensure that the language represented the district in 2022, since the world and HPS have changed since 2015. Ultimately, the Committees decided to reorient the vision and mission to be more inclusive of all students and the many choices that students may make throughout their educational journeys within Holyoke Public Schools and beyond.

The vision paints a picture for the future. **HPS is a high-performing school system where students reach their full potential, educators inspire, families are partners, and the community thrives.**

The mission explains why the school system exists. **Through an equitable, high-quality education and trusting relationships, all Holyoke students develop the skills and access the opportunities to graduate high school ready for life, career, and college.**

Each word in the above statements was debated and carefully chosen. In both statements, HPS unapologetically sets high expectations for educators and students, while recognizing that to achieve these high expectations, HPS staff must work together and support each other and students. These sentiments have led to the district’s new tagline, suggested by an Advisory Committee member: **Juntos Podemos! Together we can!**

Equity Commitments

Equity Commitments are pledges made to address systemic equity challenges. HPS staff members must recognize individual biases and the impact racism and other forms of oppression have on institutions. Then, HPS staff members must work as individuals and as a community to actively combat injustices. The Equity Commitments articulate the type of people HPS staff members strive to be and recognize that growth is a process. The Equity Commitments below are written in the first person to represent the exact language used by the district.

* We intentionally build a community that is **anti-racist, inclusive, and culturally responsive**.
* We ensure that students, families, and staff get **the support they need to be successful**.
* We **seek out and incorporate the voices of those impacted**, with a commitment to include those who have been excluded in the past.
* We promote **access and inclusion for all** students, staff, and families.
* We **respect, embrace and honor the diversity** of our students, families, staff, and community.
* We **reflect on our own behavior** to minimize harm to others.
* We create a culture of acceptance and empathy so that **everyone feels valued and is able to contribute** to our community’s success.

Core Beliefs

Core Beliefs are the values that guide the district’s work and influence how HPS staff members make decisions. As individuals and as a community, HPS staff members need to understand, own, and continually strive to uphold these beliefs. The Core Beliefs below are written in the first person to represent the exact language used by the district.

* Students are at the center of everything we do.
* Every child can and will learn.
* School is a joyful place of discovery, support, and belonging.
* Students and staff hold high expectations for themselves and each other.
* Trusting relationships lead to successful partnerships.
* Our equity commitments are enacted in our daily work.

Learner Profile

A Learner Profile describes the most important attributes and skills a student develops throughout their educational career in HPS, whether they are a student in pre-K, elementary, middle or high school. Beyond the academic content mastery a student develops, the Learner Profile paints a picture of the type of person a Holyoke student is now and who they will be supported to become.

*Holyoke Learners…*

* **R**eflect and persist
  + Learners think deeply, learn from doing, and develop the confidence and skills to persevere through challenges.
* **E**mbrace empathy and kindness
  + Learners seek to understand, appreciate, and value individuals from all cultures and belief systems.
* **A**pply critical thinking
  + Learners analyze situations and solve problems.
* **C**ommunicate effectively
  + Learners use language to exchange information, build relationships, and develop understanding.
* **H**elp themselves and others
  + Learners advocate, collaborate, own their learning, and seek solutions.

Goals

As HPS works to fully deliver on the district’s vision, it has re-established aggressive goals for improvement. Within the next three years, the district aims to:

* Increase the proportions of students performing at or above grade level in early literacy, reading and math;
* Increase the proportions of students attaining accelerated growth (at or above the 60th growth percentile) in early literacy, reading and math;
* Increase the proportions of students currently performing below grade level who gain at least 1.3 years of growth in early literacy, reading and math;
  + For each of the above three goals, the district will analyze the data for students overall, students who are English Learners and students with disabilities and will set goals to close the performance gaps for all groups;
* Increase the proportion of students who are English Learners making progress towards English language proficiency;
* Decrease the rate of chronic absenteeism among students;
* Increase the proportion of students reporting they feel like they belong at school;
* Increase the percentage of students graduating high school within 4 years to meet the state average;
* Increase the number of schools making substantial progress in DESE’s accountability system;
* Increase the hiring and retention rates of teachers of color;
* Increase the overall annual rate of teacher retention;
* Increase the proportions of students in grades 6-12, families, teachers, and staff who report that the district is living up to its commitment to build an anti-racist, inclusive and culturally responsive community.

**Summative Report**

Priority Areas

To achieve rapid improvement of academic achievement for all of Holyoke’s students, HPS has continued to implement strategies in five Priority Areas that are aligned with the recommendations of the Holyoke district Local Stakeholder Group[[9]](#footnote-10) (LSG) that were submitted in July 2015.

**Priority Area 1: High-Quality Instruction for All (HQ)**

To ensure high-quality instruction for every student, schools are developing and implementing systems of supports to ensure that students access grade-level standards and tasks, experience powerful teaching, have their learning progress monitored and are provided multiple pathways to success. All students are provided a robust curriculum that includes rigorous instruction in core subjects and enrichment opportunities in the arts, music, physical education and more.

For the original text summarizing the challenges addressed by Priority Area 1, please see the [October 1, 2015 Turnaround Plan](http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf) at pp. 15-16. For the update on progress and strategies in Priority Area 1 submitted in the 2018 plan renewal, please see the [October 1, 2018 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/holyoke-renewedplan.docx) at pp. 13-16.

Since the turnaround plan began in 2015, HPS is proud to share many successes in its quest for high-quality instruction for all:

* + **Accelerating student learning in English language arts (ELA), particularly among students who have been classified as English Learners**.From 2018 to 2022, a period that included more than two years of pandemic disruptions, the average SGP on the grade 10 MCAS ELA test increased by four points, from 43 to 47. Over the same period, the average grade 10 ELA SGP attained by students who were current or former English Learners rose from 37 to 47, fully closing the SGP gap for this subgroup of students within the district. These recent gains sustained in the face of pandemic disruptions indicate that high-quality instruction in English language arts has gained some traction in the district, particularly at the high school level. By strengthening the alignment of instructional expectations and coaching supports across all classrooms, the district intends to accelerate academic growth across all schools, grade levels and content areas in the coming years.
* **Investing in and implementing high-quality, standards-aligned and district-approved curriculum, aligned to a scope and sequence.** The Academics team has partnered with school-based staff to conduct curriculum reviews and audits and to select high-quality curricular resources. This has resulted in purchases of curriculum materials for nearly every content area in every grade, with a particular emphasis more recently on intervention resources. In the annual school quality reviews commissioned by DESE in fall 2021, five schools were rated as proficient in the curriculum domain, eight were rated as developing and only one was rated as underdeveloped, which represented a marked improvement since the first review by the same evaluation partner in fall 2019. Additionally, internal monitoring walks conducted during the 2021-22 school year confirmed that 90 percent of classrooms are using the district-approved curriculum resources.
* **Strengthening instructional practices across all classrooms.** Beginning in the 2021-22 school year, HPS has invested in a multi-year instructional leadership initiative to align instructional expectations across all classrooms in the district. The first year of work has focused on lesson planning, weekly data team meetings and academic monitoring to maximize student learning. Through the collaborative learning structures that are being implemented in all schools, leaders and staff continue to grow their abilities to collect, analyze, reflect and act on data. Nearly 80 leaders have been trained in this initiative, and many of them have been promoted to new roles within the district.
* **Reviewing the district’s Multi-Tiered System of Support (MTSS) practices through an equity lens, with a focus on strengthening pre-referral supports for students who are English Learners.** During the 2021-22 school year, the district engaged a team of outside consultants to conduct a review of the district’s MTSS practices. This review aimed to address the overidentification of students who are English Learners as students with disabilities, by identifying effective processes for assessing the needs of English Learners and opportunities to strengthen culturally and linguistically responsive MTSS practices. In August 2022, the consulting team presented its report to the district, including targeted recommendations for meeting the needs of English Learners in the pre-referral process and in Tier 1 and Tier 2 instruction. The specific recommendations from this review will keep the needs of students who are English Learners in sharp focus as the district develops its vision for inclusion, described below.
* **Driving shared goals for school improvement.** An important foundation of school improvement is an equity-driven theory of action that articulates shared goals. Then, schools must systematically assess student learning and teacher implementation against these goals, and educator teams must analyze and act on the data. Effective strategic planning and data-driven decision-making are essential for upholding the district’s equity commitment to “ensure that students, families, and staff get the support they need to be successful.” HPS has made significant progress in these areas.In the fall 2021 school quality reviews, 8 out of 13 schools earned proficient ratings in the goals and action plans domain and all other schools were rated as developing. The district’s overall performance in the goals and action plans domain represented its strongest area of performance in the fall 2021 school quality review process.

Yet, there is more work to be done within this priority area. Three particular foci of high-quality instruction in this renewed turnaround plan are early literacy, learning experiences and inclusion.

Strategy HQ – 1. Provide educators with resources and professional learning to ensure rigorous

curriculum, instruction and assessment for all.

* Continue providing professional development to all instructional leaders to align instructional expectations across all classrooms in the district and maximize student engagement with rigorous, standards-aligned tasks; (also falls within Priority Areas 4 and 5)
* Accelerate job-embedded support for educators to continue to learn how to provide all students with access to grade-level expectations; (also falls within Priority Area 4)
* Create and implement an early literacy plan that includes high-quality curriculum, effective teacher strategies, development of deep content knowledge, and collaboration to meet the needs of students who are English Learners and students with disabilities.

Strategy HQ – 2. Redesign student learning experiences to ensure schools provide rigorous, culturally responsive instruction in all content areas to all students.

* Continue to define what rigorous, culturally responsive grade-level instruction looks like across grades and core content areas (English, mathematics, science, social studies) and support educators in meeting this vision;
* Redesign school schedules to build in sufficient time for core content, targeted instruction and enrichment (e.g. arts, music, world language, physical education, STEM), social-emotional learning, and teacher collaboration and planning; (also falls within Priority Area 2)
* Reorganize schools into distinct elementary and middle schools, redraw school boundary lines, and continue to grow the dual language program. (also falls within Priority Areas 2 and 3)

Strategy HQ – 3. Develop and implement comprehensive strategies to address the needs of English learners and students with disabilities throughout the district.

* Establish and implement a districtwide vision for and team-based approach to inclusive practices that support students who have unique learning needs (students who are English Learners, students with disabilities, and others);
* Implement recommended instructional and student support practices for students who are English Learners, from the MTSS review conducted during the 2021-22 school year;
* Using culturally and linguistically responsive MTSS practices, continue to build trusting relationships with families, educators, and students around how to meet the unique needs of every child. (also falls within Priority Area 3)

**Priority Area 2: Personalized Pathways (PP)**

Every student is unique and deserves the opportunity to discover and achieve his or her dreams. The district’s personalized approach to each student’s education affords every student the opportunity to engage in relevant and meaningful learning, targeted to his or her needs and interests. HPS continues to invest in diverse pathways for students. While some pathways are associated with specific programs, such as a high school academy or the dual language program, HPS aims to empower all students to explore their interests and passions through a rich array of choices in core and enrichment classes.

For the original text summarizing the challenges addressed by Priority Area 2, please see the [October 1, 2015 Turnaround Plan](http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf) at pp. 22-23. For the update on progress and strategies in Priority Area 2 submitted in the 2018 plan renewal, please see the [October 1, 2018 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/holyoke-renewedplan.docx) at pp. 17-22.

Since the turnaround plan began in 2015, HPS has made significant progress on its journey towards personalized pathways:

* **Growing the dual language program across three elementary schools, with 17 percent of pre-K-8 students enrolled in dual language programs in the 2021-22 school year.** Prior to receivership, fewer than 100 students had the opportunity to learn in both English and Spanish daily through the dual language program. By 2021-22, more than 600 students across three schools were enrolled in the dual language program, which seeks to enable students to attain bilingualism and biliteracy along with high levels of academic achievement. Additionally, at the high school level, HPS continues to champion biliteracy and biculturalism. Eleven students graduated in the 2021-22 school year with a Seal of Biliteracy on their diplomas. This work will continue to flourish with a district rezoning strategy that specifically focuses on sustaining growth of the dual language program.
* **Redesigning the high school experience, which has contributed to a 16.4-point increase in the graduation rate to 76.4 percent and a reduction in dropout rate to an average of 5.1 percent during the time of receivership.** Graduation rates for students who are English Learners and students with disabilities have especially improved, with rate improvements exceeding 30 points over the same period. In the 2018-19 school year, HPS merged all high school campuses into one Holyoke High School (HHS) to promote equitable access to the full high school experience. All HHS students receive an in-depth, well-rounded, MassCore-aligned education that is designed to prepare them for college, career, and community leadership. They are provided with access to a wide array of college, career, and community-based learning opportunities in the areas of their emerging interests. At the North campus of HHS, students select one of three career-themed academies linked to an industry sector (Engineering & Life Science, Media & Performing Arts, Community & Global Studies). At the Dean campus, students select one of nine career and vocational technical education programs, such as advanced manufacturing or health assisting. For the first time in two decades, Dean campus is at full enrollment with about 100 students per grade and a waiting list of nearly 50 students. Finally, Opportunity Academy at HHS is designed for students who benefit from an alternative to a traditional school setting. Across all campuses, 41 percent of grade 11 and grade 12 students were enrolled in advanced coursework in the 2021-22 school year. This group included 223 students enrolled in early college and/or dual enrollment courses, 216 students in Advanced Placement courses and 22 students who pursued off-campus internships. Throughout the period of receivership, there has been a concerted effort to engage more students of color in advanced coursework. Among all students enrolled in advanced coursework, the proportion of students of color has grown from 42 percent in 2015 to 85 percent in 2022. Important next steps in this area include enhancing the academy experience at HHS North with community-based learning in grades 11 and 12 and increasing the number of HHS Dean students participating in work-based learning.
* **Expanding preschool access and quality.** During the period of receivership, HPS has nearly doubled access to pre-K programming, with more than 500 seats available to families in 2022 through either HPS-operated or partner-operated classrooms. Nearly 200 of these slots are full-day seats, which the district hopes to continue increasing as a proportion of total seats. In pre-K classrooms, the youngest learners are building important foundational literacy, numeracy and social-emotional skills. Two pre-K programs offered through a partnership with Valley Opportunity Council have received the highest quality rating awarded by the Massachusetts Department of Early Education and Care. While the district is proud of the recognized quality of Holyoke’s pre-K programming, the pandemic has had a negative impact on pre-K enrollment. Accordingly, the district will engage in more outreach to fill pre-K seats.
* **Developing strong relationships at school.** Strong peer-to-peer and student-to-adult relationships contribute to students’ success and a positive school environment. In the districtwide culture and climate survey administered during the 2021-22 school year, 85 percent of students reported that there are adults in the school they can go to for help, and 56 percent of students reported a sense of belonging at school. The district is eager to build upon these strengths through a more robust implementation of the district’s social-emotional learning (SEL) curriculum and an expansion of advisory structures for students in grades 6-12.
* **Continuing to move towards distinct elementary and middle schools in order to provide a robust learning experience for all.** Based on extensive community feedback over many years, HPS will complete the transition to distinct elementary (pre-K-5) and middle (6-8) schools and redraw school boundary lines for fall 2023. This plan will strengthen both academic and social-emotional instruction, ensure continuity for dual language and special education programming, promote equitable outcomes for all learners and concentrate resources on instruction. Four schools already have completed their transitions to elementary schools, while two other schools have transitioned to the middle school model. Physical moves are only one piece of the puzzle; intentional instructional design needs to occur as well. HPS has begun this work by redesigning elementary and middle school schedules to include sufficient time for core content, lunch/recess, and enrichment. HPS has added many enrichment teachers, especially in art and music, to ensure that students have more well-rounded learning experiences. Extracurricular activities and sports in the middle grades have also been well received by students and families.

Yet, there is more work to be done within this priority area. In order to empower all students to explore their interests and passions, the district must meet the holistic needs of students while allocating its resources to maximize the quality and breadth of learning opportunities offered at all grade levels.

Strategy PP – 1. Provide students access to social-emotional learning, mental health supports, and opportunities to explore their passions.

* Develop a cohesive plan to increase access to and quality of social-emotional learning (SEL) throughout the school day;
* Connect students with school-based supports and community providers to meet their mental health needs; (also falls within Priority Area 3)
* Partner with staff, families, and the community to ensure that students experience positive relationships and mentorship and have access to opportunities to explore their interests. (also falls within Priority Area 3)

Strategy PP – 2 (repeated from Strategy HQ – 2). Redesign student learning experiences to ensure schools provide rigorous, culturally responsive instruction in all content areas to all students.

* Redesign school schedules to build in sufficient time for core content, targeted instruction and enrichment (e.g. arts, music, world language, physical education, STEM), social-emotional learning, and teacher collaboration and planning;
* Reorganize schools into distinct elementary and middle schools, redraw school boundary lines, and continue to grow the dual language program.

**Priority Area 3: Family and Community Engagement (FCE)**

Families and community members are essential partners in the shared success of HPS. By effectively partnering with families, particularly those who have been historically marginalized, HPS creates a more robust support network to address students’ needs and strengthens the community at large.

For the original text summarizing the challenges addressed by Priority Area 3, please see the [October 1, 2015 Turnaround Plan](http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf) at p. 31. For the update on progress and strategies in Priority Area 3 submitted in the 2018 plan renewal, please see the [October 1, 2018 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/holyoke-renewedplan.docx) at pp. 23-27.

Since the turnaround plan began in 2015, HPS has made progress on its commitment to family and community engagement in the following ways:

* **Promoting strong communication, especially due to an expansion of translation and interpretation services.** During Superintendent Soto’s entry plan process, families and staff alike highlighted communication as an area of strength for the district. Stakeholders appreciate the multiple channels utilized for one-way districtwide communications (texts, phone, emails, social media, video). They also recognize the district’s efforts to increase two-way communication with families through in-person and virtual meetings and surveys, as well as schools’ growing use of two-way communication tools such as ClassDojo. An important component of strong communication is having translation and interpretation services available, especially in Spanish. All communications to families sent through the Blackboard Connect messaging system are provided in both English and Spanish. The district website has a translation feature and meets the compliance standards of the Americans with Disabilities Act (ADA). Interpretation services are available for all public district meetings.
* **Elevating family voice and ensuring inclusive processes.** HPS has established many structures for families to have input into district and school improvement efforts, including both ongoing advisory groups (e.g. English Learner Parent Advisory Council, Special Education Parent Advisory Council, District Parent Advisory Council) and ad hoc committees such as the Strategic Plan Advisory Committee and Rezoning Task Force. HPS also utilizes a variety of outreach methods—including virtual meetings, in-person meetings, outreach at community events, and surveys—to disseminate district information, solicit feedback, and promote community building. These efforts are all aligned with the district’s equity commitment to “seek out and incorporate the voices of those impacted, with a commitment to include those who have been excluded in the past.” A highlight of the 2021-22 school year was the inclusive process to collectively develop a new strategic plan for the district. Through this process, more than 1,500 students, families, educators, staff, leaders, and community members have shared their perspectives on what is working in Holyoke, what needs to be improved, and their suggestions for the future.
* **Strengthening community partnerships.** It takes a village to raise a child; therefore all HPS stakeholders must work together to support students. HPS is thankful for its many community partnerships that enhance the opportunities available to students and families throughout their educational journeys in HPS and beyond. These include the district’s pre-K partnerships; out-of-school time partnerships with numerous community-based organizations; providers of in-school student support services; and Early College partnerships with neighboring institutions of higher education, which give students the opportunity to earn roughly one full semester of college credits before graduating high school. In spring 2022, the district partnered with the Hampden County Sheriff’s Department, the City of Holyoke and dozens of community organizations to launch the Holyoke Hub Community Mobilization Initiative. This new collaboration will help coordinate wraparound services for children and families through weekly meetings where staff from multiple agencies and departments will discuss cases in a holistic manner.

To build upon the district’s existing strengths and assets in family and community engagement, HPS will continue to incorporate a focus on family and community engagement in multiple priority areas of the renewed turnaround plan, as follows:

Strategy FCE – 1. Support families to be active partners in students’ learning.

* Using culturally and linguistically responsive MTSS practices, continue to build trusting relationships with families, educators, and students around how to meet the unique needs of every child; (repeated from Priority Area 1)
* Reorganize schools into distinct elementary and middle schools, redraw school boundary lines, and continue to grow the dual language program. The district will continue to elevate the voices of families in this work, through the work of the Rezoning Task Force and other vehicles for community engagement. (repeated from Priority Area 1)

Strategy FCE – 2. Engage families and community partners to provide students access to social-emotional learning, mental health supports, and opportunities to explore their passions.

* Connect students with school-based supports and community providers to meet their mental health needs;
* Partner with staff, families, and the community to ensure that students experience positive relationships and mentorship and have access to opportunities to explore their interests.

Strategy FCE – 3. Support educators in building culturally and linguistically responsive partnerships with families.

* Provide equity training for all staff and partner with many stakeholders to develop and implement an equity plan that builds an anti-racist and culturally responsive community.(also falls within Priority Area 4)

**Priority Area 4: Thriving and Effective Workforce (TEW)**Every student deserves to be taught by excellent teachers, led by an excellent principal, in an excellent school. By strengthening systems for recruitment, retention, evaluation, professional development, collaboration and planning and leadership development, HPS is filling every classroom and office with talented professionals whose gifts and commitment benefit students every day. The district is working to increase the quality and diversity of the educator workforce, while elevating the profession of teaching and raising the morale of teachers and staff.

For the original text summarizing the challenges addressed by Priority Area 4, please see the [October 1, 2015 Turnaround Plan](http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf) at pp. 40-41. For the update on progress and strategies in Priority Area 4 submitted in the 2018 plan renewal, please see the [October 1, 2018 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/holyoke-renewedplan.docx) at pp. 28-31.

Since 2015, the district’s progress toward building a thriving and effective workforce includes:

* **Adopting a professional compensation system, securing updated contracts for seven bargaining units, and expanding career opportunities for staff members.** Employees are the district’s most valuable resource in providing all students with high-quality learning experiences and positive school environments. The updated contracts establish a more professional and responsive relationship between employer and employee, as exemplified by the professional compensation system. Compensation for all groups is now based on the employee’s individual effectiveness on student learning and/or school community outcomes and are directly tied to the employee’s evaluation. This allows top performers to advance more rapidly on the compensation ladders. Equally important, HPS is investing in its staff by developing career pathways for educators. In 2022, HPS has designated 16 excellent educators as Advanced Teachers, a role which allows them to serve as school-wide models and assume additional leadership responsibilities while remaining in the classroom. HPS also has elevated 32 excellent educators to the role of Expert Teacher, a position in which they coach other teachers and support their peers’ professional development, collaboration, and planning.
* **Promoting diversity of the teaching staff** as a key component of the district’s equity commitment “to respect, embrace and honor the diversity of our students, families, staff, and community.” HPS has more than doubled the proportion of teachers of color during the period of receivership, from 13 percent in 2015 to 28 percent in 2021. HPS has made a concerted effort to diversify the teaching force by recruiting candidates from diverse backgrounds, hosting staff affinity groups, and increasing access to earning a teaching license through partnerships with area colleges and organizations. More than 100 paraprofessionals and career changers have matriculated through programs at Mount Holyoke, Elms College, Teach Western Mass and others. Research shows that all students benefit from having teachers of color.[[10]](#footnote-11) When taught by teachers of color, students of color demonstrate more academic achievement and are more likely to graduate high school and attend college. All of the strategies within the educator development priority area, especially those focused on career pathways and equity training, represent critical efforts aimed at recruiting and retaining teachers of color.
* **Increasing the stability, diversity, and effectiveness of the principal team** allows for deeper connections with families and more effective leadership practices. In 2022, 35 percent of HPS principals identify as people of color, up from less than 10 percent in the first year of receivership. Five of the six principal openings in the past two years have been filled by internal candidates. The position of Executive Director of School Leadership, supported by high-quality consulting partners, has been particularly valuable to developing and supporting principals, who in turn develop and support educators.
* **Increasing the amount of time each week provided for teachers to engage in collaborative learning.** Every school has at least two hours per week of professional development (PD) time outside of student hours during which teachers analyze data, look at student work, plan instruction together and engage in professional learning. The district has continued to survey staff annually on the quality of and their input into PD. Informed by these surveys, HPS provides a mixture of district-based and school-based PD over the course of eight or nine PD days per year, which represents a substantial increase from the four PD days per year that existed before receivership. The trainings offered on PD days are often tailored to the needs of particular cohorts of educators (e.g., science, special education, etc.).

In order to aggressively accelerate student achievement across the district, the district must continue to strive for greater gains within this priority area.

Strategy TEW – 1. Ensure Holyoke’s educators and other staff have the knowledge and skills needed to drive student learning, growth and achievement.

* Continue providing professional development to all instructional leaders to align instructional expectations across all classrooms in the district and maximize student engagement with rigorous, standards-aligned tasks; (repeated from Priority Area 1)
* Provide educators with professional development, job-embedded coaching, and dedicated time for team collaboration and planning;
* Provide equity training for all staff and partner with many stakeholders to develop and implement an equity plan that builds an anti-racist and culturally responsive community. (repeated from Priority Area 3)

Strategy TEW – 2. Grow and retain a talented, diverse staff.

* Continue to develop career pathways for educators that diversify the teaching staff, create differentiated roles and provide support to staff pursuing additional credentials;
* Develop and implement a plan to promote wellness for staff members and promote a positive, rewarding work environment.

**Priority Area 5: Supporting Empowered Schools (SES)**

HPS believes in developing, supporting and empowering school leaders and their teams, so that they are best prepared to make and implement critical decisions on the school’s path to continued improvement. The central office must be responsive, reflective and wholeheartedly committed to setting the conditions for schools and students to be successful. HPS staff members must hold each other accountable to student success at the classroom, school and system levels.

For the original text summarizing the challenges addressed by Priority Area 5, please see the [October 1, 2015 Turnaround Plan](http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf) at p. 48. For the update on progress and strategies in Priority Area 5 submitted in the 2018 plan renewal, please see the [October 1, 2018 Renewed Turnaround Plan](https://www.doe.mass.edu/level5/districts/holyoke-renewedplan.docx) at pp. 32-37.

Since the turnaround plan began in 2015, HPS is proud to share the following successes as the district works to support empowered schools:

* **Leading an effective health and safety response to the COVID-19 pandemic.** HPS maintained a thoughtful approach to managing the COVID-19 pandemic, prioritizing the health and well-being of students and staff. Early on in the pandemic, more than 5,000 devices were issued to students and educators, and more than 800,000 meals were provided, including pick-up at meal sites, delivery to homes and community-based partners offering learning pods, and at school. In the 2020-21 school year, HPS prioritized in-person learning for students with the most significant needs; by the end of that year, all families were provided the option of returning to full-time in-person learning and 56 percent of students were learning in-person. In the 2021-22 school year, even when case counts were at their highest, all HPS schools remained open, which was accomplished in part by swiftly shutting down a classroom or two as needed for a few days to contain an outbreak. Improved ventilation, on-site testing and encouraging people to stay home when ill were critical efforts that paid dividends.
* **Investing more than $20 million in the physical infrastructure of schools.** The HPS school portfolio is among the oldest in Massachusetts. Through a partnership with the Massachusetts State Building Authority (MSBA) and the City of Holyoke, HPS has updated the facilities at Donahue, Holyoke High School (North and Dean Campuses), Kelly, Morgan, Sullivan, and E.N. White through a variety of projects, including new carpeting, new windows, new doors, new boilers, lighting upgrades and more. HPS has installed air conditioning units where possible and plans to upgrade HVAC components at seven schools. Safety and security upgrades include camera systems at the high school campuses, districtwide replacement of phone and intercom systems, and new entry vestibule accommodations planned at Morgan, Sullivan, and Lawrence Schools. Despite an unsuccessful effort to fund two new middle school buildings through a debt exclusion ballot question in Fall 2019, HPS is working with the City of Holyoke and MSBA to build one new middle school within the City’s financial means. In spring 2022, the City Council approved $475,000 for the feasibility study for the new middle school, and the MSBA has voted to invite Holyoke into both the Feasibility Study and Schematic Design phases of planning to replace the existing Peck School.
* **Improving the quality and service provided by the food service management company.** Students deserve high-quality, appetizing food containing the proper nutrition that students need to thrive during the school day and beyond. HPS is working with its food service provider to use high-quality, locally sourced, and sustainable food products. HPS also is investing over one million dollars in kitchen upgrades to support on-site cooking, appetizing presentation of meals, and efficient service. Breakfast in the classroom is now a districtwide initiative reaching all classrooms. Recently, the district’s Food Services program was awarded a Massachusetts Food Security Infrastructure Grant of $500,000. With these funds, HPS will upgrade its cold storage capacity, provide Holyoke High School with emergency power, and purchase a food truck to support summer meals, outdoor meals, and special events. HPS will continue developing culturally responsive menus based on feedback from students and families.
* **Strengthening services provided by the central office to schools, while reducing central office expenditures.** The central office has been transformed into a service hub for schools. Every school has a key contact person in Human Resources, Finance, Data Services, Academics, Pupil Services and Operations that the school can go to for support. Departments such as Enrollment and Technology have reduced wait times and instituted more effective processes. To achieve sustainable cost savings, HPS has reduced overtime through smarter staffing, managed unemployment costs more efficiently, consolidated the central office footprint from four to two floors, and switched health care providers.

The refreshed strategies in this priority area are integrated most closely with Priority Area 1, reflecting the district’s laser-like focus on raising the quality of instruction in all classrooms.

Strategy SES – 1. Align instructional leadership practices across the district by developing a shared knowledge base and common protocols for evidence-based decision making.

* Continue providing professional development to all instructional leaders to align instructional expectations across all classrooms in the district and maximize student engagement with rigorous, standards-aligned tasks; (repeated from Priority Area 1)
* Align the work and approach of central office departments focused on student learning to accelerate the effectiveness of supports to schools. This will include implementing a calibrated observation tool to be used by all central office instructional leaders, during both individual and cross-team classroom visits.

**Implementation Benchmarks for SY2022-23**

|  |  |  |
| --- | --- | --- |
| **Priority Area** | **Strategy** | **SY22-23 Implementation Benchmark** |
| Overall | (Across all Strategies) | * Increase the proportions of students performing at/above grade level in early literacy, reading, and math, as measured by STAR assessments   + Early literacy: 5 points   + Reading: 10 points   + Math: 10 points * Increase the proportions of students attaining accelerated growth (60th+ growth percentile) in early literacy, reading, and math (STAR)   + Early literacy: 10 points   + Reading: 10 points   + Math: 10 points * Increase the proportions of students currently performing below grade level who gain at least 1.3 years of growth in early literacy, reading, and math (STAR)   + Early literacy: 15 points   + Reading: 15 points (grades 3-5), 10 points (grades 6-12)   + Math: 15 points (gr. 3-5), 10 points (gr. 6-12) * For each of the above STAR goals, the district will analyze the data for students overall, students who are English Learners and students with disabilities. The district’s goal is to decrease the performance gaps for all groups. * Increase the proportion of students who are English Learners making progress towards English language proficiency, as measured by ACCESS testing   + Goal set by DESE mid-year * Decrease in chronic absenteeism rate   + Goal set by DESE mid-year * 10-point increase in the proportion of students reporting they feel like they belong at school * Percent of students graduating high school within 4 years   + Goal set by DESE mid-year * All schools making substantial progress in DESE’s accountability system * 2-point increase in the percentage of teachers of color in HPS * 2-point increase in the annual teacher retention rate * Increase the proportions of students (grades 6-12), families, teachers, and staff reporting that the district is living up to its commitment to build an anti-racist, inclusive, and culturally responsive community   + Question will be introduced in the SY23 culture and climate survey; annual goals will be set using this baseline data. |
| HQ – 1 | Continue providing professional development to all instructional leaders to align instructional expectations across all classrooms in the district and maximize student engagement with rigorous, standards-aligned tasks  Accelerate job-embedded support for educators to continue to learn how to provide all students with access to grade-level expectations  Create and implement an early literacy plan that includes high-quality curriculum, effective teacher strategies, development of deep content knowledge, and collaboration to meet the needs of students who are English Learners and students with disabilities. | By June 2023, 100% of school leaders and expert teachers provide classroom-based coaching weekly and lead planning and data meetings weekly.  By June 2023, 100% of Advanced Teachers contribute at least four artifacts to the HPS library of instructional and planning models or exemplars.  By June 2023, the Early Literacy Committee meets monthly.  By June 2023, 95% of K-2 teachers complete seven modules of the HPS early literacy training. |
| HQ – 2 | Continue to define what rigorous, culturally responsive grade-level instruction looks like across grades and core content areas (English, mathematics, science, social studies) and support educators in meeting this vision. | By June 2023, 95% of pre-K-12 ELA and Math teachers use data meetings to plan ELA and Math instruction.  By June 2023, 60% of pre-K-12 teachers use grade-level exemplars to monitor student work within their lessons as measured by the HPS observation tool. |
| HQ – 3 | Establish and implement a districtwide vision for and team-based approach to inclusive practices that support students who have unique learning needs (students who are English Learners, students with disabilities, and others).  Implement recommended instructional and student support practices for students who are English Learners, from the MTSS review conducted during the 2021-22 school year. | By late Spring 2023, the district develops a multi-year vision and implementation plan for inclusive practices in general education to benefit all pre-K-12 learners, especially students with disabilities and students who are English Learners. The vision and implementation plan will incorporate recommendations from the district’s SY22 MTSS review report. |
| PP – 1 | Develop a cohesive plan to increase access to and quality of social-emotional learning (SEL) throughout the school day. | By June 2023, 95% of K-8 classrooms use social emotional learning (SEL) strategies throughout the day as measured by the HPS SEL monitoring tool. |
| PP – 2 | Redesign school schedules to build in sufficient time for core content, targeted instruction and enrichment (e.g. arts, music, world language, physical education, STEM), social-emotional learning, and teacher collaboration and planning.  Reorganize schools into distinct elementary and middle schools, redraw school boundary lines, and continue to grow the dual language program. | By June 2023, all elementary and middle schools have developed school schedules for fall 2023 that follow the district’s scheduling guidance.  By November 30, 2022, the district informs all stakeholders about the rezoning plan. By June 2023, 100% of impacted staff are reassigned to their new school, and 100% of reassigned families are contacted by their new school via multiple channels (email, text, phone and/or event).  By late spring 2023, the district produces a multi-year plan for pre-K-12 dual language, which includes enrollment targets; implementation of curriculum, pedagogy and training; staff recruitment strategy; family engagement and programming that spans pre-K through grade 12. |
| FCE – 1 | Using culturally and linguistically responsive MTSS practices, continue to build trusting relationships with families, educators, and students around how to meet the unique needs of every child. | By June 2023, the district develops and executes a new districtwide attendance campaign to champion consistent student attendance. Schools utilize school-based attendance teams to provide tier 2 and 3 interventions for chronic absenteeism. |
| FCE – 2 | Connect students with school-based supports and community providers to meet their mental health needs.  Partner with staff, families, and the community to ensure that students experience positive relationships and mentorship and have access to opportunities to explore their interests. | By June 2023, 45% of students referred for counseling or mental supports actively engage in services.  By June 2023, the district develops a mentorship program for students who need increased support, with a goal of serving 25 middle school students across at least two schools. |
| FCE – 3 | Provide equity training for all staff and partner with many stakeholders to develop and implement an equity plan that builds an anti-racist and culturally responsive community. | By June 2023, 80% of staff have completed at least one equity training module.  By June 2023, the Equity Task Force meets at least bi-monthly and has begun to implement recommendations from the Summer/Fall 2022 Equity Audit. |
| TEW – 1 | Provide educators with professional development, job-embedded coaching, and dedicated time for team collaboration and planning. | By June 2023, 95% of pre-K-12 ELA and Math teachers use data meetings to plan ELA and Math instruction. *(repeated from HQ – 2)*  By June 2023, 60% of pre-K-12 teachers use grade-level exemplars to monitor student work within their lessons as measured by the HPS observation tool. *(repeated from HQ – 2)* |
| TEW – 2 | Continue to develop career pathways for educators that diversify the teaching staff, create differentiated roles and provide support to staff pursuing additional credentials.  Develop and implement a plan to promote wellness for staff members and ensure a positive, rewarding work environment. | By June 2023, the district develops at least one new pipeline program to support educators to advance from an emergency DESE license to an initial DESE license.  By June 2023, the district develops a pipeline for current staff without a bachelor’s degree to earn their degree and initial teaching license.  By June 2023, the proportion of staff reporting that they experience a positive work environment in HPS increases by 10 points (from 41% to 51% for teachers and 59% to 69% for other staff). |
| SES – 1 | Align the work and approach of central office departments focused on student learning to accelerate the effectiveness of supports to schools. | By June 2023, the expanded Teaching and Learning team (inclusive of Office of School Improvement and Leadership, Academics, Pupil Services) meets weekly to coordinate activities and conduct monthly walks together.  By June 2023, 80% of principals indicate that they are receiving the coordinated, aligned, and targeted supports they need from the expanded Teaching and Learning team, as measured by a spring survey. |

**Statutory Components of the Turnaround Plan**

This section serves to highlight how the turnaround plan addresses the specific student subgroups and programmatic areas identified in G.L. c. 69, § 1K(c).

**(1) Steps to address social-service and health needs of students and their families in order to help students arrive and remain at school ready to learn**

The district has multiple partnerships with area health-service organizations, universities, and local and state agencies such as the Department of Public Health to provide direct health services, prevention programs, and health information to students and their families. The district reviews its existing partnerships in order to coordinate health services, prevention, and screening activities taking place throughout the district, at all grade levels.

The district currently works with outside providers to offer clinical services to students and families in the school setting. The district has established a clear referral process with area clinics to provide mental health screening and services to students in need. The district has improved its coordination of outside health and mental health service providers with district service providers to maximize student and family access. Providing health and mental health services on-site is designed to reduce dismissals for outside appointments and increase student attendance, and to provide increased access to necessary services.

**(2) Steps to improve or expand child-welfare services and, as appropriate, law-enforcement services in the community, to promote a safe and secure learning environment**

The district’s focus on building a culture of high academic and behavioral expectations is central to its ability to foster safe and secure learning environments districtwide. Further developing the district’s partnerships with child-welfare and law-enforcement organizations—and incorporating these partners throughout its work—helps to reinforce the culture that the district is working to create. The district recognizes that these partners must be involved in the work at the early, culture-setting stages in order to identify law-enforcement and safety concerns.

Many student support rooms in schools have been restructured to focus on students’ reflecting on behavior and preparing to return to class. Two schools (Donahue and Holyoke STEM Academy) have completed the Positive Behavioral Intervention and Supports (PBIS) Academy training sponsored by DESE. An additional four schools (McMahon, Morgan, Peck, and Sullivan) are in their third year of the PBIS Academy, and two schools (Metcalf and Kelly) are in their second year.

Educators and other staff use data to assess school climate, student supports, and other factors affecting learning in the schools. Having readily accessible data that can be aggregated and analyzed easily enables the district to identify trends and address any child welfare and safety issues proactively.

In addition, the district partners with local law enforcement agencies as appropriate to ensure that all HPS schools are safe places for students to learn and educators to work. Working with the Holyoke Police Department, the district has ensured that there are trained officers in place at both high school campuses, during school hours and at school-based events. The district has also built on its existing partnerships with the Department of Children and Families (DCF), the Department of Probation, and the Juvenile Court.

The district’s Student Enrollment Center and Family and Community Engagement Team also ensure that families have access to information about these resources.

**(3) Steps to improve workforce development services provided to students in the district and their families in order to provide students and families with meaningful employment skills and opportunities**

Since the district was placed into chronically underperforming status, many stakeholders have come forward to support the work of the receiver and to discuss the impact of the district’s turnaround efforts on Holyoke’s workforce and industry. Municipal officials, community organizations, local businesses, regional organizations, and state agencies all recognize the need for Holyoke’s students and families to be prepared to participate fully in Holyoke’s economy as it grows.

A key component of the district’s turnaround has been redesigning its approach to secondary (grades 6–12) education, focusing on developing multiple pathways to college and careers. For information on the district’s high school redesign efforts, please visit this webpage: <https://www.hps.holyoke.ma.us/turnaround/high-school-redesign/>

For more information on the district’s middle school redesign and rezoning efforts, please use the following link: <https://www.hps.holyoke.ma.us/turnaround/msredesign/>.

**(4) Steps to address achievement gaps for EL, SWD, and economically disadvantaged students**

The district continues to build on its work with local and state partner agencies to ensure that students’ needs are being met so that they are able to focus on school. For instance, the district has built on its partnerships with the Executive Office of Housing and Economic Development and the Department of Housing and Community Development to provide housing information to families. Seven schools were awarded a grant for their breakfast in the classroom programs achieving participation rates greater than 80 percent. The breakfast and lunch menus are tailored by grade span, culturally responsive, and available in Spanish.

While the district strives to provide high-quality instruction to every student, it is particularly important that students who are English Learners (ELs) and students with disabilities (SWD) be served by teachers who are skilled in meeting their diverse needs. The district provides professional learning opportunities to strengthen educators’ capacities to provide high-quality instruction and student-specific supports and works with DESE to ensure that core content educators earn their endorsements in Sheltered English Immersion (SEI).

The district is strengthening the academic program for ELs in all grades, ensuring that its program fosters rapid English language acquisition and academic growth. The ESL department is entering their second year of professional development around a functional approach to language to engage students in metalinguistic thinking around texts and language. All curriculum units for self-contained ESL classrooms are now aligned to the WIDA 2020 standards through this approach. These units feature language-rich and grade-level appropriate mentor texts and tasks to ensure all students are receiving opportunities to engage with appropriate texts. SEI courses (in-person and asynchronous virtual) are made available at no cost for any core academic teacher or administrator who lacks an SEI endorsement, ensuring that 98 percent of teachers are endorsed within one year of teaching in Holyoke. The district is now an approved provider of the SEI Endorsement courses, decreasing the cost and increasing the availability of these courses.

Over the past several years, opportunities for inclusive services for students with disabilities have increased, specifically in relation to the provision of itinerant services. The district has piloted inclusive practices at Donahue School with the plan to replicate targeted practices across the district. For example, the district has introduced the role of an inclusion coach and trained general education and special education staff to support more students with an autism diagnosis in general education classroom settings. Through this work, the district intends to provide more equitable access to core instruction to diverse learners.

**(5) Alternative English language learning programs for ELs**

The district has a clear mission, vision and goals for each program that serves ELs in the district (SEI, Dual Language/Two-Way Immersion, Transitional Bilingual Education (TBE)/Newcomer). The district assessed the effectiveness of the dual language program at Metcalf and has continued to expand dual language programming across the district. In the 2022-23 school year, the district has dual language programming at Metcalf (grades pre-K-8), E.N. White (grades pre-K-5), and Kelly (grades K-2). The district has established a leadership committee explicitly charged with oversight and coordination of dual language programming.

A Newcomer Academy that includes native-language instruction (TBE) was introduced at the high school level in the 2017-18 school year. The TBE program establishes a rigorous course of studies enabling students to engage with grade-level academic expectations alongside their acquisition of the English language. At Holyoke STEM Academy, middle school students have access to a heritage language arts class as an enrichment course. In this course, students explore identity, language, and culture while reading and writing in Spanish, English, and other heritage languages represented in Holyoke, such as Polish.

**(6) A budget for the district including any additional funds to be provided by the Commonwealth, federal government, or other sources**

The Fiscal Year 2022 budget was adopted by the Holyoke City Council in June 2022.

See also Appendix C.

**Appendix A: Required Contract and Policy Changes**

**SECTION 1: REQUIRED TERMS FOR COLLECTIVE BARGAINING AGREEMENTS**

Pursuant to G.L. c. 69, §1K, the Commissioner and the Receiver must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the district. The Commissioner and the Receiver will take all appropriate steps necessary to support the goals of the turnaround plan. Among other things, the Commissioner and the Receiver may expand, alter or replace the curriculum and program offerings of the district, or a school in the district; reallocate the uses of the existing budget of the district; provide funds to increase the salary of an administrator or teacher working in an underperforming or chronically underperforming school in order to attract or retain highly qualified administrators or teachers, or to reward administrators or teachers who work in chronically underperforming districts that have achieved the annual goals in the turnaround plan; expand the school day or school year or both of schools in the district; limit, suspend or change one or more provisions of any contract or collective bargaining agreement in the district; add pre-kindergarten and full-day kindergarten, if the district does not already have the classes; limit, suspend, or change one or more school district policies or practices, as such policies or practices related to the underperforming schools in the district; provide job-embedded PD for teachers in the district; provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction; establish a plan for PD for administrators in the district; and establish steps to assure a continuum of high-expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture, and organizational structure.

All collective bargaining agreements with all bargaining units contain terms that are consistent with the requirements of the Turnaround Plan as described below.

These terms shall supersede any contrary provisions of the district’s collective bargaining agreements or any pre-existing district or school committee practices or policies. The terms reflect mandatory changes to the district’s policies, agreements, work rules and any practices or policies, and are implemented pursuant to G.L. c. 69, §1K. Provisions of collective bargaining agreements that are inconsistent with or do not otherwise support the goals of the turnaround plan are suspended. The Receiver reserves the right to make additional changes to collective bargaining agreements as needed.

**I.** **Receiver**

Pursuant to G.L. c. 69, §1K, the Receiver for HPS is vested with all the powers of the superintendent and the school committee. Wherever a reference in a collective bargaining agreement is made to the “school committee” or the “superintendent,” it will be interpreted to mean the “Receiver.”

**II. Management Rights**

Nothing contained in the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as provided in G.L. c. 69, §1K.

**III. School-Based Decision-Making**

The Receiver will determine what autonomies he will provide to individual district schools. Through a school-based decision-making process, schools will create annual school operational plans addressing those autonomies that have been granted to the school, subject to the Receiver’s approval.

**IV. Professional Compensation System**

The Receiver developed a new professional compensation system, which was implemented after consultation with the union. The compensation system contains a career path, which compensates employees based on individual effectiveness, professional growth, and student academic growth, and may allow for school-based variations.

Teachers, from within and outside of HPS, may also be eligible to serve in the vacation academies. Teachers serving in the vacation academies will be paid a stipend, which will be subject to taxes and/or withholdings, will not be added to the base salary, and will not be counted toward salary for retirement calculation purposes.

The Receiver may review and adjust the salary of an individual employee in order to attract or retain a highly qualified employee, or when he otherwise determines that such an adjustment is in the best interest of the district.

**V. Teaching & Learning Time**

**Professional Obligations**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high-quality education in HPS. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations, and other similar activities. Teachers will also be afforded regular preparatory time during their workweek. Such preparatory time may include common planning periods and professional development.

**School Schedules**

Current daily school schedules will be continued except as approved or required by the Receiver. The Receiver may approve any school’s strong plan for expanding learning time, including plans for extended time for underperforming or chronically underperforming schools.

Each elementary and middle school’s program of instruction for students shall be a range of 1200 - 1450 hours per school year.

During the 2015-16 school year, each principal engaged in a planning process involving the faculty and staff, parents, students and members of the community to develop a school improvement plan based on student needs and school and community assets. Every year since, schools have continued to refine the planning process, based on input and feedback throughout the year from stakeholders. Each plan addresses how learning time will support (1) high academic success, especially through personalized support and learning; (2) a well-rounded education that will provide a broad and rich school day including ELA, mathematics, science, social studies, art, music, drama, technology, sports, and social-emotional learning; and (3) expanded time for teachers to collaborate, use student data, and develop their practice. Plans can be creative about the use of instructional technologies, staggered teacher schedules, vacation academies, summer learning and enrichment programs, and outside partners. Each plan addresses opportunities to incorporate community partners and resources and includes an appropriate and sustainable arrangement about teacher and staff responsibilities, hours, and compensation. Each plan includes between 8 and 10 days of professional development, which may be offered in full days or shorter time increments.

The principal recommends the plan to the Receiver after consultation with the faculty and staff of the school. The Receiver may require any reasonable exceptions to these provisions and may require changes in any plan to best serve the interests of the students. Plans are approved at the Receiver’s discretion.

**School Calendar**

The Receiver will establish the school calendar each year. The Receiver may approve an alternate calendar at the request of a school principal, if the principal and Receiver determine that the alternate calendar is in the best interests of the students in the school.

**VI. Evaluation**

**Educator Evaluation System**

Educators and administrators shall be evaluated according to the Massachusetts Department of Elementary and Secondary Education (DESE) model system as adapted by the Receiver.

The Receiver and his designees implement evaluation processes for all district personnel.

The HPS educator evaluation system and the HPS evaluation tools for other staff will include a “Receiver’s Review.” The Receiver’s Review will be a fair and expedited process to ensure that teachers, administrators, and other staff of concern are identified and held accountable. During the 2015-16 school year, the Receiver conducted a prompt review of educators on Directed Growth Plans, and educators and other staff on Improvement Plans, and those employees otherwise identified as having poor performance. Teachers, administrators, and other staff whose performance was determined to be unsatisfactory after receiving feedback and an opportunity to improve were dismissed. Teachers, administrators, and other staff whose performance is determined to be needs improvement, are placed on an appropriate plan.

**VII. Staffing**

In filling positions, principals have the authority to select the best-qualified staff from both internal and external candidates without regard to seniority. The Receiver may adopt any procedure(s) that he determines appropriate in filling vacancies.

The Receiver has the right to lay off teachers and other staff because of reductions in force or reorganizations resulting from declining enrollment or other budgetary or operational reasons. The Receiver will establish the selection criteria for layoffs of teachers and other staff. Such selection criteria may include, but are not limited to qualifications, licensure, work history, multiple measures of student learning, operational need, and the best interests of the students. Where all other factors are equal, seniority may be used as the deciding factor. The Receiver may adopt any procedure(s) that he determines appropriate in the event of a reduction in force.

The Receiver has the right to reassign educators and other staff, including those who have been displaced from their positions. After discussion with the affected educator or staff member, the educator or staff member may be assigned to any open position for which he or she is qualified. If the educator or staff member is not assigned to a mutually agreeable position, the Receiver will assign the educator or staff member to a position for which he/she is qualified. Such an assignment may include instructional support, substitute teaching, or administrative tasks. If no mutually agreeable position is available, the Receiver may lay off the educator or other staff. The Receiver may adopt any procedure(s) that he deems appropriate in the assignment/reassignment of educators or other staff.

The Receiver may formulate job descriptions, duties, and responsibilities for any and all positions in the district.

All HPS staff are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the district.

The Receiver may outsource work in whole or in part, may transfer bargaining unit work, and may hire and employ part-time employees.

The Receiver may create nontraditional administrative positions in order to operate the district efficiently. Such positions will not be covered by any district collective bargaining agreement.

The Receiver may change work schedules for all bargaining units to mirror the time that schools are in session and offices are open.

**VIII.** **Dismissal**

In schools declared underperforming or chronically underperforming, teachers with professional teacher status and all represented district staff that have completed their probationary period may be dismissed for good cause.

**IX. Grievance and Arbitration**

**Dispute Resolution:**

Any dispute over the application, meaning, or interpretation of an action taken by the Receiver/HPS in formulating, implementing, or administering any component of the turnaround plan shall be subject to the following dispute resolution procedure, which shall be the exclusive process available for resolving the dispute.[[11]](#footnote-12) Accordingly, the provisions of the grievance and arbitration articles of all the collective bargaining agreements are suspended and/or modified relative to such disputes.

**Step 1**

* The employee may bring a concern to the principal/head of department in writing within five (5) calendar days of the occurrence of the event giving rise to the concern. The employee should specifically state the desired resolution.
* The employee may be represented by a union representative at any stage of the dispute resolution process.
* Within 5 calendar days of the receipt of the concern, the principal/head of department should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the principal/head of department should issue a decision in writing to the employee.

**Step 2**

* If the employee is not satisfied with the resolution issued by the principal/head of department, s/he may bring the concern to a senior HPS executive, designated by the Receiver, in writing within 5 calendar days of receiving the principal’s/head of department’s decision.
* Within 5 calendar days of the receipt of the concern, the HPS executive should meet with the employee to discuss the concern.
* Within 5 calendar days of the meeting, the senior executive should issue a decision in writing to the employee.

**Step 3**

* If the employee is not satisfied with the resolution issued by the senior HPS executive, s/he may bring the concern to the Receiver (or his designee, if applicable) in writing within 10 calendar days of receiving the previous decision.
* Within 10 calendar days of the receipt of the concern, the Receiver or his designee should meet with the employee to discuss the concern.
* Within 10 calendar days of the meeting, the Receiver should issue a decision in writing to the employee, which shall be final and binding.

**General Provisions**

* Failure of the employee to advance the grievance to the next level within the designated time period shall be deemed to be acceptance of the prior grievance response.
* The Receiver may suspend the time periods in writing with the union.

During the 2015-16 school year, the Receiver will develop a dispute-resolution process that will be applicable to disputes other than disputes over the application, meaning, or interpretation of an action taken by the Receiver/HPS in formulating, implementing, or administering any component of the turnaround plan. Before the implementation of the dispute-resolution process, the current grievance and arbitration system will remain in place for such other disputes.

**X. Handling New Issues**

Any changes which the Receiver deems necessary to maximize the rapid improvement of the academic performance of Holyoke students may be implemented after a ten-day period of consultation with the appropriate union. These changes may be implemented at the Receiver’s discretion, consistent with G.L. c. 69, §1K.

**XI. Existing District Practices**

The Receiver may implement changes pursuant to the turnaround plan notwithstanding any existing district policy, “past practice,” side letters, or extra-contractual agreements. To the extent that a collective bargaining agreement codifies and/or incorporates existing policies or practices, such provisions are suspended.

**SECTION 2: REQUIRED CHANGES TO EMPLOYMENT CONTRACTS**

Certain changes to employment contracts between the district and individual employees are necessary to achieve the goals of the turnaround plan. The Receiver must have the flexibility to choose and retain principals and other administrative staff who are effective leaders, have the appropriate skills, and bring focus and urgency in implementing the terms of the turnaround plan. Consequently, the end date for all employment contracts for all current principals is changed to June 30, 2016. Likewise, the end date for all employment contracts with all other administrators and any staff members with individual contracts is changed to June 30, 2016. The Receiver may, at his discretion, extend any such employment contract or exercise the termination provisions of any contract. The changed end date supersedes any contrary provisions in any individual employment contract between the district and an individual employee.

**SECTION 3: REQUIRED CHANGES TO OTHER CONTRACTS**

The district must ensure that its use of all its resources results in increased student learning. The district will curtail expenditures that do not directly support the priorities identified in the turnaround plan and reallocate funds and staff positions for more productive uses.For example,to the extent permissible, the district will provide schools with the ability to conduct their own procurements, while ensuring the proper district-level financial controls and oversight. Likewise, to ensure that its resources support the priorities identified in the turnaround plan, HPS will review its vendor contracts and will limit, suspend, or change those contracts where appropriate.

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| **Appendix B: Measurable Annual Goals** | |  |  |  |  |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** *Gap cutting measured over six years (thru 2020-21)* |
| **(1) Student attendance, dismissal rates, and exclusion rates** | Attendance rate (%) | 86 |  |  |  |  |
| Chronic absenteeism rate – Grades 1-8 (%) |  |  |  |  |  |
| Chronic absenteeism rate – Grades 9-12 (%) |  |  |  |  |  |
| Out-of-school suspension rate (%) |  |  |  |  |  |
| In-school suspension rate (%) |  |  |  |  |  |
| Percentage of students suspended more than 10 days (%) |  |  |  |  |  |
| Dismissal rate (%) \* | 0.68 |  |  |  |  |
| **(2) Student safety and discipline** | Interpersonal incidents (#) \*\* |  |  |  |  |  |
| Weapons incidents (#) |  |  |  |  |  |
| Incidents of substance possession/use/intent to sell (#) |  |  |  |  |  |
| Incidents of theft/vandalism (#) |  |  |  |  |  |
| **(3) Student promotion and dropout rates** | Grade 9 retention rate (%) | 0.0 |  |  |  |  |
| Dropout rate – All students (%) |  |  |  |  |  |
| Dropout rate – High needs students (%) |  |  |  |  |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** *Gap cutting measured over six years (thru 2020-21)* |
| **(3b) Graduation rates** | Four-year cohort graduation rate – All students (%) |  |  |  |  |  |
| Four-year cohort graduation rate – High needs students (%) |  |  |  |  |  |
| Extended engagement rate – All students (%) |  |  |  |  |  |
| Extended engagement rate – High needs students (%) |  |  |  |  |  |
| **(4) Student achievement on the Massachusetts Comprehensive Assessment System; (5) Progress in areas of academic underperformance; (6) Progress among subgroups of students, including students from low-income families as defined by Chapter 70, English language learners (ELs) and SWD; (7) Reduction of achievement gaps among different groups of students** | ELA MCAS Average Composite Scaled Score – All students, NonHS grades | 473.4 |  |  |  |  |
| ELA MCAS Average Composite Scaled Score – High needs students, NonHS grades | 472.0 |  |  |  |  |
| ELA MCAS Average Composite Scaled Score – All students, HS grades | 488.3 |  |  |  |  |
| ELA MCAS Average Composite Scaled Score – High needs students, HS grades | 485.8 |  |  |  |  |
| Math MCAS Average Composite Scaled Score – All students, NonHS grades | 468.8 |  |  |  |  |
| Math MCAS Average Composite Scaled Score – High needs students, NonHS grades | 467.4 |  |  |  |  |
| Math MCAS Average Composite Scaled Score – All students, HS grades | 480.0 |  |  |  |  |
| Math MCAS Average Composite Scaled Score – High needs students, HS grades | 477.8 |  |  |  |  |
| Science MCAS Average Composite Scaled Score – All students, NonHS grades | 471.5 |  |  |  |  |
| Science MCAS Average Composite Scaled Score – High needs students, NonHS grades | 469.9 |  |  |  |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** *Gap cutting measured over six years (thru 2020-21)* |
| **(4) Student achievement on the Massachusetts Comprehensive Assessment System; (5) Progress in areas of academic underperformance; (6) Progress among subgroups of students, including students from low-income families as defined by Chapter 70, English language learners (ELs) and SWD; (7) Reduction of achievement gaps among different groups of students (continued)** | Science MCAS Average Composite Scaled Score – All students, HS grades | 478.9 |  |  |  |  |
| Science MCAS Average Composite Scaled Score – High needs students, HS grades | 475.7 |  |  |  |  |
| English learners making progress on ACCESS for ELLs – Grades 1-8 (%) | 26 |  |  |  |  |
| English learners making progress on ACCESS for ELLs – Grades 9-12 (%) | 18 |  |  |  |  |
| **(8) Student acquisition and mastery of 21st century skills** | Percentage of high school graduates completing MassCore requirements (%) | TBD | TBD | TBD | TBD |  |
| Percentage of eligible juniors and seniors engaged in a co-op education program (%) | 3 | 10 | 15 | 20 | Eligible defined as:  GPA of 2.7+; 97%+ attendance; scored a 3 or better in their Strand 2 competencies; fewer than 3 tardies |
| Percentage of students participating in dual language programs (English/Spanish) in grades pre-K-8 (%) | 17 | 19 | 21 | 23 |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** |
| **(9) Development of college readiness, including at the elementary and middle school levels** | Percentage of gr. 11-12 students completing advanced coursework (%) | 41 | 43 | 45 | 47 |  |
| Percentage of students (gr. 10-11) taking the PSAT (%) | 11 | 16 | 20 | 22 |  |
| Percentage of students achieving college readiness benchmark score on PSAT assessment (%) | 9 | 20 | 30 | 40 |  |
| Percentage of middle school students (gr. 6-8) on track for on-time graduation (%) | 31 | 40 | 50 | 60 | Defined as having a C or better in math and ELA and more than 92% attendance rate |
| Percentage of grade 9 students on track for on-time graduation (%) | 63 | 67 | 71 | 75 | Defined as passing core classes |
| Percentage of grade 10 students on track for on-time graduation (%) | 68 | 70 | 73 | 75 | Defined as passing core classes |
| Percentage of students (gr. 6-12) responding favorably to "Does your school have opportunities and activities that meet your interests and needs?" (%) | 43 | 48 | 53 | 60 | Favorable includes frequently or almost always |
| **(10) Parent and family engagement** | Percentage of families responding favorably to “How well does this school help you support your child’s learning?” (%) | N/A - 1st year of this exact question | TBD | TBD | TBD | Favorable includes very well or extremely well |
| Percentage of families responding favorably to “Is the district living up to its commitment to build an anti-racist, inclusive and culturally responsive community?” (%) | N/A | TBD | TBD | TBD | Favorable includes frequently or almost always; baseline data to be collected in SY22-23 and targets to be set from there |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** |
| **(10) Parent and family engagement**  **(continued)** | Percentage of families responding favorably to “How often do you meet or communicate via email or phone about your child with your child’s teacher(s)?” (%) | 56 | 59 | 62 | 65 | Favorable includes monthly or more |
| Percentage of families responding favorably to “Do you feel welcome in your child’s school?” (%) | 84 | 86 | 88 | 90 | Favorable includes frequently or almost always |
| **(11) Building a culture of academic success among students** | Percentage of students responding favorably to “How often do your teachers make you explain your answers?” (%) | 62 | 70 | 75 | 80 | Favorable includes frequently or almost always |
| Percentage of students responding favorably to “Do you feel safe in the hallways, lunch room and bathrooms of your school?” (%) | 57 | 62 | 66 | 70 | Favorable includes frequently or almost always |
| Percentage of students responding favorably to “Overall, how much do you feel like you belong at your school?” (%) | 56 | 60 | 65 | 70 | Favorable includes belong quite a bit or completely belong |
| Percentage of gr. 6-12 students responding favorably to “Is the district living up to its commitment to build an anti-racist, inclusive and culturally responsive community?” (%) | N/A | TBD | TBD | TBD | Favorable includes frequently or almost always; baseline data to be collected in SY22-23 and targets to be set from there |
| Percentage of students responding favorably to “Are your culture and native language respected at your school?” (%) | 73 | 77 | 81 | 85 | Favorable includes frequently or almost always |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** |
| **(12) Building a culture of student support and success among school faculty and staff** | Percentage of teachers responding favorably to “At your school, how valuable are the available PD opportunities? Examples include: grade level team planning, vertical alignment, whole staff professional learning, job-embedded coaching, curriculum implementation workshops, district-supported coursework.” (%) | 31 | 40 | 45 | 50 | Favorable includes quite or extremely valuable |
| Percentage of teachers responding favorably to “Is the district living up to its commitment to build an anti-racist, inclusive and culturally responsive community?” (%) | N/A | TBD | TBD | TBD | Favorable includes frequently or almost always; baseline data to be collected in SY22-23 and targets to be set from there |
| Percentage of staff responding favorably to “Is the district living up to its commitment to build an anti-racist, inclusive and culturally responsive community?” (%) | N/A | TBD | TBD | TBD | Favorable includes frequently or almost always; baseline data to be collected in SY22-23 and targets to be set from there |
| Percentage of teachers responding favorably to “Overall, how positive is the working environment at your school?” (%) | 41 | 45 | 50 | 55 | Favorable includes quite or extremely positive |
| Percentage of non-teaching staff responding favorably to “Overall, how positive is the working environment at your school?” (%) | 59 | 62 | 65 | 67 | Favorable includes quite or extremely positive |
| Annual teacher retention rate (%) | 71 | 73 | 75 | 77 |  |
| Percentage of teachers of color (%) | 28 | 30 | 32 | 34 |  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-22 Baseline** | **SY22-23 Target** | **SY23-24 Target** | **SY24-25 Target** | **Notes** |
| **(13) Developmentally appropriate child assessments from pre-kindergarten through grade 3** | Percentage of students (gr. K-1) performing at/above grade level in early literacy (STAR) (%) | 57 | 62 | 66 | 70 |  |
| Percentage of students (gr. K-1) with accelerated growth (60th+ growth percentile) in early literacy (STAR) (%) | 47 | 57 | 61 | 65 |  |
| Percentage of students (gr. K-1) who are below grade level gaining 1.3 years of grade-level growth in early literacy (STAR) | 27 | 42 | 46 | 50 |  |
| \* Dismissal rate = Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters | | | | | | |
| \*\* Interpersonal incidents includes count of offenses for physical attacks, physical fights, sexual harassment, and sexual assault (including rape). | | | | | | |

**Appendix C: Budget for the District**

Holyoke must ensure that its use of resources (time, funds, human capital, operational supports) results in increased student learning. The effective use of resources to maximize student achievement is the principle on which all strategies are based. The Commissioner and the Receiver are fully committed to aligning the use of resources in support of student learning.

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| --- | --- |
| **Holyoke Public Schools – FY23 Budget Summary** | **FY 2023** |
| **REVENUES** |  |
| Chapter 70 State Aid | 89,770,485 |
| Holyoke Required Local Contribution | 11,842,864 |
| **Required Net School Spending (NSS)** | **101,613,349** |
| City Admin NSS (Admin and Parks) | (148,400) |
| Charter Tuition reimbursement | 2,745,997 |
| **Adjusted Net School Spending** | **104,210,946** |
| Transportation (Including Crossing Guards/Monitors) | 8,999,967 |
| Leases not eligible for NSS | 237,071 |
| Medicaid | 100,000 |
| **Total General Fund Budget** | **113,547,984** |
| **TOTAL OPERATING REVENUE** | **113,547,984** |
|  |  |
| **EXPENSES** |  |
| Salaries | 56,823,104 |
| Supplies & Services | 9,158,750 |
| **Total Discretionary Expenses** | **65,981,854** |
| Health & Life Insurance | 8,008,164 |
| Retirement non teachers | 2,336,947 |
| Retired Teachers Health assessment | 3,806,731 |
| Charter Tuition/School Choice/SPED assess. | 15,853,187 |
| Other Benefits | 511,000 |
| Unemployment | 300,000 |
| Utilities | 2,613,418 |
| Out of District Tuition | 4,899,645 |
| **Total Non-Discretionary Expenses\*** | **38,329,092** |
| Non-NSS (Transportation, Adult Ed, Leases) | 9,237,038 |
| **Sub-Total Operating Budget Expenses** | **113,547,984** |
|  |  |
| **TOTAL EXPENSES PROJECTED** | **113,547,984** |

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| --- | --- |
| **Holyoke Public Schools – FY23 Budget Summary**  **FY23 Entitlements and Grants Approved as of August 31, 2022** | **FY 2023 Estimate** |
| **FEDERAL GRANTS** |  |
| Title I | 4,858,236 |
| Title I - School Support | 400,000 |
| Education Emergency Relief fund (ESSER) | 21,069,048 |
| IDEA - Special Education Entitlement | 2,260,000 |
| Title IIA - Improving Educator Quality | 376,786 |
| Title III - English Language Acquisition | 182,349 |
| Title IV-A Student Support & Academic Enrichment | 358,728 |
| Perkins | 167,773 |
| McKinney Homeless | 120,000 |
| McKinney Homeless Emergency Support | 225,000 |
| 21st Century Community Learning | 600,000 |
| Miscellaneous Federal Grants | 386,000 |
| **TOTAL FEDERAL GRANTS** | **31,003,920** |
|  |  |
| **STATE GRANTS** |  |
| Adult Education Learning Center | 129,000 |
| Comprehensive School Health Services | 170,000 |
| Bilingual Programming | 140,000 |
| EEC Pre-K CPPI | 250,000 |
| Extended learning support | 94,000 |
| Support Underperforming Districts/Intervention | 210,000 |
| Miscellaneous State Grants | 354,653 |
| **TOTAL STATE GRANTS** | **1,347,653** |
|  |  |
| Private Grants | 1,000,000 |
| **TOTAL PRIVATE GRANTS** | **1,000,000** |
|  |  |
| **REVOLVING FUNDS** |  |
| Food Service Program (Ch. 548 Acts 1948) | 5,200,000 |
| Circuit Breaker (Ch. 139 Acts 2006) | 2,500,000 |
| Tuition (Ch. 71 Sec. 71F) | 1,055,938 |
| Athletics | 35,000 |
| Peg Access | 70,000 |
| Sped Tuition/Summer School | 46,000 |
| Works and Products | 24,000 |
| Rentals | 8,000 |
| Theft Damage Restitution | 1,500 |
| School Gifts and Contributions | 30,000 |
| **TOTAL REVOLVING FUNDS** | **8,970,438** |
|  |  |
| **TOTAL GRANTS & SPECIAL REVENUE** | **42,322,011** |

1. Documentation of the district’s strategic planning process in the 2021-22 school year may be found on the district’s website at <https://www.hps.holyoke.ma.us/strategic-priorities/>. [↑](#footnote-ref-2)
2. For specific findings and systemic challenges that led to the district entering receivership, please see the October 1, 2015 Turnaround Plan at pp. 4-7: <http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>. [↑](#footnote-ref-3)
3. While the 2018 renewed turnaround plan was set to expire in October 2021, the plan was extended due to the absence of new accountability determinations for schools and districts for the 2020-21 school year. The October 2021 letter authorizing the extension of the 2018 renewed turnaround plan can be found here: <http://www.doe.mass.edu/level5/districts/level5districts.html>. [↑](#footnote-ref-4)
4. The full strategic plan released in August 2022 may be found on the district’s website at <https://www.hps.holyoke.ma.us/strategic-priorities/>. [↑](#footnote-ref-5)
5. The September 26, 2022 letter announcing the change in designation for Morgan may be found here: <https://www.doe.mass.edu/level5/schools/morgan.html>. [↑](#footnote-ref-6)
6. On October 6, 2016, Commissioner Chester approved Receiver Zrike’s request to amend the HPS district turnaround plan. The Priority Area titles were simplified. The amendment and Commissioner Chester’s approval can be found here: <http://www.doe.mass.edu/level5/districts/level5districts.html>. [↑](#footnote-ref-7)
7. Aggregate data on SGPs prior to 2018 cannot be directly compared to the data reported since 2018, when the state’s accountability system switched from reporting median SGPs to reporting average SGPs for all groups. [↑](#footnote-ref-8)
8. All documents pertaining to the entry plan and strategic plan can be found on the district’s website: <https://www.hps.holyoke.ma.us/strategic-priorities/>. [↑](#footnote-ref-9)
9. For recommendations submitted by the Local Stakeholder Group, please see the October 1, 2015 Turnaround Plan at pp. 83-109: <http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>. [↑](#footnote-ref-10)
10. See the following article for a summary of the research on the impact of teachers of color on outcomes for all students, with particularly strong benefits for students of color: Elizabeth Heubeck, “Recruiting and Retaining Teachers of Color: Why It Matters, Ways to Do It,” *Education Week*, June 30, 2020, <https://www.edweek.org/leadership/recruiting-and-retaining-teachers-of-color-why-it-matters-ways-to-do-it/2020/06>. [↑](#footnote-ref-11)
11. This dispute resolution process does not apply to disputes relating to the dismissal of a teacher with professional teacher status. Those disputes will be governed by the arbitration process set out in G.L. c. 69, §1K(d), or G.L. c. 71 §24, as appropriate. [↑](#footnote-ref-12)