



School Committee Meeting

June 13, 2022



HOLYOKE PUBLIC SCHOOLS
A PATHWAY FOR EVERY STUDENT

Agenda

- **Strategic Plan**
- **Rezoning Video**



HOLYOKE PUBLIC SCHOOLS
JUNTOS PODEMOS | TOGETHER WE CAN

Strategic Plan

Moving Forward Together

*A plan by Holyokers, with Holyokers,
for Holyokers*

**Presented by Superintendent Anthony Soto
June 13, 2022**

**“Nothing about us,
without us, is for us.”**

Juntos Podemos | Together We Can



Joseph Metcalf School

An Inclusive Engagement Process

This plan reflects the collective input of 1,500+ students, families, educators, staff, leaders, and community members:

- What is working in Holyoke
- What needs to be improved
- Suggestions for the future



"I really enjoyed working with such a diverse group of people who were very committed to creating a strategic plan that is ambitious and puts kids first." - Advisory Committee Member

Our Vision

HPS is a high-performing school system where students reach their full potential, educators inspire, families are partners, and the community thrives.

Our Mission

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

OUR CORE BELIEFS



Students are at the center of everything we do.



Every child can and will learn.



School is a joyful place of discovery, support, and belonging.



Students and staff hold high expectations of themselves and each other.



Trusting relationships lead to successful partnership.



Our equity commitments are enacted in our daily work.

Equity Commitments

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

Strategic Goals

- Increase in **students performing at/above grade level** in reading and math (STAR)
- Increase in **students with accelerated growth** (50th+ growth percentile) in reading and math (STAR)
- Increase in students who are English Learners and students with disabilities **gaining 1.25 years of grade-level growth in reading and math*** (STAR)
- Increase in students **making progress towards English language proficiency** (ACCESS)
- Decrease in chronic absenteeism
- Increase in students reporting they **feel like they belong at school** (Panorama)
- Percent of **students graduating high school** within 4 years (state average)
- Percent of schools **making substantial progress** (DESE's accountability system)
- Increase in teachers of color
- Increase in **annual teacher retention**

Early Literacy: Ensuring all students in grades PreK-3 read at grade level

Strategies under this Priority

- **Create and implement an early literacy plan** that includes high-quality curriculum, effective teacher strategies and development of deep early literacy content knowledge.
- **Maximize the impact of instructional leadership roles** (e.g., Principals, Advanced Teachers) who provide direct instructional support to teachers.
- **Create data systems** to support successful implementation of early literacy instruction and monitor student progress.



Lawrence School

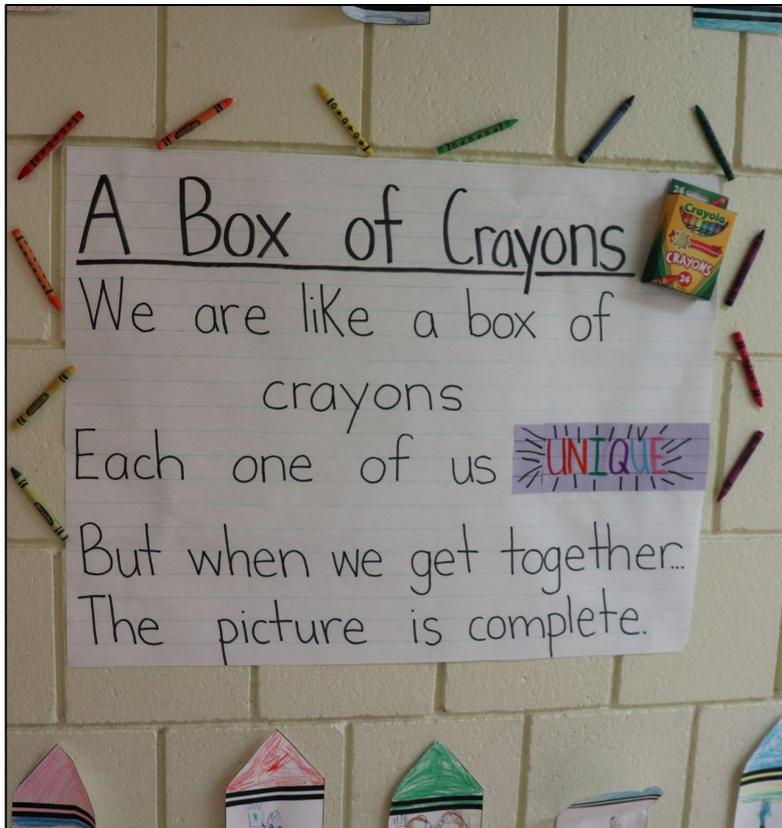
Learning Experiences: Ensuring schools provide rigorous, culturally responsive instruction in all content areas to all students

Strategies

- Define what **rigorous, culturally responsive grade-level instruction** looks like across grades and content areas (English, Math, Science, Soc. Studies) and support educators in meeting this vision.
- **Redesign school schedules** to build in sufficient time for core content, targeted instruction & enrichment (e.g. arts, music, world language, PE, STEM), social emotional learning, and teacher collaboration/planning.
- **Reorganize schools into distinct elementary and middle schools**, redraw school boundary lines, and continue to grow the dual language program.
- **Align the work and approach of central office departments** focused on student learning to accelerate the effectiveness of support to schools.

Inclusion: Providing differentiated, in-classroom supports so that students with diverse learning needs thrive

Strategies



Morgan School

- Establish and implement a **district-wide vision for and team-based approach to inclusive practices** that support students who have unique learning needs (students who are English Learners, students with disabilities, and others).
- Accelerate **job-embedded support for educators** to understand, meet, and scaffold so that students can reach grade-level expectations.
- **Build trusting relationships with families, educators, and students** around how to meet the unique needs of every child.

Whole Child: Providing students' access to social emotional learning, mental health supports and opportunities to explore their passions

Strategies

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



Peck School

Educator Development: Growing and retaining a talented, diverse staff

Strategies

- Continue to **develop career pathways for educators** that diversify the teaching staff, create differentiated roles (e.g., Associate Teacher), and provide financial support to staff pursuing additional credentials.
- Provide equity training for all staff and partner with many stakeholders to develop and **implement an equity plan** that builds an antiracist and culturally responsive community.
- Develop and implement a plan to **promote wellness for staff members** and ensure a positive, rewarding work environment.
- Provide educators with professional development, job-embedded coaching, and dedicated time for **team collaboration and planning**.

Profile of a Graduate



Holyoke High School Dean Campus

Next step:

- Join us for a “Profile of a Graduate Workshop”
 - Tuesday, July 26
9 a.m. - 12 p.m.
Holyoke High School
North
- [RSVP here](https://forms.gle/5yfRgiVG8x2Fa73M6)
 - <https://forms.gle/5yfRgiVG8x2Fa73M6>

A Note of Appreciation

This work was made possible through the time, passion, and best thinking provided by:

- 1,500+ students, families, educators, staff, and community members who helped shape this plan
- The 31 members of our Steering Committee and 14 members of our Advisory Committee
- Our two facilitators from Education Resources Strategies



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Appendix

Advisory Committee (1 of 2)

- Luz Rosado Alvarado, Holyoke High School North Math Teacher grades 11-12; Math Department Chair
- Ysaaca Axelrod, UMass Amherst Associate Professor; parent of Metcalf student
- Grace Bechard, Metcalf School student
- Brandi Bellacicco, Lawrence School Teacher grade 1
- Jill Beyer, E.N. White School Special Education Teacher grades 3-4
- Rebecca Birks, HPS School Committee member
- Nana Boadu-Ansah, Morgan School ELA Teacher grade 3
- Tara Brandt, HPS Director of Mathematics
- Tina Burston, Veritas Prep School Special Education middle school teacher
- Maeve Conway, McMahan School ELL Teacher grades 5-8
- Aaron Di Pilla, HPS STEM Music Teacher
- Stefany Garcia, Donahue Family and Community Engagement Team Leader; parent of Metcalf students
- Catherine Gobron, LightHouse Executive Director
- Jeff Hayden, Holyoke Community College Vice President
- Susan Hucul, HPS Director of ELA and Humanities

Advisory Committee (2 of 2)

- Omaris Huertas, Holyoke High School student
- Christine Larriu, Dean Campus Cosmetology Teacher
- June Lavelle, E.N. White School Paraprofessional; Paraeducator Union leader
- Kellen Matthews, HPS School Psychologist Department Head; JV girls soccer coach
- Aaron Morris, Kelly School Principal; parent of Holyoke High School student
- Katie Noonan, parent of incoming McMahon School student; high school mentor
- Franchesca Nunez, parent of students at Kelly School and Holyoke High School
- Johan Nunez, Holyoke High School student
- Jennie Oesterreicher, HPS Director of Communications
- Maria Pagan, Holyoke Public Library Director
- Emma Pascarella, Sullivan School Teacher grade 1; parent of E.N. White students
- Richard Rodriguez, Holyoke High School Counselor and Student Support Room Coordinator
- Yesica Rodriguez, HPS Speech and Language Pathology Assistant
- Mauricio Tobar, Peck School Counselor
- Naysha Torres, Holyoke High School student
- Wendy Williams, Donahue School inclusion coach

Steering Committee

- Valerie Annear, HPS Chief Instructional Officer
- Mickey Buhl, HPS Chief Finance Officer
- Marianne Currier, HPS Chief of Pupil Services
- Beth Gage, HPS Chief of Human Resources
- Sacha Garcia-Mailloux, Sullivan School Principal
- Jacqueline Glasheen, HPS Executive Director of School Leadership; parent of HHS student
- Matthew Kuzmeskas, HPS Executive Director of Technology and Systems
- Mildred Lefebvre, Vice Chair HPS School Committee
- Erin Linville, HPS Chief of Strategy and Turnaround
- Stephen Mahoney, HPS Assistant Superintendent
- Lori McKenna, Holyoke High School North Principal
- Anthony Soto, HPS Superintendent
- Marc Swygert, Donahue School Principal
- Katie Yezzi, Associate Dean of Regional Support, Relay
- Angela King Smith, Facilitator, Education Resource Strategies
- Sam Brobeck, Associate, Education Resource Strategies

Agenda

- **Strategic Plan**
- **Rezoning Video**

Rezoning



WE'RE CHANGING!

HPS is reconfiguring its elementary and middle schools to improve educational outcomes



Rezoning: Seek out & incorporate voices

Rezoning Guidelines

- Ensure equitable access to special programs
- Design schools that put student needs first & prioritizes money spent on instruction
- Balance student demographics across schools
- Ensure program continuity from elementary to middle school
- Ensure safe walking routes
- Have neighborhood schools
- Minimize the impact of families
- Ensure efficient use of space and stable enrollment
- Minimize transportation costs

Feedback in Survey

- Which are the 3 most important?
- Is anything missing?

<https://forms.gle/wjQKjM2UbCvcxb1bA>



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