

**Holyoke Public Schools
Chronically Underperforming District Turnaround Plan
2018 Renewed Plan**

October 1, 2018



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Students, families, educators, staff, partners, community members, and friends of the Holyoke Public Schools (HPS):

Roughly three years ago, then Commissioner Mitchell Chester and Receiver Stephen Zrike shared a letter similar to this one, introducing a plan for turning around Holyoke's schools and asking for your partnership in this work.

Today, following the path set forth in that plan and driven by the steadfast commitment and collective effort of our educators, families and students, we are proud of the improvements Holyoke has made during the last three years of receivership. The graduation rate has increased, and students are thriving in welcoming, safe and supportive schools.

Across the district, a spirit of collaboration and empowerment has taken hold. Holyoke is building a system where school leaders and their teams have the knowledge and support necessary to create and foster school learning environments that deliver on the promise of a pathway of excellence for every student. School leaders and their teams partner with parents, families and community agencies to fully support the whole child.

System-wide, we have raised expectations and centered on a collective mission:


To be the 1st educational choice for Holyoke families by designing multiple pathways where all students graduate prepared to excel in college, career and community leadership.

At the core of the original plan was the firm belief that *all* Holyoke students deserve a world-class education. There is still significant work ahead to achieve this reality. ELA and math scores remain below state expectations and many of our students still do not graduate high school. We cannot afford to mistake improved for acceptable.

Accompanying this letter is the three-year renewal of the October 2015 HPS Turnaround Plan. 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. Once again, this plan will serve as our roadmap for the coming years, and we will continue to need your active support to implement it effectively.

You have already demonstrated that, by working together, much improvement is possible. Let us continue this partnership and commitment to the HPS.

Sincerely,



Dr. Stephen K. Zrike Jr.
Receiver/Superintendent
Holyoke Public Schools



Jeffrey C. Riley
Commissioner
Department of Elementary and Secondary Education

Executive Summary

In April 2015, the Massachusetts Board of Elementary and Secondary Education voted to designate the HPS as chronically underperforming, placing the district in state receivership.¹ 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 the HPS.

In October 2015, after much input from local stakeholders, Commissioner Chester and Receiver Zrike presented a turnaround plan with a clear vision to transform the district. After the untimely passing of Commissioner Chester, Jeffrey C. Riley was appointed Commissioner of Elementary and Secondary Education in April 2018. Now, in the fall of 2018, Commissioner Riley and Receiver Zrike recognize that HPS has achieved progress, with much work still to be accomplished. To provide sufficient 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, Receiver Zrike and Commissioner Riley are renewing the turnaround plan for an additional three-year term.

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.

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 fix what is not working
- Empower staff to make decisions while holding them accountable for results
- Extend time to increase learning opportunities, for both students and staff
- Provide students with individualized college and/or career plans and multiple pathways to reach their full potential
- Invest partners' knowledge and skills strategically
- Engage families as active partners, repairing relationships and building trust in the district

Three years into turnaround, the district has begun a transformation to a system of empowered, high performing schools. Central to the turnaround have been the educators² who are charged with transforming the district from one of low performance to one in which

¹ 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>.

² In this turnaround plan, the term “educator” means teachers, administrators, and other professional staff.

student achievement is consistently strong. New district systems have been developed that support school improvement efforts and ensure accountability for results. Over the last three years, the district has made progress on many of the goals set forth in the 2015 Turnaround Plan. Specifically, the district has accomplished:

- 29-point increase in early literacy performance in grades K–1 as measured by STAR.
- 7-point decrease in chronic student absence from 2017 to 2018.
- 50 percent reduction in the dropout rate and the 4-year graduation rate increase from 60.2 percent in 2014 to 69.9 percent in 2017.
- Increases in the students reporting (as measured by the Culture and Climate survey³):
 - Most students in their classes try hard to get good grades (41 percent to 46 percent favorable).
 - Their classes really make them think (52 percent to 59 percent favorable).
 - It's possible to change behavior by giving a lot of effort (8-point increase for 3rd to 5th graders).
 - It's possible to change your intelligence by giving a lot of effort (10-point increase for 6th to 12th graders).

HPS is becoming a system of excellent schools that prepares its students for college and careers by challenging them to think critically and by providing safe, nurturing, culturally relevant environments in which they can learn and grow. To achieve this goal, HPS will continue its progress in implementing five main priority areas⁴:

- 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

Vision and Beliefs

Ultimately, the vision for the HPS is a pathway for every student. To achieve this vision, HPS will be a system of excellent schools that prepares students to graduate with an additional credential that provides for college and career options by challenging them to think critically, communicate effectively, be engaged and productive community members and be mindful individuals. To ensure our students reach their full potential, our schools must provide rigorous, engaging, safe, nurturing, culturally relevant environments in which all students can learn and grow.

³ HPS Culture and Climate Survey: <https://www.hps.holyoke.ma.us/families/culture-and-climate-surveys/>

⁴ On October 6, 2016, Commissioner Chester approved Receiver Zrike's request to amend the HPS district turnaround plan. This amendment allowed for a stronger focus on personalized pathways for all students. At that time, the Priority Area titles were also simplified. The amendment and Commissioner Chester's approval can be found here: <http://www.doe.mass.edu/level5/districts/level5districts.html>.

HPS believes that it must build and sustain a system in which empowered school leaders and their teams embrace the responsibility and possess the leadership acumen to create learning environments that deliver on the promise of a pathway of excellence for every student. School leaders and their teams must partner with parents, families and community agencies to fully support the whole child.

HPS believes that it is responsible for hiring and supporting school leaders who are strategic and relentless in their pursuit of the highest-level educational experience and outcomes for the district's children.

HPS believes that it must effectively guide and support the development of school leaders and their teams to ensure that every school becomes an empowered school of excellence.

As schools develop the systems and environment to create rigorous and meaningful learning experiences for all students, HPS believes that decisions are best made at the school level and that the role of central office is to establish the conditions that enable school leaders and their teams to lead. Therefore, HPS believes that the role of the service-oriented central office is to:

- Set the district vision, mission, values, and priorities
- Establish clear performance expectations for all schools
- Define the conditions for schools to earn increased autonomy
- Ensure that schools adhere to legal requirements
- Guarantee a high level of accountability to outcomes
- Allocate resources in an equitable fashion, based on the specific needs of students and groups of students
- Foster collaboration and innovation across schools
- Provide supports to attract, retain and develop talent
- Run highly efficient, effective and responsive back office systems

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 percent of students reaching the Meeting Expectations level on each of the English Language Arts (ELA), Mathematics and Science MCAS assessments to 50 percent.
- Maintain an annual mean Student Growth percentile (SGP) of 50 in both ELA and Mathematics.
- Increase the percent of English learners (EL) making progress towards English language proficiency on an annual basis to 50 percent.
- Decrease the annual chronic absenteeism rate to 15 percent.
- Increase the four-year graduation rate to 75 percent.

Priority Areas

To achieve rapid improvement of academic achievement for all of Holyoke’s students, we have continued to implement strategies in five Priority Areas that are aligned with the recommendations of the Holyoke district Local Stakeholder Group⁵ (LSG) that were submitted in July 2015.

Priority Area 1: High-Quality Instruction for All

To ensure high-quality instruction for every student, our 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.

Since the turnaround plan began in 2015, we are proud to share many successes in our quest for high-quality instruction for all:

- **Increasing graduation rate and declining dropout rate.** Our graduation rate is 69.9 percent, up 9.7 percentage points since the start of receivership and is the highest on record for the district. In 2017, William J. Dean Technical High School (Dean) achieved a 19.1 percentage point increase in its graduation rate to 59.1 percent, and Holyoke High School’s rate increased 6.5 percentage points to 75.4 percent. Latino/a students’ graduation rate is 10 points higher than in 2016. On a similar note, the district’s average dropout rate for the past 10 years has been nearly 10 percent, but over the last 2 years, the dropout rate has been almost cut in half, averaging 5.6 percent. This reduction means more than 100 fewer students per year have dropped out of school.
- **Completing an inventory of existing curriculum resources and providing guidance for the scope, sequence and pacing for common curricular resources.** Teachers need standards-aligned resources and materials, with explicit pacing guidance and intended scope and sequence expectations, available to support their students’ learning. Towards this end, we have adopted or are in the process of adopting aligned curricular resources for ELA, math and science in grades K–8, as well as intervention resources and guidance to effectively address learning gaps for students who have not yet attained grade-level standards. Curriculum teams are aligning the resources to the standards and to the statewide assessments. At the high-school level, we have developed new curriculum units for the theme-based academies.
- **Increasing opportunities for students in substantially separate programs to participate in effective inclusion opportunities.** Research shows that inclusive education creates an

⁵ 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>.

environment in which all students, including those who do not have disabilities, have the opportunity to flourish. We have tripled the time students spend in more inclusive settings.

- **Implementing a new assessment system and supporting school teams to analyze data.** A comprehensive assessment system empowers teachers to understand the material their students have mastered and where their students need more support. Accordingly, we have developed an assessment system that includes both growth-oriented and standards-based assessments. In SY16–17, we implemented Renaissance STAR 360 Assessments in Pre-K–grade 10 for screening, progress monitoring and student growth measures. Beginning fall 2018, we are implementing the Achievement Network (ANet) assessments and resources in grades 2–8 to provide a measure of student learning aligned to a schedule of assessed grade-level standards. Educators use this data—as well as student work products, exit tickets and informal checks for understanding—to decide what to teach or re-teach to the full class or smaller groups of students. Professional development (PD) and on-site coaching support the implementation of assessments and response to data. Educators are provided time to do this critical work, as every school has dedicated at least two hours per week—without students present—to analyze data, look at student work, plan instruction together and engage in professional learning.
- **Creating safe and productive learning spaces for all students.** Educators from student support teams meet regularly to discuss the academic and behavioral needs and interventions for students in need of additional supports. We have also invested in training on trauma-informed practices and building resilience in youth for all counselors, psychologists, related service providers and the educational staff in our elementary and middle school Therapeutic Intervention Program (TIP).

Priority Area 2: Personalized Pathways

Every student is unique and deserves the opportunity to discover and achieve his/her dreams. Our personalized approach to each student’s education affords every student the opportunity to engage in relevant and meaningful learning, targeted to his/her needs and interests. We are creating a personalized pathway for every student, one in which students will graduate with an additional credential that provides for college and career options.

Since the turnaround plan began in 2015, we have made significant progress on our journey towards personalized pathways:

- **Expanding preschool access and quality.** More four-year-old students have access to high-quality preschool as compared to before receivership, either through HPS-operated or partner-operated classrooms. In SY17–18, two Pre-K programs, through a partnership with Valley Opportunity Council (VOC), received the highest quality Pre-K rating by the Massachusetts Department of Early Education and Care (EEC).

- **Investing in unique opportunities for middle school students to prepare them for high school.**⁶ Middle school students deserve experiences, tailored to their developmental stage, as they progress from elementary school towards high school. We have enhanced the middle school experience for all middle school students by offering more enrichment programming, designed to strengthen their academic and social-emotional skills and engage them more deeply in school. For example, we partnered with Holyoke Codes to offer a computer science coding experience to all students in grades 7–8 and expanded ethnic studies—the study of the social, political, economic, and historical perspectives of America’s diverse racial and ethnic groups—as ways to strengthen the relevancy of our curriculum and engage students in their learning. In fall 2016, we also piloted and then expanded the Personal Pathway Program (P3) at Peck, a personalized learning program based on the Summit Schools model in California.

After an analysis of and community feedback on our Pre-K-8 portfolio of schools, we are working with the Massachusetts School Building Authority (MSBA) and the City of Holyoke to pursue the design and construction of two new middle schools. In fall 2018, we also opened two new middle schools by locating the new schools in available space of two existing schools. Veritas Prep Holyoke is run by an in-district operator, which currently runs one of the state’s highest performing schools in Springfield. Holyoke STEM Academy is run by HPS, and the STEM theme was selected because of community interest and alignment with the high school linked learning academies. To view the full middle school redesign plan, please see the following link:

<https://www.hps.holyoke.ma.us/turnaround/msredesign/>.

- **Creating a pathway for every student through high school redesign.** We are transforming the high school experience to ensure a personalized pathway that prepares every student for success in college, career and community leadership. In SY16–17, we launched two academies: the Freshman Academy for 9th grade students and the Opportunity Academy (OA), for students in need of an alternative path to graduation. In SY17–18, we launched a third academy: the Newcomer Academy for students who are new to the continental U.S. and the English language. Now, in fall 2018, we launched the remaining four theme-based linked-learning academies designed to prepare students to acquire 21st century skills, such as critical thinking, problem solving, and effective communication. These four academies are Community and Global Studies, Media and Performing Arts, Medical and Life Sciences, and Technology, Engineering and Design. The two science-themed academies have career/vocational technical education (CVTE) programming within, and enrollment within CVTE programs is growing. We have had more than a 20-fold increase in students participating in dual enrollment and have launched early college programming. We received a state designation for our early college partnerships with Holyoke Community College (HCC) and Westfield State University (WSU). To view the full high school redesign plan, please

⁶ The middle school redesign plan can be found here: <https://www.hps.holyoke.ma.us/turnaround/msredesign/>.

see the following link: <https://www.hps.holyoke.ma.us/turnaround/high-school-redesign/>.

Priority Area 3: Family and Community Engagement

Families and community members are essential partners in our shared success. By effectively partnering with families, particularly those who have not historically been engaged, we create an essential support network to address our students' needs and create opportunities for a strengthened community.

In the last three years, we have made significant progress on our commitment to family and community engagement:

- **Strengthening systems around attendance.** We have reduced chronic absenteeism from 28.9 percent before receivership to 22 percent in SY17–18 for our students in grades K-12 through an attendance awareness campaign and supporting school's attendance efforts. These efforts have also led to a modest improvement in daily attendance (92.6 percent in SY17–18, an increase from 91.8 percent before receivership) for students in grades K–12. We thank our parents, families, community organizations and staff for working together to ensure our students are at school, ready to learn.
- **Improving families' connections to school and strengthening their voice in school.** All schools have consistent parent leadership opportunities, which include PTOs, School Site Councils, and parent volunteer groups. We have also expanded citywide opportunities for leadership and voice, such as a citywide parent advisory group and active incorporation of the Special Education (SPED) Parent Advisory Council's advice and recommendations. On our recent culture and climate survey, 86 percent of families report they frequently or always feel welcome in their child's school. We added an interpreter position and have a plan to train additional staff so that more staff can provide interpretation to parents with limited English proficiency. We developed procedures to ensure translation and interpretation services are provided to limited English proficient (LEP) parents, including LEP parents of students with disabilities (SWD).
- **Offering opportunities for parents to learn how to better support their children's learning at home.** We have hosted school-based and district-led workshops and educational opportunities for families to learn how to support their children's learning at home. For example, in spring 2018, we hosted a Math Parent Summit and families participated in Family Book Clubs.

Priority Area 4: Thriving and Effective Workforce

Every student deserves to be taught by excellent teachers, led by an excellent principal, in an excellent school. By strengthening our systems for recruitment, evaluations, PD and leadership development, we are filling every classroom and office with talented professionals whose gifts

and commitment benefit our students every day. We are working together to increase the quality and diversity of our educator workforce, while elevating the profession of teaching and raising the morale of our teachers and staff.

Since 2015, our progress toward building a thriving and effective workforce includes:

- **Introducing a professional compensation system for teachers, paraprofessionals, therapists, secretaries, deans and assistant principals.** For example, as part of the new professional compensation system, we invested \$1.2M in salaries and incentives for teachers, through a career path that compensates teachers based on individual effectiveness, professional growth, and student academic outcomes. We ratified four collective bargaining agreements (CBAs), aligned with the district’s turnaround plan, with paraprofessionals, secretaries, assistant principals and deans, custodians and craftspeople— the first CBAs since June 2014. We also have reached tentative agreements with teachers and nurses, with plans to settle by the end of 2018.
- **Strengthening evaluation systems and ensuring that educators receive frequent coaching.** We know the demands of teaching are significant, and we must support all educators in developing their craft as educational professionals, in order to meet the needs of all students. This begins as soon as a new educator comes to Holyoke. For the past 3 years, about 40 new teachers per year participated in an induction program for 2 weeks in the summer, where they created routines to ensure a strong first day, role played lessons in front of peers, and built a community of support. They continue to receive support throughout their first two years of teaching through frequent coaching by district Induction Coaches, in addition to the site-based coaching by school leaders. We have continued to implement frequent feedback to support teachers in developing their craft as education professionals and ultimately contribute to increased student learning. Seventy nine percent of teachers report receiving feedback on their teaching at least a few times a month—and 83 percent of teachers report that the feedback is somewhat, quite or extremely useful.
- **Increasing the amount of time each week that teachers have to collaborate and learn together.** Every school has dedicated two hours per week—without students present—to analyze data, look at student work, plan instruction together and engage in professional learning. During this time, educators are able to focus and learn together as professionals. We have continued to survey staff annually on the quality of and their input into PD. Informed by these surveys, we provide a mixture of district-based and school-based PD over the course of 10 professional days (up from four before receivership) per year, which is often tailored by cohort (e.g., science, SPED , etc.).
- **Building and developing career development pipelines.** We want staff members to realize their growth potential and see the opportunities available to them within HPS. We have more than eight pipeline programs for staff, ranging from an aspiring principals’ program for HPS educators who are interested in earning their administrator’s license to Urban Teachers Pathways (UTP), for paraprofessionals with a

bachelor's degree who are interested in earning their teaching license in a high needs area. We also have Advanced Teachers, who are exceptional educators serving as school-wide models of instructional excellence and who magnify their impact by assuming additional leadership responsibilities determined by each school.

- **Investing in our school leaders as turnaround leaders.** We must build and sustain a system in which empowered school leaders and their teams possess the leadership acumen to create learning environments that deliver on our promise of a pathway of excellence for every student. Accordingly, we partnered with an organization that trains talented individuals to take on the demanding and urgent work of leading excellent schools.

Priority Area 5: Supporting Empowered Schools

We believe 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. We must all hold ourselves accountable to student success at the class, school and system level.

Over the last three years, we are proud to share the following successes as we work to support empowered schools:

- **Improving the quality and service provided by the food service management company.** Proper nutrition is an essential component for students being ready to learn in school. The Eos Foundation gave HPS a *Healthy Start Leadership Award* for our progress in feeding students after the bell. Seven schools were awarded a grant for having breakfast in the classroom participation greater than 80 percent. The menus are tailored by grade span, more culturally responsive, and available in Spanish. We also have a detailed five-year capital plan to upgrade food service equipment.
- **Reducing expenditures in central office by more than \$3M to preserve as many resources for schools as possible.** To reduce staffing costs, we have eliminated many positions in central office, reduced over-time by staggering schedules, and better managed unemployment costs. To reduce operational costs, we consolidated the central office from four to two floors, switched health care providers, and reduced other expenses. We also renegotiated our transportation contract to save the City a projected \$1–3M over the next 3 years.
- **Improving network reliability, speed, security and user experience with technology through process improvements and infrastructure upgrades.** Our teachers and students depend on high-functioning technology in order to make the most of time in the classroom. Every teacher has a laptop, and we have invested in Chromebooks for students. We have increased the security of the technology infrastructure.

- **Investing in upgrading facilities and ensuring facilities are well maintained.** When we expect excellence of our students and teachers, the physical structure of the building must reflect this standard. With support from the MSBA, we have renovated across the district, including upgrading windows, doors, floors, roofs and boilers, and are pursuing the design and construction of two new middle school buildings.

Holyoke’s underperforming and chronically underperforming schools⁷

Since 2015, HPS has focused intensively on improving the performance of its underperforming and chronically underperforming schools. The district implemented innovative plans for transforming these schools, including:

Morgan Full Service Community School

In June 2010, Morgan was designated as underperforming in the Department’s accountability system by Commissioner Mitchell Chester. Morgan was approved for three years of school redesign grant (SRG) funding in July 2011 under the federal transformation model. SRG funding was provided to the district for fiscal years 2012, 2013, and 2014. At the expiration of its three-year turnaround plan, based on its continued low performance and absence of improvement, Morgan was designated as a chronically underperforming school in October 2013. In January 2014, Commissioner Chester appointed Project GRAD USA as the receiver for Morgan, and in June 2014, the Morgan turnaround plan was issued. Following the chronically underperforming designation for the HPS in April 2015, Stephen K. Zrike was appointed the district’s Receiver, effective in July 2015. In his role as district Receiver, he became responsible for the implementation of the turnaround plan for Morgan School; Project GRAD USA concluded its receivership work in June 2015. Subsequently, in August 2017, the school’s three-year turnaround plan was renewed and the school remains in chronically underperforming status. As the district embarks on its middle school redesign efforts, the grade-span for Morgan will change from serving grades Pre-K–8 students to Pre-K–4 students. A copy of the school’s renewed turnaround plan can be found here:

<http://www.doe.mass.edu/level5/schools/morgan-school-renewed-turnaround-plan-8-18-17.pdf>. More information on the district’s middle school redesign efforts can be found here: <https://www.hps.holyoke.ma.us/turnaround/msredesign/>.

Statutory Basis for the Implementation of the Turnaround Plan

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, through the turnaround plan, the Commissioner and the Receiver may expand, alter or replace the curriculum and program offerings of 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 school in

⁷ William J. Dean Technical High School (Dean) was designated as underperforming in the Department’s accountability system by Commissioner Mitchell Chester in June 2010. In the 2018–2019 school year, as part of the district’s high school redesign plan, Dean and Holyoke High School merged into one school. For the full high school redesign plan, please see this link: <https://www.hps.holyoke.ma.us/turnaround/high-school-redesign/>.

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 classes; following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions; limit, suspend, or change one or more school district policies or practices, as such policies or practices relate to the underperforming schools in the district; provide job-embedded PD for teachers in the district; provide increased opportunities for teacher planning time and collaboration focused on improving student instruction; establish a plan for PD for administrators in the district; develop a strategy to search for and study best practices in areas of demonstrated deficiency in the district; establish strategies to address mobility and transiency among the student population of 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.

Four of the district's eight collective bargaining agreements were settled in summer 2018, and two tentative agreements were reached. The terms outlined in Appendix A are necessary to the successful implementation of the turnaround plan and reflect mandatory changes to the district's policies, agreements, and working rules and to any practices or policies pursuant to the expired collective bargaining agreements. These terms took effect October 1, 2015, and have been included in any collective bargaining agreements negotiated subsequently. The Receiver provided a summary of these changes to each union leader after the release of the turnaround plan. The Commissioner and the Receiver reserve the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Receiver and/or the Commissioner as they are provided for under G.L. c. 69, §1K.

The renewed turnaround plan is authorized for a period of three years. The Commissioner and the Receiver may develop additional components of the plan or amend the plan, as appropriate. The district will exit from receivership once gains are sufficient and positive change has been institutionalized to ensure continued growth and sustainable results.

Overview of Strategic Objectives and Initiatives

The updated descriptions of related activities below indicate areas in which HPS has made progress to date and include new activities to continue a trajectory of improvement.

Priority Area 1: High-Quality Instruction for All	
<p>For the original text and strategies in Priority Area #1, please see the October 1, 2015 Turnaround Plan at pp. 15–19: http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf</p>	
Strategies	Description of Related Activities
<p>1.A: Provide high-quality instruction and student-specific supports for all students.</p> <ul style="list-style-type: none"> Assess instruction and support system and implement school-based improvements Strengthen delivery of strong core instruction (Tier 1), and supplemental (Tier 2) and intensive (Tier 3) interventions 	<p>2018 update:</p> <p>The district adopted ELA and Math curricula in grades K–8 and in SY17–18 introduced Curriculum Highlights, designed to support teachers with implementation, assigned assessments and pacing of curriculum. For Tiers 2 and 3, a team of educators designed guidance to help educators understand when a student exhibits a specific challenge in Tier 1, including using data to identify student strengths and needs, implementing strategies to address identified needs, and progress monitoring of attempted strategies. We also developed an inventory of Tier 2 and 3 options for reading/literacy interventions available, as well as a list of who is trained to deliver the interventions in each school.</p> <p>In the future, we will continue to implement aligned curricular resources and guidance for math, science, writing, and social-emotional learning for K–8 students, as well as support curriculum teams to adjust scope and sequence, vertically align curriculum, and provide grade-level student exemplars. We will also develop more explicit and better-aligned curriculum for high school.</p>
<p>1.B: Collect, analyze, and share data to tailor educational and support strategies to improve student learning.</p> <ul style="list-style-type: none"> Implement effective data use practices 	<p>2018 update:</p> <p>Since SY16–17, we have implemented Renaissance STAR 360 Assessments in Pre-K–grade 10 for screening, progress monitoring, and student growth measures. Beginning fall 2018, we are implementing ANet assessments and resources in grades 2–8 to provide a measure of student learning aligned with a schedule of assessed grade-level standards.</p>

<ul style="list-style-type: none"> • Upgrade the district’s assessment system • Implement supports and interventions • Student Support Teams (SSTs) 	<p>All school leadership teams have participated in professional learning on the facilitation of a professional learning community (PLC) grounded in analyzing data. We have increased the amount and accuracy of available data through district-wide growth and standards-based assessments, on-track data using grades, attendance, as well as encouraging schools to examine student work.</p> <p>Each school has at least one multi-disciplinary Student Support Team (SST) that meets regularly to identify students who are at risk academically and/or in the areas of social-emotional-behavioral functioning, to problem solve, to intervene, and to progress monitor interventions and supports. We developed the SST Manual for guidance on effective processes and protocols.</p> <p>In the future, we will continue to provide support and professional learning for educators to understand and use ANet assessments to drive instruction and improve student outcomes; we will provide differentiated support and professional learning to schools on effective data analysis and structures; and we will differentiate support and professional learning to schools to continue and strengthen the SST process to improve student experience and outcomes.</p>
<p>1.C: Develop and implement comprehensive strategies to address the needs of EL throughout the district.</p> <ul style="list-style-type: none"> • Strengthen the program for ELs in all grades • Revise curricula • Analyze student data and tailor supports accordingly • Implement Sheltered English Immersion (SEI) strategies 	<p>2018 update:</p> <p>We have begun a comprehensive revision of the current ESL curriculum to be more in line with Next Generation ESL, with a new ESL curriculum map and additional ESL units completed in summer 2018.</p> <p>Sheltered English Immersion (SEI) courses are made available at no cost for any core academic teacher or administrator who lacks an SEI endorsement, so that 98 percent of teachers receive endorsement within one year of teaching in Holyoke. The district is now an approved provider of the SEI Endorsement courses, decreasing cost and increasing availability.</p> <p>Professional learning has been provided on the tenets of Next Generation ESL, which includes the World-class Instructional Design and Assessment (WIDA) standards, Essential Actions, Can Do Descriptors as well as the definition of ESL in Massachusetts and the intersection with content instruction.</p>

<ul style="list-style-type: none"> • Provide high-quality English as a Second Language (ESL) services • Assess effectiveness of Metcalf’s dual-language program • Investigate alternative EL program options 	<p>The district assessed the effectiveness of the dual-language program at Metcalf and has begun its expansion within Metcalf (Pre-K–4) and subsequently at EN White (Pre-K–1).</p> <p>Expansion of dual-language programs was approved at both Metcalf and EN White schools. A Newcomer Academy that includes native-language instruction (Transitional Bilingual Education (TBE)) was introduced at the high school level in SY17–18. Planning is ongoing for a middle school newcomer program to be housed at the Kelly School.</p> <p>In the future, we will follow an ongoing process that includes revisions, piloting new units, and developing additional units for our ESL curriculum; we will work to ensure that EL are consistently scheduled to be taught by an endorsed core academic teacher; we may offer courses to support the licensure process for those who are not licensed. In addition, we will continue to support and grow our dual-language program.</p>
<p>Strategy 1.D: Develop and implement comprehensive strategies to address the needs of SWD throughout the district.</p> <ul style="list-style-type: none"> • Review the SPED Program • Provide comprehensive services matched with students’ needs • Increase student opportunities to learn in inclusive settings • Increase time spent in direct service of students 	<p>2018 update:</p> <p>The Urban SPED Leadership Collaborative conducted a thorough evaluation of the SPED department. A SPED Task Force was also developed with key stakeholders (parents, family members, community partners, and staff) to review the report and make recommendations for targeted improvements in the SPED Program. The Pupil Services Team is implementing many recommendations from both the report and task force.</p> <p>We have developed program descriptions for all substantially separate programs (with entrance and exit criteria), a student needs assessment, paraprofessional support plan for students, and tools to determine eligibility for Extended School Year and Transportation. Opportunities for inclusive services have tripled in SY17–18.</p> <p>Opportunities for inclusive services have increased, specifically in relation to the provision of itinerant services. Targeted work with schools on scheduling to meet the needs of diverse learners has occurred along with intensive support to the high schools on how to schedule to maximize inclusive opportunities for students.</p>

	<p>The Pupil Services Team has worked diligently to decrease the dependence on contracted providers. The investment has been made in HPS staff, which has increased the amount of supports for students. The team of providers of itinerant services has also focused on increasing inclusive opportunities for students and will continue to do so.</p>
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In the future, we will continue to implement the recommendations from the Urban SPED Leadership Collaborative report; and we will continue to support increased inclusion and inclusionary practices across our schools.

Priority Area 2: Personalized Pathways

For the original text and strategies in Priority Area #2, please see the October 1, 2015 Turnaround Plan at pp. 22-28:
<http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>

Strategies	Description of Related Activities
<p>2.A: Design a districtwide early education and elementary program that builds a solid foundation for students’ pre-kindergarten to grade 12 educational experiences.</p> <ul style="list-style-type: none"> • Expand pre-kindergarten access • Align pre-kindergarten and kindergarten • Redesign kindergarten • Create a foundational skills block in kindergarten through grade 3 • Accelerate progress for students in grades 3–5 	<p>2018 update:</p> <p>The district has partnered with Preschool Expansion Grant (PEG) and Holyoke Early Literacy Initiative (HELLI) to continue Pre-K expansion resulting in 125 additional students enrolled since SY14–15. The Davis Foundation has financially supported this work.</p> <p>All HPS and PEG Pre-K and kindergarten programs engage in joint PD and coaching targeting shared practices and the Classroom Assessment Scoring System (CLASS) assessment indicators.</p> <p>A Kindergarten Curriculum Research Team assessed and procured curricular resources, aligned practices, and designed the kindergarten schedule. We focused on a creating a balanced literacy block that includes Focus on K2 which enables students to engage in developmentally appropriate, hands-on learning experiences. During the 2017–2018 school year, we had a 44-point increase in the percentage of students performing at or above the 50th percentile rank on STAR Early Literacy (29 percent at the beginning of the year to 73 percent at the end of the year).</p> <p>All K–3 classrooms across the district now include a minimum of 30 minutes per day dedicated to the reading foundational skills during their balanced literacy block. The Kindergarten Curriculum Research Team researched and selected Foundations as the curricular resource for Tier 1, Foundations Intervention for Tier 2, and Wilson for Tier 3. Implementation has contributed to a 30-point increase in the percentage of students performing at or above the 50th percentile rank on STAR Early Literacy (31 percent of students in grades K–2 at the beginning of the year to 60 percent at the end of the year).</p> <p>In the future, we will pursue an expansion of our partnership with VOC to expand full-day/full-year, free Pre-K classrooms for four-year-olds in HPS, on our path toward Pre-K for every four-</p>

	<p>year-old, and we will provide differentiated support and professional learning to educators to continue and improve Pre-K–2 vertical alignment.</p>
<p>2.B: Design a secondary educational experience that prepares all students for success in college and careers.</p> <ul style="list-style-type: none"> • Strengthen middle grades programming • Add middle grade options • Convene a Secondary Education Redesign Working Group • Redesign High School • Ensure high-quality career/vocational/technical education (CVTE) options • Develop Individual Learning Plans (ILP) for all high school students • Coordinate PD within and across high schools 	<p>2018 update:</p> <p>The district has partnered with Holyoke Codes to offer coding to all students in grades 7 and 8, expanded ethnic studies and intramural sports, and offer an 8th to 9th grade summer transition program. In August 2016, we also piloted and then expanded the P3 at Peck, a personalized learning program based on the Summit Schools model in California, where every student engages in project-based learning, masters a college and career preparatory curriculum at his/her own pace, and is mentored by teachers to develop habits of success. In August 2018, we opened two new middle school options, Veritas Prep Holyoke (which starts in 5th grade and eventually will serve grades 5–8) and Holyoke STEM Academy (grades 6–8).</p> <p>In fall 2016, with support from the Barr Foundation, the district convened more than 100 stakeholders to develop a high school redesign model, with seven academies across one high school in Holyoke: Freshman Academy, OA for students in need of an alternative pathway, Newcomer Academy for students who are new to the English language and the continental U.S., and four theme-based academies. Initial high school redesign efforts are promising, with the dropout rate averaging 5.6 percent from 2016 to 2018 and the graduation rate increasing to just under 70 percent for SY17–18.</p> <p>Ensuring high-quality CVTE options was a central focus of the high school redesign process, resulting in a commitment to reinvigorate the CVTE programs at the Dean Campus of a combined Holyoke High School. We closed two CVTE programs because of low enrollment; offered classes to enable freshman to explore the CVTE shops; instituted a more defined admissions process; and significantly increased the outreach to 8th grade students. We also re-started the General Advisory and Program Committees, with more than 50 community partners participating.</p> <p>The development of Individualized Learning Plans (ILP), called My Academic Plan and Portfolio (MAPP)), began in SY16–17 for 9th grade students and expanded to all grades in SY17–18.</p>

	<p>Since 2017, high school educators have had 2 hours of teacher collaboration and professional learning weekly. Sixty-two percent of high school teachers indicate that PD opportunities are at least somewhat valuable, and 69 percent of high school teachers indicate they receive feedback on their teaching at least monthly.</p> <p>In the future, we will continue to add one grade per year to Veritas Prep Holyoke through 8th grade; engage in ongoing design of the Holyoke STEM Academy; work with the MSBA to build two new middle school buildings; and, expand opportunities for middle school students. We will also build the high school academies; increase students’ access to dual enrollment, early college, advanced placement, CVTE options, and work-based learning; and increase the graduation rate. We plan for students to progressively develop their ILP as they define their pathway through high school. Lastly, we will work to align instructional and cultural practices across the two high school campuses.</p>
<p>2.C: Create strong college and career pathways to close skills gaps and opportunity gaps.</p> <ul style="list-style-type: none"> • Create rigorous pathways in grades 9–12 • Align middle grades • Conduct a labor market analysis • Support informed pathway selection • Expand early college programming 	<p>2018 update:</p> <p>The four theme-based linked learning academies launched for 10th grade in fall 2018 are: Technology, Engineering and Design; Medical and Life Science; Community and Global Studies; and Media and Performing Arts. The academies have three graduation pathways—CVTE, innovations with a Capstone Project and early college— and prepare students for success in college and career.</p> <p>We are opening two new middle schools, Holyoke STEM Academy and Holyoke Veritas Prep, to offer a stronger middle school experience and provide innovation within the district. Math, Science and ELA/writing curriculum experts are leading curriculum alignment, supported by strong curriculum resources in Illustrative Math, STEM Scopes, and Expeditionary Learning.</p> <p>A labor market analysis resulted in closing two CVTE programs because of low enrollment, market demand, program quality, and connection with future linked learning academies. Our graduate profile states that our graduates will be effective communicators, critical thinkers, engaged and productive community members, and mindful individuals.</p> <p>In fall 2018, we merged into one high school with two campuses. In spring 2018, 8th grade students toured the North and Dean campuses of Holyoke High School (HHS) to inform their decision on where to attend 9th grade. Students interested in the Dean campus were required to</p>

	<p>interview, and due to strong demand, there was a waiting list to enroll in Dean. Ninth grade students also attended job shadow days and presentations to inform their linked learning academy selection for 10th grade.</p> <p>In partnership with HCC, UMass Amherst, Springfield Technical Community College (STCC) and WSU, we have seen a twenty-fold increase in the number of students enrolled in college courses. In 2014, 5 students enrolled in 6 courses, and in 2017–2018, 124 students enrolled. In SY17–2018, 13 juniors enrolled in the first cohort of the Westfield Promise Early College program with WSU. In SY18-19, 12 of the original cohort will continue in the program as seniors, and 25 juniors are newly enrolled. In addition, we received a state designation for a new early college partnership with HCC and WSU.</p> <p>In the future, we will build the full program for each academy one grade per year and will consider expanding CVTE options within academies; we will work with workforce development partners to align our offerings and student skill development with the needs of the marketplace; and we will launch the HCC Early College program and continue to expand and strengthen early college programming.</p>
<p>2.D: Build structures designed to support students who are not on track for on-time graduation and re-engage those who have left the system.</p> <ul style="list-style-type: none"> • Create vacation academies • Restructure credit-recovery programs • Develop programs for over-aged, under-credited students 	<p>2018 update:</p> <p>Vacation academies in either ELA or math have served 250–300 upper elementary students and 20 students at Dean in each of the 3 past years. Pre- and post-assessment data showed growth, especially in math.</p> <p>In SY16–17, we launched OA to provide alternative pathways to a diploma for students who are not finding success at HHS or Dean, especially those who are over-aged and under-credited. OA served about 100 students in SY16–17 and about 175 students in SY17–18. Since its opening, more than 50 students have graduated through one of the three programs within OA.</p> <p>We have dedicated staff, promoted relationship building, and offered alternative pathways to support student re-engagement. In the 10 years before receivership, the district’s dropout rate averaged 9.7 percent per year. For SY15–16 and SY16–17, the dropout rate averaged 5.6 percent.</p>

<ul style="list-style-type: none"> • Re-engage students who have left the district and those at risk of leaving • Identify and support students who are not on track for on-time graduation • Expand summer programs • Align school day and out-of-school programs 	<p>In SY16–17, we established a Freshman Academy with teams of teachers assigned to teams of students. For SY17–18, we defined what it means to be “On Track” based on the University of Chicago research and developed a data system to provide current on-track data for each student. For SY16–17, the district’s graduation rate was 69.9 percent, up 7.8 percentage points from SY15–16, the highest graduation rate for the district. Dean achieved a 19.1-point gain.</p> <p>We have increased enrollment in, improved the quality of, and proactively targeted students for summer programming. In summer 2018, more than 1,100 students were enrolled in summer learning, compared with 1,000 enrolled in 2016 and 770 enrolled in 2016. We have also introduced innovations in our summer programming, such as adding Generation Teach, a proven model for middle school students.</p> <p>In SY17–18, four schools designed their own after-school tutoring and enrichment programs to serve more than 300 students. Academic coordinators at each after-school site design academic supports that are aligned with the school day.</p> <p>In the future, we will continue to improve the quality of the three existing programs in the OA and establish new programs that target different student needs, particularly for over-aged and under-credited middle school students. We will continue to proactively reengage students back to the district, and we will further refine systems to monitor and take action if students demonstrate warning signs in their academic progress. We will continue to strengthen the alignment of school day and after-school programs by designing programs connected to school improvement goals.</p>
<p>2.E. Ensure that Holyoke’s educational tools and materials are high quality and will prepare students with 21st-century knowledge and skills.</p>	<p>2018 update: Teacher teams in K–8 have participated in curriculum review, revision, and development of all ELA curriculum to ensure alignment with the Massachusetts Curriculum Framework (ELA and Literacy). Math in Focus (MIF) was implemented as a new math curriculum resource in grades K–8 in SY16–17, and some science units in grades 6–8 were developed. Units for grade 10, aligned with the linked learning academies, were developed.</p>

<ul style="list-style-type: none"> • Develop an engaging, standards-based, aligned curriculum • Support instructional planning • Use aligned, culturally relevant instructional materials and tools • Provide curriculum and tools to improve students' writing skills • Increase access to instructional technology 	<p>In summer 2018, curriculum teams of teachers in ELA/Writing, Math, Science, Dual Language, and ESL developed, reviewed, and revised curriculum guidance for instructional planning. In addition, a new school improvement process was designed that is aligned with the four Massachusetts professional standards and has an intense focus on standards-based planning.</p> <p>In all curriculum review efforts with teacher teams, we used cultural relevance as a critical indicator in choosing resources.</p> <p>We have invested in new devices for teachers and students. All teachers have a laptop, and across the district, we have 3,200 Chromebooks and 50 mobile high-definition flat panel instructional displays. We have increased the number of computer-based intervention programs.</p> <p>Beginning in SY18–19, we will implement several new curriculum resources, as well as align and progress monitor those resources with the Massachusetts Curriculum Frameworks' interim assessments. We will provide ongoing and focused support on curriculum implementation and instructional planning; and we will continue to prioritize cultural relevance in any review process and support teachers and schools to learn and implement culturally relevant practices. In addition, we will continue to procure more technology and help schools deploy technology to support instruction and improve outcomes for students.</p>
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Priority Area 3: Family and Community Engagement

For the original text and strategies in Priority Area #3, please see the October 1, 2015 Turnaround Plan at pp. 31–37:
<http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>

Strategies	Description of Related Activities
<p>3.A: Transform the district’s culture into one of high standards and positive regard for all students and staff.</p> <ul style="list-style-type: none"> • Set high standards for students and staff • Promote attendance and engagement • Use data to monitor climate and student support needs 	<p>2018 update: We aligned our communication and professional learning sessions with our mission: “To be the 1st educational choice for Holyoke families by designing multiple pathways where all students graduate prepared to excel in college, career and in community leadership.” In SY15–16, we collaboratively developed our values (Encourage bold thinking, Explore all possibilities for student success, Embrace all students and families as our own, Empower school teams to impact change, and Engage in meaningful feedback), which concretely communicate our culture of high expectations. Each year, we have hosted more than 20 community-based back-to-school events, such as neighborhood walks, to take “school” to the community and establish deeper connections.</p> <p>Through the creation of the OA, we consolidated programs, procedures, and outreach efforts to re-engage students who had become separated from school. We have strengthened our partnership with the Family Resource Center at Enlace de Familias to increase one-on-one support for students and families to address attendance and behavior issues.</p> <p>In the future, we will continue to lead with our mission and values in professional learning and communication, and strengthen the culture of high expectations through the evaluation process. We will also expand our Attendance Awareness campaign and solidify procedures to address chronic absence and students at-risk of becoming separated from school.</p>
<p>3.B: Build all students’ social-emotional skills in order to promote school engagement, academic success, and college and career readiness.</p>	<p>2018 update: Consistent with Collaborative for Academic, Social and Emotional Learning (CASEL) recommendations for implementing Social Emotional Learning (SEL), we have trained many educators and support staff on SEL strategies, including explicit instruction on the five SEL competencies using evidenced-based programs in Pre-K–8 (such as Second Step and AI’s Pal’s).</p>

<ul style="list-style-type: none"> • Develop and implement strategies in support of social/emotional learning (SEL) • Restructure district staffing in support of SEL • Enhance the district’s positive behavior management and disciplinary approach 	<p>Restorative Justice (RJ) at the high school has continued and one middle school has introduced RJ. Students who participate in a RJ circle are less likely to have another offense than those who have not participated in a RJ circle. Many student support rooms have been restructured to focus on RJ practices.</p> <p>In the future, we are training educators on the use of SEL through general teaching practices; promoting SEL instruction through the context of the academic curriculum; and supporting school leaders to develop and implement SEL plans, analyze data, and respond accordingly. In addition, starting in SY18–19, three schools will form the first cohort of newly trained Positive Behavioral Intervention and Supports (PBIS) schools, with the Massachusetts DESE PBIS Academy.</p>
<p>3.C: Ensure that all HPS buildings provide environments that will foster rapid improvement of academic achievement.</p> <ul style="list-style-type: none"> • Develop safe, healthy and welcoming learning environment • Create spaces that promote family and community partnership • Provide well-maintained facilities that support turnaround strategies • Expand nutrition programs that support student learning 	<p>2018 update:</p> <p>In order to create welcoming and culturally affirming spaces, customer service standards were created and rolled out across the district, while front office staff received regular training in customer service and procedures. All buildings improved bilingual signage. All buildings have bilingual family engagement staff and will have staff trained to support interpretation for LEP families. Schools have identified spaces to meet with families, and two schools have dedicated spaces for parent volunteers.</p> <p>Monthly district-wide crisis team meetings, in collaboration with the City’s emergency personnel, has led to establishing school-based crisis teams; revising school emergency plans; training on school lockdown, shelter-in-place, reunification and response to bomb threats; creating and distributing “To Go” Emergency Kits across all classrooms; examining protocols for visitors; and designing an incident/drill reflection process after each incident.</p> <p>We have reorganized, trained, and evaluated the facilities department to ensure higher quality cleaning and maintenance. The district formed the HPS Environmental Health Committee that meets quarterly to discuss and resolve issues, such as green cleaning, asthma, anti-idling, clutter in the classroom, food waste, Automated External Defibrillator (AED) machines, etc. We received funding from the MSBA and the city of Holyoke to upgrade windows, doors, lighting, and renovate</p>

	<p>sections of buildings at many schools. The feasibility study on the middle school buildings is completed, and the MSBA is reviewing drafts of the designs.</p> <p>In SY16–17, we secured a new five-year nutrition program contract and awarded it to Sodexo under a new management team. We hired a dietician, a new food service director, and an accountability specialist to ensure that we were in compliance with U.S. Department of Agriculture (USDA) regulations. In addition, all schools received new cafeteria tables. Since SY16–17, we implemented breakfast in the classroom in all of the elementary and middle schools, with breakfast participation increasing to over 80 percent in all but two schools.</p> <p>In the future, we will continue to train staff on welcoming and culturally affirming practices, provide resources to encourage parent and family volunteerism in schools, and promote activities that celebrate and affirm cultural diversity at schools. We will also enhance the safety/security at building entrances and conduct unannounced security audits led by Holyoke Police and Fire. Finally, we will continue to pursue the design and construction of two new middle school buildings, and we will continue to build on our five-year nutrition plan, which includes expanding breakfast in the classroom.</p>
<p>3.D: Develop structures and supports to identify and address students’ strengths and needs.</p> <ul style="list-style-type: none"> • Assess and support student needs • Pilot redesigned Full Service Community School model (FSCS) • Provide central office supports for culture and climate 	<p>2018 update:</p> <p>In SY15–16, a full service community school (FSCS) team met regularly to examine and strengthen the effectiveness of student support services. However, with increased autonomy, all four schools decided not to employ a FSCS manager and instead incorporated key aspects, such as student support teams and community partnerships, into existing staff members’ responsibilities. Going forward, all schools will incorporate elements of being a FSCS.</p>
<p>3.E: Organize partner supports at schools and the</p>	<p>2018 update:</p>

<p>central office to maximize partners' efforts and align them to the district's turnaround strategies.</p> <ul style="list-style-type: none"> • Provide central office support for partnership development and collaborate with partners • Collaborate with partners • Work with state agencies to provide additional supports 	<p>In SY15–16, we conducted an analysis of school and district partners and determined that we needed more partners to support teachers' professional development, expand Pre-K–3 enrichment opportunities in schools, and address students' social-emotional and mental health needs. As a result, we have partnered with organizations such as Lesley University and the Collaborative of Educational Services to strengthen teachers' understanding and implementation of standards. We have also sustained a partnership with VOC and Head Start in order to provide full-year, full-day, high-quality pre-kindergarten for many four-year-olds; some of these pre-kindergarten classrooms have received the highest quality rating from the state.</p> <p>Many state agencies have been involved in our turnaround efforts, including: 1) DESE's Office of Strategic Transformation on the turnaround plan and strategy, 2) the Governor's office on early college efforts and access to vocational equipment, 3) the University of Massachusetts on dual-enrollment and professional learning, 4) the Office of the Child Advocate on mental health supports for students experiencing trauma, 5) the EEC on preschool expansion, 6) the Department of Children and Families on promoting strong attendance and reducing chronic absence, and 7) the state police on crisis planning and staff training.</p> <p>In the future, we continue to seek partnerships with organizations to provide social-emotional and mental health supports to our students and families, and we will continue to leverage and expand state agency partnerships to support our students.</p>
<p>3.F: Build relationships with families, repair trust in the school district, and encourage and support families to be active partners in students' learning.</p> <ul style="list-style-type: none"> • Set family engagement expectations for all HPS staff 	<p>2018 update:</p> <p>In summer 2016, we reorganized the Student Assignment Center, re-opening it as the Student Enrollment and Family Empowerment Center. We reviewed and streamlined enrollment procedures to improve customer service and the family experience, as well as to increase consistency and accuracy in our records. In the fall of 2017, we partnered with community agencies to provide additional resources to serve students arriving from Puerto Rico in the aftermath of Hurricane Maria.</p> <p>Staff continue to participate in the Home Visiting Project every year (6.7 percent of teachers conducted at least three visits in SY15–16, 15.5 percent in SY16–17, and 13.2 percent in SY17–18).</p>

<ul style="list-style-type: none"> • Prioritize and support family engagement • Provide opportunities to expand staff cultural competence • Develop a Family Resource Center • Create school-based structures for family input • Conduct home visits • Use multiple strategies to engage with families • Celebrate students' heritage • Develop a Parent University 	<p>In the past two years, we have expanded opportunities for parent voice and involvement, including: 1) a District Parent Advisory Group that met monthly in SY17–18, with 10 of 11 schools represented, 2) a Special SPED Parent Advisory Council and Task Force, 3) School Site Councils, and 4) PTOs at many schools. We will also actively recruit and help establish the English learner Parent Advisory Council (EL PAC) with consistent parent participation, as well as expand family leadership efforts.</p> <p>We have expanded opportunities for staff to learn about the city of Holyoke and Puerto Rico, where many students' families came from, and built relationships through avenues such as new employee orientation, Spanish language courses, and resources for Hispanic Heritage month. For the past three years, a cohort of HPS educators has engaged in a Culturally Responsive Learning summer trip to Puerto Rico. We have established a monthly leadership team and community coalition that designed our district's first Equity Plan.</p> <p>In SY16–17, we organized Parent Power Academy educational events at schools and in SY17–18, hosted two district-wide Parent Power Summits focused on at least one of the following topics: 1) supporting learning at home; 2) health and nutrition; 3) social-emotional learning; 4) financial literacy and job search tools; and 5) parent leadership and voice. We continue to connect families to community resources that provide ESL, the High School Equivalency Test (HiSET), and other support services.</p> <p>In the future, we will provide coaching for enrollment staff to consistently engage families in conversations about student and family needs and connect families to resources; we will continue to provide training, support, and guidance for staff to make home visits a regular practice; we will expand Spanish language course offerings and train school leaders and staff on equity, diversity, and inclusion; and we will host events for families to learn how to better support their children's learning at home.</p>
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Priority Area 4: Thriving and Effective Workforce

For the original text and strategies in Priority Area #4, please see the October 1, 2015 Turnaround Plan at pp. 40—45:
<http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>

Strategies	Description of Related Activities
<p>4.A: Ensure Holyoke’s educators and other staff have the knowledge and skills needed to drive student learning, growth and achievement.</p> <ul style="list-style-type: none"> • Create district structures to support professional learning for all staff • Provide high-quality professional learning for a thriving workforce • Add time for professional learning • Use data to drive PD • “Holyoke University” • Cohort-based induction model • Coaching for continuous improvement 	<p>2018 update:</p> <p>District-provided professional learning has been cohort specific and has included training on curricular resources in math, writing, science, and early learning; trauma-informed practices for counselors and therapeutic intervention staff; relationship building for paraprofessionals; promotion of inclusion for schools with significant sub-separate populations; leadership development for instructional leadership teams (ILT); and standards analysis and backward planning for teacher leaders and coaching pedagogy for coaches. We have also provided targeted PD for school leaders, both internally and through a partnership with Building Excellent Schools (BES), focused on developing the systems and climate to lead excellent schools.</p> <p>Teachers have an additional 10 days of PD spread throughout the year and at least 2 hours per week of common planning and/or professional learning, as detailed in Appendix A and School Operational Plans.</p> <p>Based on PD needs identified through teacher surveys, nine courses were offered to HPS educators during SY17–18 school year and 100 educators participated in courses through Holyoke University.</p> <p>In SY16–17 and SY17–18, 39 teachers each year participated in the Induction and Mentoring Program, with an average 84 percent retention. In SY17–18, 84 percent of new-to-teaching educators implemented feedback consistently.</p> <p>In the future, we will continue to customize training support for school leaders and educators and monitor effectiveness of training through observations and feedback; we will strengthen the quality of and the impact of professional learning and collaboration on improved student outcomes; and we will continue to strengthen induction and support new educators.</p>

<p>4.B: Create opportunities to use the expertise of staff throughout the system to take on both informal and formal leadership roles in support of the turnaround.</p> <ul style="list-style-type: none"> • Create clearly defined educator leadership roles • Develop pathways to leadership and additional responsibility • Ensure that schools have effective staff • Connect the work of teams to student outcomes 	<p>2018 update:</p> <p>Each year, the district publicizes educator leadership roles, ranging from the Receiver’s Teacher Advisory Group, design team members who support middle or high school redesign, and/or ILT) membership. New roles have been created, such as Deans of Curriculum and Instruction, Deans of Students, and Advanced Teachers (exceptional teachers who serve as school-wide models of excellence). We also have at least eight pipeline programs for staff to support them in their growth to the next stage in their career.</p> <p>We hired a recruiter to support schools in hiring excellent teachers. We have strengthened the recruiting process, including efforts such as hosting group interviews and involving key stakeholders in demo lessons. We developed a process to track progress for employees who are hired on a waiver and assist their planning to achieve licensure.</p> <p>Each school has an ILT, with at least three Holyoke Teachers Association (HTA) members voted in by their peers. Each year, we have hosted district-wide ILT trainings to support school teams in analyzing data, planning instruction based on data, and developing as teacher leaders.</p> <p>In the future, we will continue to assess the effectiveness and impact of educator leadership roles and leadership pathways and develop new opportunities where needed; we will develop highly functional ILT that are empowered and skilled to lead school improvement efforts; and we will continue to support school leaders in implementing a strong evaluation system and recruiting and retaining highly qualified staff.</p>
<p>4.C: Develop and/or enhance systems and structures at the district and school levels to encourage and facilitate professional collaboration across and within schools.</p> <ul style="list-style-type: none"> • Create a culture of collaboration 	<p>2018 update:</p> <p>School schedules include at least two hours of teacher collaboration and professional learning weekly. Seventy-one percent of teachers indicated that school leaders fostered a culture of collaboration at their school. We have begun to train ILTs on effective structures for PLC, but this work is ongoing.</p> <p>Advanced Teachers and some ILT members invite peers into their classrooms to model effective practices and share student work samples; we have also videotaped effective lessons to more broadly share practices.</p>

<ul style="list-style-type: none"> • Collaborate around effective practices • Plan and conduct PD collaboratively • Fulfill professional obligations • Collaborate with industry 	<p>The Educator Evaluation System supports the monitoring of staff professional obligations during common planning time and PD.</p> <p>In SY16–17, Dean formed a new General Advisory Committee and reinvigorated the Program Advisory Committees. These committees continued to convene through SY17–18 and included over 50 community partners and 9 different CVTE program committees. With the active support of the Holyoke Chamber of Commerce, more than 30 business and community partners participated in reverse job-shadow days for grade 9 students.</p> <p>In the future, school supervisors will observe and provide feedback on the quality of teacher collaboration time to ensure high-quality professional engagement. We will look for opportunities to promote and expand exemplar classroom teachers, and school leaders will design systems for monitoring educator engagement and application from collaboration and professional learning to practice. Lastly, we will meet regularly with community partners to strengthen work-based learning experiences for students.</p>
<p>4.D: Evaluate district employees through a streamlined, fair, and transparent process that provides staff with feedback for improvement and opportunities for professional growth in both knowledge and skills.</p> <ul style="list-style-type: none"> • Support the growth and development of all educators • Shorten timelines for improvement • Dispute resolution 	<p>2018 Update:</p> <p>In SY17–18, more than 98 percent of educators were evaluated, in alignment with the state’s Educator Evaluation Framework, and all other bargaining unit and non-bargaining unit employees received evaluations. We have also strengthened our educator evaluation system to ensure that educators received frequent coaching. Seventy-nine percent of teachers report receiving feedback on their teaching at least a few times a month—and 83 percent of teachers report that the feedback is somewhat, quite or extremely useful.</p> <p>All collective bargaining agreements have adopted the dispute resolution process outlined in Appendix A.</p> <p>We invested in the model of a school supervisor to provide supervision, feedback, and coaching support to school leaders and their teams, as well as across schools. We have expanded teacher leadership opportunities, such as the Teacher Advisory Group and Power Teachers (see paragraph below), to create more opportunities for cross-school sharing. With consultant support, we</p>

<ul style="list-style-type: none"> • Focus on student growth and achievement • Recognize excellence in teaching • Revamp compensation approach • Develop actionable feedback to strengthen evaluators' practice 	<p>developed a customized school and district data management platform so that school and district leaders had access to near real-time data to support school improvement efforts.</p> <p>We facilitated four PD sessions for 68 “Power Teachers” to learn the three stages of Understanding by Design (UbD). We have created additional leadership opportunities, including the Teacher Advisory Group, Advanced and Master teacher roles, curriculum and other content leads, and high school and middle school redesign leads.</p> <p>We developed and implemented performance-driven compensation models for teachers, therapists, paraprofessionals, secretaries, assistant principals and deans, and non-bargaining staff. Compensation systems for custodians and nurses are in the process of being developed and implemented. These systems enable top performers to accelerate more rapidly.</p> <p>In the future, we will continue to implement a strong evaluation system tied to our professional compensation model; to monitor employees’ performance and support supervisors in the development, monitoring, and employee buy-in of improvement plans; and to promote opportunities for teachers to be leaders within their school and the district.</p>
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Priority Area 5: Supporting Empowered Schools

For the original text and strategies in Priority Area #5, please see the October 1, 2015 Turnaround Plan at pp. 48—55:
<http://www.doe.mass.edu/level5/districts/level-5-district-holyoke-public-schools-turnaround-plan.pdf>

Strategies	Description of Related Activities
<p>5.A: Recruit, retain, and deploy employees strategically to lead and implement the district’s turnaround strategies.</p> <ul style="list-style-type: none"> • Motivate high-performing staff to remain in Holyoke • Recruit talent to Holyoke • Transform human resources • Build a diverse Holyoke workforce • Develop internal talent • Professional compensation system • Evaluate staff • Select and retain the most effective staff 	<p>2018 update:</p> <p>New tools have been created and implemented for employees to better understand the evaluation system. In SY17–18, we focused on ensuring that teachers received regular documented feedback in TeachPoint and that all staff had an end-of-year evaluation.</p> <p>The new professional compensation models for all groups enable employees to take on additional responsibilities and leadership roles to promote their development and help them receive recognition for strong performance. We have introduced the roles of Advanced Teacher and Master Teacher to keep our strongest educators in front of students while being given additional leadership opportunities.</p> <p>We have developed a robust plan to recruit and retain highly effective staff. One important strategy is to hire earlier, and in SY17–18, we surpassed all targets for percentage of vacancies filled: 35 percent by May 1, 50 percent by June 1, 75 percent by July 1, and 100 percent by August 1. Another strategy is to develop strategic partnerships with community organizations, with a focus on building solutions to continue to promote diversity in the workforce and developing pipelines into teaching. For example, our Teach Western Mass (TWM) partnership includes a new residency program to help to address the shortage in qualified educators in SPED and ESL.</p> <p>The district has implemented TalentEd: Recruit & Hire to manage the application/hiring process and developed a centralized resume and phone screening process. We instituted a group interview process, where multiple applicants engage in a rigorous interview process more quickly.</p>

	<p>The Human Resources (HR) department has reorganized and created an HR generalist role. Each HR generalist is the main point of contact for all HR issues for a portfolio of schools. This model is similar to the one in other departments, such as finance and operations.</p> <p>In the future, we will continue to strengthen leadership opportunities and develop solutions to address teacher retention and turnover; we will continue outreach to continue to diversify the workforce and consider expansion of the TWM partnership to other critical shortage areas; and we will develop ways to reduce processing time within HR to improve customer service.</p>
<p>5.B: Empower schools to tailor turnaround strategies to their school communities and to develop and share innovations across the district.</p> <ul style="list-style-type: none"> • Grant school-level autonomies • Develop school operational plans • Share best practices among schools • Develop an accountability framework 	<p>2018 update:</p> <p>Each school has a school operational plan, which details the working conditions of the school, and a school improvement plan (SIP). The plans have a shared definition of what instructional leadership, management and operations, family and community engagement and professional culture systems and practices must be in place at every school for students to thrive. Schools have the autonomy within the expectations to design a school that meets the needs of the students. School supervisors serve as key levers to provide direct support through coaching, sharing best practices, and coordinating resources for schools. The plans are evaluated on an accountability framework, a comprehensive set of metrics that measure and monitor success in the academic and climate and culture domains.</p> <p>In the future, we will continue to improve our SIP and support based on feedback and experience.</p>
<p>5.C: Maximize the use of time to improve student achievement.</p> <ul style="list-style-type: none"> • Use operational plans to optimize the use of time • add time for instruction and enrichment 	<p>2018 update:</p> <p>As part of the school operational plans, all elementary and middle schools developed a plan to use an extended day. All schools, including the high school, have at least two hours per week of collaborative planning. Schools have increased instructional time and enrichment offerings, both through partnerships and in-house solutions. To support the effective use of time, we have provided educators with a variety of training to strengthen their practice; we have begun to train</p>

<ul style="list-style-type: none"> • Establish the district calendar • consider alternative school calendars • Use out-of-school time for additional instruction and enrichment • support schools to use time effectively 	<p>ILTs on effective structures for PLC; and we have supported schools through a revamped school improvement planning and monitoring process.</p> <p>At the elementary level, we have designed targeted, skill-based, academic support blocks within our after-school, vacation, and summer programs and have used assessment data to target specific standards and student’s specific instructional needs. At the middle level, in line with our focus area of enrichment, we launched the innovative Honors Arts Academy Model in collaboration with an arts partner.</p> <p>In the future, we will help school leaders and their teams use time effectively through professional learning, observation, and feedback, and we will continue to use time outside the traditional school day to provide students with additional learning and enrichment opportunities.</p>
<p>5.D: Design a central office that is structured to provide maximum support and assistance to Holyoke’s schools.</p> <ul style="list-style-type: none"> • Redefine and redesign the central office • Deploy central staff to support school capacity • Reallocate cost savings for school support 	<p>2018 update:</p> <p>Schools now have a key person within HR, Finance, Facilities, and Family Engagement who serves as the liaison and “go to” person to meet the school’s needs. We also invested in the role of the school supervisor as the key evaluator and provider of direct support to develop school leaders and their teams.</p> <p>After a comparative analysis with other districts and an internal evaluation, we have reduced the central office by at least 22 FTEs since the beginning of receivership and reconfigured more than 30 positions to better meet the needs of the district and schools. This has resulted in more than \$1M in savings over 3 fiscal years, with an additional \$1M in positions being funded via new grants. We have also saved more than \$2M through non-personnel reductions at the central office, such as consolidating the central office from four to two floors. Savings were invested in schools.</p> <p>In the future, we will continue to collect feedback on the quality of central office services and re-align resources to meet the needs of schools, and we will continue to examine opportunities to streamline services to ensure that we are providing high-quality services efficiently.</p>

<p>5.E: Organize district systems and structures to create efficiencies and streamline support to schools.</p> <ul style="list-style-type: none"> • Refine student enrollment and assignment processes • Examine grade configurations and school distribution • Analyze and revamp data management systems • Audit technology infrastructure • Create a districtwide technology strategy 	<p>2018 update:</p> <p>In SY16–17, the district performed an analysis of the Pre-K–8 portfolio of schools; families and staff overwhelmingly favored separate elementary and middle schools. This is also supported by middle school academic data. As a result, we are transitioning to the new model by opening two new middle schools and working with the MSBA and the City of Holyoke to pursue the building of two new middle schools for 500–550 students each. This will enable us to convert existing schools into Pre-K–4 or Pre-K–5 buildings.</p> <p>Data management systems have improved by: 1) stronger reporting and expanded analytic capabilities within our student information system, 2) process improvement and documentation, and 3) staff development. In addition, the district has established and revised many systems for efficient management, including an electronic timekeeping system, position controls, an employee data warehouse, and data auditing across departments. Technology upgrades include converting to Google Suite, creating a centralized data center, increasing the reliability and speed of Internet access, and creating data dashboards.</p> <p>In the future, we will continue to work with the MSBA and the broader Holyoke community to design and construct two new middle school buildings, and if necessary, we will redesign the enrollment zones for a reconfigured system. We will continue the work across all departments to promote process improvement, including ongoing process monitoring and auditing to ensure accuracy between data systems, and we will systematically upgrade network infrastructure and services.</p>
<p>5.F: Invest the district’s resources in strategies that will lead to improved student achievement.</p> <ul style="list-style-type: none"> • Assess and reallocate district resources • Grant school autonomy over use of funds 	<p>2018 update:</p> <p>In addition to the personnel savings of more than \$1M, we saved an additional \$2M through non-personnel reductions at the central office, such as consolidating central office from 4 to 2 floors, staggering staff schedules to reduce over-time, and changing providers for various services. All savings were re-allocated to schools or used to avoid budget reductions to schools. We also adjusted school start times, used a routing consultant, and renegotiated new transportation contracts, which are projected to save the City \$1–\$3M in transportation costs from 2018-2021.</p>

<ul style="list-style-type: none"> • Support schools to use resources effectively • assess management systems 	<p>We revamped and decentralized much of the budget process. Each school has a financial analyst who supports the development and monitoring of spending plans. Schools receive staffing allocations for classroom, EL, and SPED teaching positions, and receive an equitable per-pupil amount to meet the needs of their schools (e.g., coaches, deans or APs focused on student services or instruction; specials teachers; contracted enrichment providers, supplies, etc.).</p> <p>In the future, we will continue to examine opportunities for savings to reinvest in schools, and we will continue to ensure that greater autonomy is given to schools with strong academic results.</p>
<p>5.G: Use the Receiver’s authorities to lay the foundation for successful turnaround.</p> <ul style="list-style-type: none"> • Use proven partners • Change policies and union contracts, including collective bargaining agreements • Change employment contracts • Provide flexibility for procurement policies and processes • Change vendor contracts • Dispute resolution 	<p>2018 update:</p> <p>OurSchools has supported the launch of the P3 for middle school students for three years, Lesley University is provide coaching to math teachers, and Friends of Veritas is operating a new in-district school, Veritas Prep Holyoke.</p> <p>As of October 2018 and after consulting with the unions, we have ratified four (4) collective bargaining agreements (Paraprofessionals, Holyoke Educators Association, Secretaries, Custodians and Craftspeople) that are aligned with the Turnaround Plan and include performance-based compensations systems, flexible working conditions to support the individual needs of each school, and other operational consistencies that will create efficiencies. Employment contracts have also been updated. An employee handbook was released in summer 2018 to help staff understand policies, expectations, and benefits.</p> <p>We have strengthened the procurement process by meeting weekly with City purchasing and finance staff, training schools on documented procedures, and providing a financial analyst to assist with the entire process.</p> <p>The district has reviewed all its facilities and technology vendors. We have decided to eliminate services with certain vendors who were not meeting the needs of the district and/or who were providing a service at a much higher cost than other vendors.</p> <p>In the future, we will continue to seek proven partners to advance our efforts, to find ways to streamline procurement policies and speed up the procurement process, and continue to explore</p>

	<p>opportunities to save money when other vendors offer services at a lower rate and provide a better quality service. We will continue to partner with our unions in our implementation of the turnaround plan.</p>
<p>5.H: Build the capacity of the school committee to sustain change at the conclusion of receivership.</p> <ul style="list-style-type: none"> • Build school committee capacity • Reallocate resources 	<p>2018 update: Information about key initiatives and improvement efforts are discussed at monthly school committee meetings. We have also hosted ward meetings led by school committee members where families can ask questions and provide input, hosted a retreat facilitated by the Massachusetts Association of School Committees (MASC) and a retired urban superintendent, and supported school committee members to attend local and national conferences to build their expertise and capacity to sustain change at the conclusion of receivership. In the future, we will continue to host retreats and provide opportunities for school committee members to learn about strong school governance.</p>

Three-Year Priorities and Implementation Benchmarks for SY2018 - 2019

We are continuing to build upon and refine our approach to supporting empowered schools of excellence. In the next three years, we are focusing on a few key priorities within each broad priority. To ensure we make progress on each priority, we have identified 1-3 high leverage implementation benchmarks for SY18-19.

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

HQ – 1. Provide educators with resources and professional learning to ensure rigorous curriculum, instruction and assessment for all.

SY18-19 Benchmark 1: Provide educators with standards-based district curriculum pacing guides and quality professional development, especially in math and writing.

HQ – 2. Develop and use a menu of effective academic and behavioral interventions that accelerate the progress of all students.

SY18-19 Benchmark 2: Build strong SST to meet students' academic and SEL needs.

SY18-19 Benchmark 3: Implement strong behavioral intervention plans.

Priority Area 2: Personalized Pathways (PP)

PP – 1. Provide universal full-day Pre-K for four-year-old children.

SY18-19 Benchmark 4: Open up to two new Pre-K classrooms.

PP – 2. Move towards distinct elementary and middle schools.

SY18-19 Benchmark 5: Open two new middle schools.

SY18-19 Benchmark 6: Develop plan to build two new middle school buildings.

PP – 3. Implement the high school redesign plan to create a pathway for every student.

SY18-19 Benchmark 7: Become one high school across two campuses.

SY18-19 Benchmark 8: Implement Freshman Academy and Linked Learning Academies in grade 10.

SY18-19 Benchmark 9: Design Linked Learning Academies in grades 11 and 12.

Priority Area 3: Family and Community Engagement (FCE)

FCE – 1. Build strong relationships with community organizations to partner with schools to provide services for students.

SY18-19 Benchmark 10: Partner with the community to expand social emotional services and work-based learning for students.

FCE – 2. Prepare families to support their children's learning at home.

SY18-19 Benchmark 11: Host 4+ opportunities (2 by each school, 2 by district) for families on supporting learning at home AND support schools to establish two-way communication channels with families.

FCE – 3. Strengthen two-way communication between families and educators about their child’s progress in school.

See SY17-18 Benchmark 11.

Priority Area 4: Thriving and Effective Workforce (TEW)

TEW – 1. Develop and deliver coherent and impactful school-based educator learning and collaboration.

SY18-19 Benchmark 12: Support and monitor high-quality school-based professional learning aligned to school priorities.

TEW – 2. Nurture and sustain positive school cultures.

SY18-19 Benchmark 13: Implement systems to promote strong communication and staff voice in decision-making.

TEW – 3. Increase staff proficiency around culture, inclusion and acceptance.

SY18-19 Benchmark 14: Implement the HPS Equity Plan.

TEW – 4. Recruit and retain effective educators.

SY18-19 Benchmark 15: Hire early to be 100% staffed and attract diverse candidates.

SY18-19 Benchmark 16: Increase retention of high potential and top-performing staff.

Priority Area 5: Supporting Empowered Schools (SES)

SES – 1. Ensure all employees receive meaningful evaluations, which inform performance-based compensation.

SY18-19 Benchmark 17: Complete high-quality evaluations for all staff with feedback aligned to school/district priorities.

SES – 2. Support principals to implement effective school improvement efforts, which lead to dramatically improved student achievement.

SY18-19 Benchmark 18: Host targeted PD for leaders to implement SIP.

SES – 3. Provide strong facilities, transportation and technology support.

SY18-19 Benchmark 19: Create a transportation guide.

SY18-19 Benchmark 20: Create a plan to promote the use of technology to strengthen student learning.

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 service 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.

The district is refining its processes for referring students and families to social service providers as necessary. For instance, the Student Enrollment and Family Empowerment Center serves as a one-stop location to receive information about the school system and to connect students and families with needed health, mental-health, and social services.

See also Priority Area 3.

(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---will help 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.

RJ at the high school has continued, with participating students being less likely to have another offense after participating in a RJ circle, and one middle school has introduced RJ. Many student support rooms have been restructured to focus on students' reflecting on behavior and being ready to return to class. Three schools (E.N. White, Donahue and Holyoke STEM Academy) will form the first cohort of newly trained PBIS (Positive Behavioral Intervention and Supports) schools, with the Massachusetts ESE PBIS Academy in SY18–19.

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 and Family Empowerment Center also ensures that families have access to information about these resources.

See also Priority Area 3.

(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 receivership 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 the information on the district's high school redesign efforts, please see this link:

<https://www.hps.holyoke.ma.us/turnaround/high-school-redesign/>

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

See also Priority Area 2.

In SY16–17, the district organized Parent Power Academy educational events at schools and in SY17–18, hosted two district-wide Parent Power Summits focused on at least one of these topics: 1) supporting learning at home; 2) health and nutrition; 3) SEL; 4) financial literacy and job search tools; and 5) parent leadership and voice. The district also continues to connect families to community resources that provide ESL, HiSET and other support services.

The district regularly reviews its partnerships with local workforce-development organizations to determine where referrals and event opportunities can be expanded (e.g., career fairs, job-

posting access). The district's Student Enrollment and Family Empowerment Center is an importance resource for connecting families with workforce- development opportunities and referrals as well.

See also Priority Area 3.

(4) Steps to address achievement gaps for EL, SWD, and economically disadvantaged students limited English-proficient, SPED and low-income 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 at Holyoke's FSCS. Seven schools were awarded a grant for having breakfast in the classroom participation greater than 80 percent. The menus are tailored by grade span, culturally responsive, and available in Spanish.

See also Priority Area 3.

While the district strives for high-quality instruction in every classroom, for every student, it is particularly important that EL and SWD have teachers who are skilled in meeting their diverse needs. The district provides professional learning opportunities to strengthen educators' ability to provide high-quality instruction and student-specific supports and works with ESE to ensure that core content educators are trained and receive their endorsements in SEI.

The district is strengthening the academic program for EL in all grades, ensuring that its program fosters rapid English language acquisition and academic growth. The district has begun a comprehensive revision of the current ESL curriculum to be more in line with the Next Generation ESL, with a new ESL curriculum map and additional ESL units completed in summer 2018. ESL teachers received professional learning on Next Generation ESL, a collaborative curriculum development approach that serves as a framework for language-driven curriculum design to support both educators and EL, and sub-separate teachers in the same program across schools have collaborated as well. SEI courses are made available at no cost for any core academic teacher or administrator who lacks an SEI endorsement, so 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 cost and increasing availability.

The Urban SPED Leadership Collaborative conducted a thorough evaluation of the SPED department. The Pupil Services Team is implementing many recommendations from the report. A SPED Task Force was also developed with key stakeholders (parents, family members, community partners and staff) to review the report and make recommendations for targeted improvements in the SPED department. Opportunities for inclusive services have increased, specifically in relation to the provision of itinerant services. Targeted work with schools on scheduling to meet the needs of diverse learners has occurred, along with intensive support to the high schools on how to schedule to maximize inclusive opportunities for students.

See also Priority Area 1.

(5) Alternative English language learning programs for EL

We have clear mission, vision and goals for each program that serves EL in the district (SEI, Dual Language/TWI, TBE/Newcomer). The district assessed the effectiveness of the dual-language program at Metcalf and has begun its expansion within Metcalf (PreK-4) and subsequently at E.N. White (Pre-K-1). The district has established a committee explicitly charged with oversight and coordination of our dual- language programming.

A Newcomer Academy that includes native-language instruction (TBE) was introduced at the high-school level in SY7–18. Planning is ongoing for a newcomer program for middle school students at the Kelly School. New EL programs will need to go through a review process by ESE based on the new LOOK Act regulations.

See also Priority Area 1.

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

The Fiscal Year 2019 budget was adopted by the Holyoke City Council in June 2018.

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.

Within the first three years of receivership, four of the district's eight collective bargaining agreements were settled. Collective bargaining agreements with all bargaining units contain or will 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, except that the provisions in the Morgan Turnaround Plan (including its Appendix A) will remain in effect. 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 the 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 the 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 the 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 1250 - 1450 hours per school year.

During the 2015–2016 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 a minimum of 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 school year 2015–2016, 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.⁸ 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.

⁸ 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.

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 2015–2016 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, s. 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.

Appendix B: Measurable Annual Goals						
Area Specified by Chapter 69, Section 1K	Measure	SY 2017–2018 Baseline	SY 2018–2019 Target	SY 2019–2020 Target	SY 2020–2021 Target	Notes <i>Gap cutting measured over six years (thru 2020-21)</i>
(1) Student attendance, dismissal rates, and exclusion rates	Attendance rate (Increase)	92%	95%	95%	96%	
	Percentage of students chronically absent (10% or more) (Decrease)	27%	23%	19%	15%	
	Out-of-school suspension rate (Decrease)	11%	4%	3%	3%	
	In-school suspension rate (Decrease)	2%	2%	1%	1%	
	Percentage of students suspended more than 10 days [Cumulative; replaces Exclusion rate] (Decrease)	1%	0%	0%	0%	
	Dismissal rate (Decrease) *	7%	6%	5%	3%	
(2) Student safety and discipline	Interpersonal incidents (Decrease) **	493	101	88	76	
	Weapons incidents (Decrease)	30	2	2	2	
	Incidents of substance possession/use/intent to sell (Decrease)	11	9	8	7	
	Incidents of theft/vandalism (Decrease)	35	10	9	8	
(3) Student promotion and dropout rates	Grade 9 retention rate (Decrease)	15%	10%	9%	8%	
	Dropout rate – Aggregate (Decrease)	6%	5%	4%	4%	
	Dropout rate – High Needs students (Decrease)	7%	6%	5%	5%	
(3b) Graduation rates	Four-year cohort graduation rate - High Needs students (Increase)	65%	67%	68%	70%	

Appendix B: Measurable Annual Goals						
Area Specified by Chapter 69, Section 1K	Measure	SY 2017–2018 Baseline	SY 2018–2019 Target	SY 2019–2020 Target	SY 2020–2021 Target	Notes <i>Gap cutting measured over six years (thru 2020-21)</i>
(3b) Graduation rates (continued)	Four-year cohort graduation rate - Aggregate (Increase)	70%	72%	74%	75%	
	Five-year cohort graduation rate - High Needs students (Increase)	60%	77%	80%	83%	
	Five-Year cohort graduation rate - Aggregate (Increase)	65%	74%	77%	81%	
(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)	ELA MCAS Meeting/Exceeding Expectations percentage - Aggregate (Increase)	16%	27%	39%	50%	Reflects Next-Gen MCAS results for Grades 3-8 only
	Math MCAS Meeting/Exceeding Expectations percentage – Aggregate (Increase)	10%	23%	37%	50%	Reflects Next-Gen MCAS results for Grades 3-8 only
	ELA CPI - Aggregate (Increase)	92.3	92.9	93.6	94.2	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA CPI - High Needs students (Increase)	90.1	90.9	91.8	92.6	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA CPI - EL (Increase)	82.5	84	85.4	86.9	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA CPI – SWD (Increase)	75.4	77.5	79.5	81.6	Reflects 2017 legacy MCAS results for Grade 10 only
	Math CPI - Aggregate (Increase)	74.2	76.4	78.5	80.7	Reflects 2017 legacy MCAS results for Grade 10 only
	Math CPI - High Needs students (Increase)	69.5	72	74.6	77.1	Reflects 2017 legacy MCAS results for Grade 10 only
	Math CPI - EL (Increase)	57.5	61	64.6	68.1	Reflects 2017 legacy MCAS results for Grade 10 only
	Math CPI – SWD (Increase)	48.3	52.6	56.9	61.2	Reflects 2017 legacy MCAS results for Grade 10 only
	Science CPI - Aggregate (Increase)	53.5	57.4	61.3	65.1	All Grades

and SWD; (7) Reduction of achievement gaps among different groups of students	Science CPI - High Needs students (Increase)	49.4	53.6	57.8	62.1	All Grades
	ELA MCAS W/F percentage - Aggregate (Decrease)	8%	7%	7%	6%	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA MCAS W/F percentage - High Needs students (Decrease)	10%	9%	8%	8%	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA MCAS W/F percentage - EL (Decrease)	18%	17%	15%	14%	Reflects 2017 legacy MCAS results for Grade 10 only
	ELA MCAS W/F percentage – SWD (Decrease)	33%	30%	28%	25%	Reflects 2017 legacy MCAS results for Grade 10 only
	Math MCAS W/F percentage - Aggregate (Decrease)	23%	21%	19%	17%	Reflects 2017 legacy MCAS results for Grade 10 only
	Math MCAS W/F percentage - High Needs students (Decrease)	29%	27%	24%	22%	Reflects 2017 legacy MCAS results for Grade 10 only
	Math MCAS W/F percentage – EL (Decrease)	44%	40%	37%	33%	Reflects 2017 legacy MCAS results for Grade 10 only
	Math MCAS W/F percentage – SWD (Decrease)	67%	61%	56%	50%	Reflects 2017 legacy MCAS results for Grade 10 only
	Science MCAS W/F percentage - Aggregate (Decrease)	41%	38%	34%	31%	All Grades
	Science MCAS W/F percentage - High Needs students (Decrease)	47%	43%	39%	35%	All grades
	ELA MCAS Advanced percentage - Aggregate (Increase)	19%	22%	25%	29%	Reflects 2017 legacy MCAS results for Grade 10 only
(8) Student acquisition and mastery of 21st century skills	Percentage of high school graduates completing MassCore requirements (Increase)	46%	50%	53%	56%	
	Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 6–8***	70%	72%	63%	75%	
	Percentage of students participating in computer science programs (courses, workshops, afterschool programs, etc.) in grades 9–12***	32%	35%	37%	40%	

Appendix B: Measurable Annual Goals						
Area Specified by Chapter 69, Section 1K	Measure	SY 2017–2018 Baseline	SY 2018–2019 Target	SY 2019–2020 Target	SY 2020–2021 Target	Notes <i>Gap cutting measured over six years (thru 2020-21)</i>
(9) Development of college readiness, including at the elementary and middle school levels	Percentage of high school students having at least one early college experience in high school (includes passing AP or dual-enrollment course) and/or completing a work-based learning experience outside the classroom of at least 40 hours (Increase)	17%	19%	22%	25%	
	Number of students (gr. 10 and 11) taking the PSAT	147	200	250	300	
	Percentage of students achieving college readiness benchmark score on PSAT assessment (Increase)	31%	34%	37%	40%	
	Percentage of middle school students on-track	47%	51%	55%	60%	Defined as having a C or better in math and ELA and more than 92% attendance rate
	Percentage of Freshman on Track	62%	66%	70%	75%	Defined as passing core classes
(10) Parent and family engagement	Percentage of families responding favorably to “How often does this school provide programming and opportunities for your family to learn how to support your child’s learning at home?”	46%	49%	52%	55%	Favorable includes monthly or more
	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)?”	N/A – new measure	40%	45%	50%	Favorable includes monthly or more
	Percentage of families responding favorably to “Do you feel welcome in your child’s school?”	86%	87%	88%	89%	Favorable includes frequently or almost always
(11) Building a culture of academic	Percentage of students responding favorably to “How often do your teachers make you explain your answers”?	61%	64%	67%	70%	Favorable includes frequently or almost always

success among students	Percentage of students responding favorably to “Do you feel safe in the hallways, lunch room and bathrooms of your school?”	59%	65%	70%	75%	Favorable includes frequently or almost always
	Percentage of students responding favorably to “Are your culture and native language respected at your school?”	70%	73%	76%	79%	Favorable includes frequently or almost always
(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?”	33%	37%	41%	45%	Favorable includes quite or extremely valuable
	Percentage of teachers responding favorably to “Overall, how positive is the working environment at your school?”	36%	39%	42%	45%	Favorable includes quite or extremely positive
	Percentage of non-teaching staff responding favorably to “Overall, how positive is the working environment at your school?”	51%	53%	55%	57%	Favorable includes quite or extremely positive
	Percentage of certified teachers with a proficient or higher performance rating retained	88%	89%	90%	91%	
(13) Developmentally appropriate child assessments from pre-kindergarten through grade 3	Percentage of pre-kindergarten students getting a scaled score of 521 by EOY of Pre-K year	58%	60%	62%	65%	
	Percentage of kindergarten students reaching the Probable Reader level (scaled score of 775–900) on EOY STAR Early Literacy	40%	43%	46%	50%	
	Percentage of 1 st grade students reaching the Probable Reader level (scaled score of 775–900) on EOY STAR Early Literacy	47%	51%	55%	60%	
	Percentage of 2 nd grade students performing at or above EOY Benchmark in STAR Reading	16%	20%	24%	28%	
	Percentage of 2 nd grade students performing at or above EOY Benchmark in STAR Math	12%	15%	18%	21%	

* 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).

*** For this measure, computer science programs must be at least one academic quarter in duration.

Appendix C: Budget for the District

As a high-need and economically disadvantaged community, Holyoke must ensure that its use of resources such as time, funds, human capital, and operational supports results in increased student learning. The effective use of resources to maximize student achievement is the principle on which all of the district's strategies will be based. The Commissioner and the Receiver are fully committed to aligning the use of resources in support of student learning.

Holyoke Public Schools – FY19 Budget Summary August 31, 2018	FY 2019
REVENUES	
Chapter 70 State Aid	71,590,427
Holyoke Required Local Contribution	10,886,435
Required Net School Spending	82,476,862
City Admin NSS (Admin and Parks)	(148,400)
Charter Tuition/Other Revenues	1,927,950
Other Revenue	0
Adjusted Net School Spending	84,256,412
Transportation (including crossing guards/Mon)	7,880,404
Leases not eligible for NSS	190,000
Medicaid	100,000
Total General Fund Budget	92,426,816
Supplemental Funding	2,988,493
TOTAL OPERATING REVENUE	95,415,309
EXPENSES	
Salaries	46,275,120
Supplies & Services	7,074,288
Total Discretionary Expenses	53,349,408
Health Insurance	10,216,329
Retirement / Unemployment	2,070,274
Other Benefits	511,000
NEW Unemployment	750,000
Utilities	2,353,373
Out of District Tuition	2,979,401
Charter Tuition/School Choice	15,122,518
Total Non-Discretionary Expenses *	34,002,895
One Time Funding Expiring	0
Transportation, Adult Ed, Leases (Non-NSS)	8,063,006
Sub-Total Operating Budget Expenses	95,415,309
TOTAL EXPENSES PROJECTED	95,415,309

Holyoke Public Schools – FY19 Budget Summary FY19 Entitlements and Grants Approved as of August 31, 2018	FY 2019 Estimate
FEDERAL GRANTS	
Title I	5,064,186
Title I - School Support	1,250,000
IDEA – SPED Entitlement	1,867,578
Sped/21st Century Enhanced	35,126
Sped Program Improvement	32,535
Title IIA - Improving Educator Equality	485,000
Title III - English Language Acquisition	175,000
LEP Summer Support	4,400
Perkins	165,000
School Redesign Grant (SRG)	500,000
Breakfast Expansion	10,000
E.C.: SPED Program Improvement	60,000
McKinney Homeless	40,000
21st Century Community Learning	830,000
Miscellaneous Federal Grants	1,500,000
TOTAL FEDERAL GRANTS	12,018,825
STATE GRANTS	
Adult Education Learning Center	400,000
Summer Academic Support	35,000
Targeted Summer Support	15,000
After School Programs	20,000
Support Underperforming Districts/Intervention	295,000
IMP Grad Rate	6,000
Miscellaneous State Grants	845,000
TOTAL STATE GRANTS	1,616,000
PRIVATE GRANTS	450,000
REVOLVING FUNDS	
Food Service Program (Ch. 548 Acts 1948)	4,600,000
Circuit Breaker (Ch. 139 Acts 2006)	1,200,000
Tuition (Ch. 71 Sec. 71F)	735,000
Athletics	35,000
Peg Access	110,000
Sped Tuition/Summer School	50,000
Works and Products	9,000
Rentals	40,000
Theft Damage Restitution	1,500
School Gifts and Contributions	30,000
Miscellaneous Revolving Funds	

TOTAL REVOLVING FUNDS	6,810,500
TOTAL GRANTS & SPECIAL REVENUE*	20,895,325

**Additional grants have been or will be applied for. DESE will grant additional funds to the district specifically for turnaround support.*

Note: The HPS also receives a Preschool Expansion Grant of \$1,360,696 from the Department of EEC; most of the grant is passed through to community partners providing preschool expansion classes for students who are not enrolled in the HPS.