



Moving Forward TOGETHER!



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

Strategic Plan

Released August 2022

www.hps.holyoke.ma.us



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Dear Holyoke Community,

I am so thankful for all the ways we have worked together in recent years to improve the lives of our students. I continue to witness many examples of our community coming together to support our children.

Our principals have created instructional designs for their schools that will help address many of the challenges outlined in my entry plan findings report. The City Council voted to allocate \$475,000 towards a feasibility study for a new middle school building. Many of our students participated in a well organized basketball league in south Holyoke that so many volunteers made possible. And, the Holyoke Hub Community Mobilization Initiative is coordinating wraparound services for children and families.

Importantly, more than 400 staff, family members, students, and community members have contributed to the development of our strategic plan, in addition to the 1,150+ people who contributed to the entry plan process. As one steering committee member shared, this strategic plan was developed “by Holyokers, with Holyokers, for Holyokers.” I couldn’t say it better myself.

Our strategic plan, **Moving Forward Together**, builds on the strengths of our past, while serving as a call to action to dramatically and urgently accelerate student learning. This requires thinking differently about how we teach, how we work together, and how we support students' well being.

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

Our mission explains why we exist. 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.

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

Every single word in the above statements were debated and carefully chosen. I hope that, in both statements, you see how we unapologetically set high expectations for ourselves as educators and for our students, while recognizing that in order to achieve these high expectations, we must work together and support each other and our students. These sentiments have led us to our new tagline, suggested by an Advisory Committee member: **Juntos Podemos! Together we can!**

I also urge you to carefully read and reflect on our equity commitments. We had a strong start with the prior equity commitments developed two years ago, but these refreshed commitments more deeply represent who we are and who we strive to become.

Over the summer, 25 students, staff, and family members came together to refine our Learner Profile. Be sure to read that section to find out about the most important attributes and skills a student will develop throughout their educational career in HPS.

Now, we are ready to share our complete strategic plan. This document presents the strategic plan in written form, and we will post on [our website](#) a video summary of the plan soon.

Our journey will not be easy. But that's OK. The most rewarding moments of our lives are when we come together, persevere together, and emerge stronger together. I truly believe, as former President Barack Obama said, "Ordinary people, when they are working together, can do extraordinary things." Let's get to work!

Juntos Podemos. Together we can!



Anthony Soto
Superintendent

Our Engagement Process

We want to thank the Holyoke community for your engagement and feedback throughout the development of this strategic plan.

One of our newly revised equity commitments is: We seek out and incorporate the voices of those impacted, with a commitment to include those who have been excluded in the past.



Last school year, more than 1,500 students, families, educators, staff, leaders, and community members shared what is working in Holyoke, what needs to be improved, and their suggestions for the future.

This new strategic plan reflects your collective input and identifies a strong path forward for Holyoke.



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 vision describes our hopes for the future, an aspirational picture of what is possible when we all work together in service of our children. We are calling on every person in this community to join us.

Our mission explains why Holyoke Public Schools exist. It articulates what we promise to provide and the ultimate benefit our students will experience as a result.

The ending of our mission statement—“prepared for life, career, and college”—was discussed at length. Ultimately, after input from hundreds of stakeholders, we landed on that phrase, which signals that our students should graduate prepared for the many options available to them.

This is not to suggest that a certain path is better or worse than another, but that we want them to have choices throughout their life, and every choice is valid.

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 prepared for life, career, and college.



Learner Profile

Our Learner Profile describes the most important attributes and skills a student develops throughout their educational career in HPS, whether they are a student in PreK, elementary, middle or high school. Beyond the academic standards a student develops, the Learner Profile paints a picture of the type of person a Holyoke student is now and who they will be supported to become. With these characteristics clearly articulated, Holyoke has a shared picture for our destination. Over the next two years, teams will work together to ensure the Learner Profile comes alive in each classroom.

HOLYOKE LEARNERS

R

Reflect and persist

Learners think deeply, learn from doing, and develop the confidence and skills to persevere through challenges.

E

Embrace empathy and kindness

Learners seek to understand, appreciate, and value individuals from all cultures and belief systems.

A

Apply critical thinking

Learners analyze situations and solve problems.

C

Communicate effectively

Learners use language to exchange information, build relationships, and develop understanding.

H

Help themselves and others

Learners advocate, collaborate, own their learning, and seek solutions.

Our Equity Commitments

Our Equity Commitments are pledges we are making to address systemic equity challenges. We must recognize our biases as individuals and the impact racism and other forms of oppression have on our institutions. Then, we must work as individuals and as a community to actively combat injustices. When we shared preliminary drafts of our strategic plan with stakeholders, these equity commitments resonated deeply. They articulate the type of people we want to be and recognize that growth is a process.

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



Our Core Beliefs

Core Beliefs are the values that guide our work and influence how we make decisions. As individuals and as a community, we need to understand, own, and continually strive to uphold these beliefs. In particular, when we live by the first belief—“Students are at the center of everything we do”—we live up to our most important responsibility.

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

Our Goals

Our goals articulate the results we plan to achieve. We recognize that growth is not linear, and we strive for progress over time. We commit to analyzing this data regularly and reporting results to all stakeholders annually. When progress is stalled or slow, we will reassess our approach to determine what is working and why, as well as what is not working and why. Ultimately, over time, we expect more students to reach grade level expectations and eventually graduate. These are the multiyear goals, from which will set annual targets.

- ▶ **Increase in students performing at/above grade level in early literacy, reading and math (STAR)**
- ▶ **Increase in students with accelerated growth (60th+ growth percentile) in early literacy, reading and math (STAR)**
- ▶ **Increase in students who are below grade level gaining 1.3 years of grade-level growth in early literacy, reading and math* (STAR)**
- ▶ **For each of the above STAR goals, we will analyze the data for students overall, students who are English Learners and students with disabilities and will set goals to decrease the performance gaps for all groups**
- ▶ **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**
- ▶ **Percent of schools making substantial progress (DESE's accountability system)**
- ▶ **Increase in the hiring and retention of teachers of color**
- ▶ **Increase in annual teacher retention**
- ▶ **Increase in students in grades 6-12, families, teachers, and staff reporting that the district is living up to its commitment to build an anti-racist, inclusive and culturally responsive community (Panorama)**

Our Priorities

Our priorities are broad areas of focus for the next few years. While school districts are responsible for many things, our priorities represent the areas that demand greater attention and resources in order to achieve our mission and vision. Again, we thank the more than 1,500 people who participated in the entry plan process and strategic plan development for helping identify these priorities.

▶ **Early Literacy**

Ensuring all students in grades PreK-3 read at grade-level.

Why is this important? Research shows that reading proficiently by the end of third grade is a critical benchmark in a child's educational development. A systematic, sustained approach to early literacy will ensure third grade students can make the shift from learning to read to reading to learn. Then, they can apply their literacy skills to gain knowledge in other subjects, think critically, and solve problems.

▶ **Learning Experiences**

Ensuring schools provide rigorous, culturally responsive instruction in all content areas to all students.

Why is this important? Students flourish when they are engaged and challenged in their learning. This requires effective school structures, supportive learning environments, strong collaboration, adult reflection, and spending resources wisely.

▶ **Inclusion**

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

Why is this important? All students benefit from learning in an inclusive setting where their strengths are maximized, they are appropriately challenged, and they receive the targeted support they need to succeed. Research shows that students who are English learners and students with disabilities especially benefit when they engage in learning with their peers in the general education setting, while still receiving the explicit instruction they need to thrive.

▶ **Whole Child**

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

Why is this important? A comprehensive approach to addressing students' social emotional and mental health needs will lead to a positive learning environment for all students and staff. Students who feel a sense of belonging and who feel safe and secure are more likely to attend school and be ready to learn.

▶ **Educator Development**

Growing and retaining a talented, diverse staff.

Why is this important? Holyoke's educators know and care about our students and families. Research also shows that, when taught by teachers of color, students of color experience stronger academic performance, improved graduation rates, and are more likely to attend college. Accordingly, we strive to be the best-fit school district for educators and staff—one in which they can grow professionally, feel supported, and make meaningful impacts on our students' lives.



Theory of Action

A theory of action is a statement that outlines our beliefs and assumptions about what will lead to success and change. It articulates how an organization will move from its current state to its desired future state. This is our belief of what will lead to long-term success.



If we provide a high quality instructional program and appropriate student supports, attract and retain a diverse staff who hold high expectations of and develop trusting relationships with students, and design collaborative and equitable school structures, then we will ensure every student will be successful in school and beyond.

Our Strategies

Each priority includes several strategies. Every strategy is a multiyear plan of action that articulates the steps we will take to achieve our goals. In reviewing the strategies, you will see that Holyoke Public Schools cannot do this work alone, so we will partner with families and our community to champion this important work.

▶ **Early Literacy**

Ensuring all students in grades PreK-3 read at grade-level.

- ▶ Create and implement an early-literacy plan that includes high-quality curriculum, effective teacher strategies, and development of deep early-literacy 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.

▶ **Learning Experiences**

Ensuring schools provide rigorous, culturally responsive instruction in all content areas to all students.

- ▶ Define what rigorous, culturally responsive grade-level instruction looks like across grades and core content areas (English, Math, Science, Social Studies) and support educators in meeting this vision.
- ▶ Redesign school schedules to build in sufficient time for core content, targeted instruction and enrichment (e.g. arts, music, world language, physical education, STEM), social emotional learning, and teacher collaboration/ 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.

“If the adults want to change, the students will jump on and want to change too.”

- Holyoke High School Student



▶ **Inclusion**

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

- ▶ 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.

- ▶ 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.

▶ **Educator Development**

Growing and retaining a talented, diverse staff.

- ▶ Continue to develop career pathways for educators that diversify the teaching staff, create differentiated roles, and provide support to staff pursuing additional credentials.
- ▶ 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.



Action Steps

Our leadership team has built a strategy map and detailed project plan for each strategy. These plans articulate the key elements of the strategy, outline important actions with due dates, detail who is involved in making these plans a reality, and describe how success is measured. We recognize that these plans reflect our best thinking and planning to date, but we will engage in a process of reflection, data analysis, monitoring, and continuous learning in order to make sure our strategies have the intended impact.

The charts on the following pages identify a critical implementation benchmark for each strategy that we strive to achieve by the end of this school year. We commit to reflecting on our progress towards these benchmarks quarterly and will share a quarterly report to the School Committee and Department of Elementary and Secondary Education (DESE) and an annual report to the School Committee, DESE and broader community.



We will undergo an inclusive process to reflect on progress each year and plan for future years, which will include publishing annual benchmarks.

Priority	Strategy	SY22-23 Implementation Benchmark
Overall	Across All Strategies	<ul style="list-style-type: none"> ▶ Increase in students performing at/above grade level in early literacy, reading, and math (STAR) <ul style="list-style-type: none"> ▶ Early literacy: 5 points ▶ Reading: 10 points ▶ Math: 10 points ▶ Increase in students with accelerated growth (60th+ growth percentile) in early literacy, reading, and math (STAR) <ul style="list-style-type: none"> ▶ Early literacy: 10 points ▶ Reading: 10 points ▶ Math: 10 points ▶ Increase in students who are below grade level gaining 1.3 years of grade-level growth in early literacy, reading, and math (STAR) <ul style="list-style-type: none"> ▶ Early literacy: 15 points ▶ Reading: 15 points (grades 3-5), 10 points (grades 6-12) ▶ Math: 15 points (grades 3-5), 10 points (grades 6-12) <p style="color: red; margin-top: 10px;"><i>For each of the above STAR goals, we will analyze the data for students overall, students who are English Learners, and students with disabilities. Our goal is to decrease the performance gaps for all groups.</i></p> ▶ Increase in students making progress towards English language proficiency (ACCESS) <ul style="list-style-type: none"> ▶ Goal set by DESE mid-year ▶ Decrease in chronic absenteeism <ul style="list-style-type: none"> ▶ Goal set by DESE mid-year ▶ 10-point increase in students reporting they feel like they belong at school (Panorama) ▶ Percent of students graduating high school within 4 years (state average) <ul style="list-style-type: none"> ▶ Goal set by DESE mid-year ▶ All schools making substantial progress (DESE's accountability system) ▶ 2-point increase in hiring and retention of teachers of color ▶ 2-point increase in annual teacher retention ▶ Increase in students (grades 6-12), families, teachers, and staff reporting that the district is living up to its commitment to build an anti-racist, inclusive, and culturally responsive community <ul style="list-style-type: none"> ▶ Question to be introduced in the SY23 culture and climate survey and will set annual goals based off of this benchmark

Priority	Strategy	SY22-23 Implementation Benchmark
I.1	Early Literacy: Create and implement an early-literacy plan that includes high-quality curriculum, effective teacher strategies, and development of deep early-literacy knowledge.	By June 2023, the Early Literacy Committee meets monthly. By June 2023, 95% of K-2 teachers completed seven modules of the HPS early literacy training.
I.2	Early Literacy: Maximize the impact of instructional leadership roles (e.g., Principals, Advanced Teachers) who provide direct instructional support to teachers.	By June 2023, 100% of Advanced Teachers contributed at least four artifacts to the HPS library of instructional and planning models or exemplars. By June 2023, 100% of school leaders and expert teachers provide classroom-based coaching weekly and lead planning and data meetings weekly.
I.3	Early Literacy: Create data systems to support successful implementation of early literacy instruction and monitor student progress.	By June 2023, 100% of school leaders and expert teachers provide classroom-based coaching weekly and lead planning and data meetings weekly. <i>(Repeat from I.2)</i>



Priority	Strategy	SY22-23 Implementation Benchmark
2.1	<p>Learning Experience: Define what rigorous, culturally responsive grade-level instruction looks like across grades and core content areas (English, Math, Science, Social Studies) and support educators in meeting this vision.</p>	<p>By June 2023, 95% of PreK-12 ELA and Math teachers use data meetings to plan ELA and Math instruction.</p> <p>By June 2023, 60% of PK-12 teachers use grade level exemplars to monitor student work within their lessons as measured by the HPS observation tool.</p>
2.2	<p>Learning Experience: Redesign school schedules to build in sufficient time for core content, targeted instruction, and enrichment (e.g. arts, music, world language, physical education, STEM), social emotional learning, and teacher collaboration/planning.</p>	<p>By June 2023, all elementary and middle schools have developed school schedules for fall 2023 that follow the new scheduling guidance.</p>
2.3	<p>Learning Experience: Reorganize schools into distinct elementary and middle schools, redraw school boundary lines, and continue to grow the dual language program.</p>	<p>By November 30, 2022, inform all stakeholders about the rezoning plan. By June 2023, 100% of impacted staff are reassigned to their new school, and 100% of reassigned families are contacted by their new school via multiple measures (email, text, phone and/or event).</p> <p>By late spring 2023, emerge with a concrete multiyear plan for PreK-12 dual language, which includes enrollment targets; stronger curriculum, pedagogy and training; staff recruitment strategy, family engagement and complete pipeline through grade 12.</p>
2.4	<p>Learning Experience: Align the work and approach of Central Office departments focused on student learning to accelerate the effectiveness of support to schools.</p>	<p>By June 2023, the expanded Teaching and Learning team (inclusive of OSIL, Academics, Pupil Services) meets weekly to coordinate activities and conduct monthly walks together.</p> <p>By June 2023, 80% of principals indicate that they are receiving the coordinated, aligned, targeted support they need from the expanded Teaching and Learning team (inclusive of OSIL, Academics, Pupil Services) on a spring survey.</p>

Priority	Strategy	SY22-23 Implementation Benchmark
3.1	Inclusion: 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).	By late Spring 2023, develop a multiyear vision and implementation plan for inclusionary practices in general education to benefit all PreK-12, especially students with disabilities and students who are English Learners.
3.2	Inclusion: Accelerate job-embedded support for educators to understand, meet, and scaffold so that students can reach grade-level expectations.	By late Spring 2023, develop a multiyear vision and implementation plan for inclusionary practices in general education to benefit all PreK-12, especially students with disabilities and students who are English Learners. <i>(Repeat from 3.1)</i>
3.3	Inclusion: Build trusting relationships with families, educators, and students around how to meet the unique needs of every child.	By June 2023, develop and execute a new districtwide attendance campaign to champion consistent student attendance.
4.1	Whole Child: Develop a cohesive plan to increase access to and quality of social emotional learning (SEL) throughout the school day.	By June 2023, 95% of K-8 classrooms use social emotional learning (SEL) strategies throughout the day as measured by the HPS SEL monitoring tool.
4.2	Whole Child: Connect students with school-based supports and community providers to meet their mental health needs.	By June 2023, 45% of students referred for counseling or mental supports actively engage in services.
4.3	Whole Child: Partner with staff, families, and the community to ensure students experience positive relationships and mentorship, and have access to opportunities to explore their interests.	By June 2023, develop a mentorship program for students who need increased support, with a goal of serving 25 middle school students across at least two schools by the end of the first year.



Priority	Strategy	SY22-23 Implementation Benchmark
5.1	Educator Development: 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.	By June 2023, develop at least one new pipeline program to support educators from an emergency DESE license to an initial DESE license. By June 2023, develop a pipeline for current staff without a bachelor's degree to get their degree and initial teaching certification.
5.2	Educator Development: 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.	By June 2023, 80% of staff have completed at least one equity training module. By June 2023, the Equity Task Force meets at least bi-monthly and has begun to implement recommendations from the Summer/Fall 2022 Equity Audit.
5.3	Educator Development: Develop and implement a plan to promote wellness for staff members and ensure a positive, rewarding work environment.	By June 2023, a 10-point increase in the percent of staff indicating a positive work environment at HPS (from 41% to 51% for teachers and 59% to 69% for other staff).
5.4	Educator Development: Provide educators with professional development, job-embedded coaching, and dedicated time for team collaboration and planning.	By June 2023, 95% of PreK-12 ELA and Math teachers use data meetings to plan ELA and Math instruction. <i>(Repeat from 2.1)</i> By June 2023, 60% of PK-12 teachers use grade level exemplars to monitor student work within their lessons as measured by the HPS observation tool. <i>(Repeat from 2.1)</i>



Note of Appreciation

Thanks again to each and every one of the 1,500+ students, families, educators, staff, and community members who have participated in meetings, focus groups, surveys, classroom visits, and observations over the past year. You embody one of my favorite quotes: “Nothing about us, without us, is for us.” You decided to take an active role in moving our district forward in a significant way. **Juntos Podemos. Together we can!**

I especially want to thank the Steering Committee, Advisory Committee, Learner Profile Workshop participants, and cabinet members for their commitment to this work. They generously gave their time, their passion, and their best thinking to support the development of this strategic plan. I am deeply grateful and hope they agree to remain involved in future years as we assess our progress and refine our strategies over time. I particularly want to recognize and thank Erin Linville, my lead thought partner in designing an inclusive process and writing the strategic plan.



“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

Steering Committee Members

- ▶ 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 Kuzemeskas, 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
- ▶ Valerie Annear, HPS Chief Instructional Officer
- ▶ Katie Yezi, Associate Dean of Regional Support, Relay

Advisory Committee Members

- ▶ 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
- ▶ 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 McMahan 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

Strategic Plan Development Facilitators

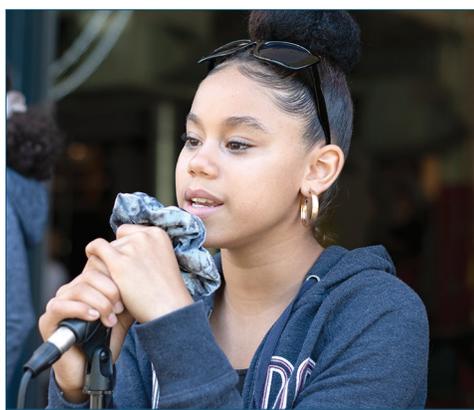
- ▶ Angela King Smith, Partner, Education Resource Strategies
- ▶ Sam Brobeck, Associate, Education Resource Strategies

Learner Profile Workshop Participants

- ▶ Erin Linville, HPS Chief of Strategy and Turnaround (co-facilitator)
- ▶ Emma Pascarella, Sullivan 1st grade teacher; parent of E.N.White students (co-facilitator)
- ▶ Tara Brandt, HPS Director of Mathematics
- ▶ Rosie Caracciolo, Holyoke High Dean Assistant Principal
- ▶ Linnette Clayton, HPS Translator/Interpreter
- ▶ Mike Cotto, Holyoke High North Biology Teacher
- ▶ Angela D'Souza, Holyoke Middle Ethnic Studies Teacher
- ▶ Beth Gage, HPS Chief of Human Resources
- ▶ Samantha Garcia, HPS Executive Assistant; parent of a Metcalf student
- ▶ Jacqueline Glasheen, HPS Executive Director of School Leadership; parent of HHS student
- ▶ Rena Holder, Holyoke High School North School Counselor
- ▶ Eva Jaffe, parent of E.N.White students
- ▶ Kira Jewett, Holyoke Middle Expert Teacher/Coach
- ▶ Stephen Mahoney, HPS Assistant Superintendent
- ▶ Cynthia Marquez, Sullivan School Dean of Students
- ▶ Karyn McDermott, E.N.White Principal
- ▶ Lori McKenna, Holyoke High School North Principal
- ▶ Jayden Moquin, Holyoke High School North 11th grade student
- ▶ Jennie Oesterreicher, Director of Communications
- ▶ Marilyn Ramos, HPS Translator/Interpreter
- ▶ Zuleymi Santiago, Holyoke High School North 11th grade student
- ▶ Geoffrey Schmidt, Holyoke High Opportunity Academy Principal
- ▶ Anthony Soto, HPS Superintendent
- ▶ Tammy Seymour, HPS Pupil Services Coordinator
- ▶ Janiah Williams, Holyoke High School North 12th grade student

School Year 2022-23 Cabinet Members

- ▶ Chankyna Aribó, Associate Director of Early Literacy
- ▶ Mickey Buhl, Chief Finance Officer
- ▶ Marianne Currier, Chief of Pupil Services
- ▶ Beth Gage, Chief of Human Resources
- ▶ Jacqueline Glasheen, Executive Director of School Leadership; parent of HHS student
- ▶ Matthew Kuzmeskas, Executive Director of Technology and Systems
- ▶ Erin Linville, Chief of Strategy and Turnaround
- ▶ Stephen Mahoney, Assistant Superintendent
- ▶ Steven Moguel, Morgan School Principal and district Equity Leader
- ▶ Anthony Soto, Superintendent
- ▶ Rebecca Thompson, Executive Director of Academics



Appendix

Documentation of Activities

Advisory Committee Dates

- ▶ Thursday, March 24, 4 - 5:30 p.m. (in-person)
- ▶ Monday, April 11, 3:50 - 5:20 p.m. (virtual)
- ▶ Thursday, April 28, 3:50 - 5:20 p.m. (virtual)
- ▶ Thursday, May 12, 3:50 - 5:20 p.m. (virtual)
- ▶ Thursday, May 26, 3:50 - 5:20 (virtual)

Steering Committee Dates

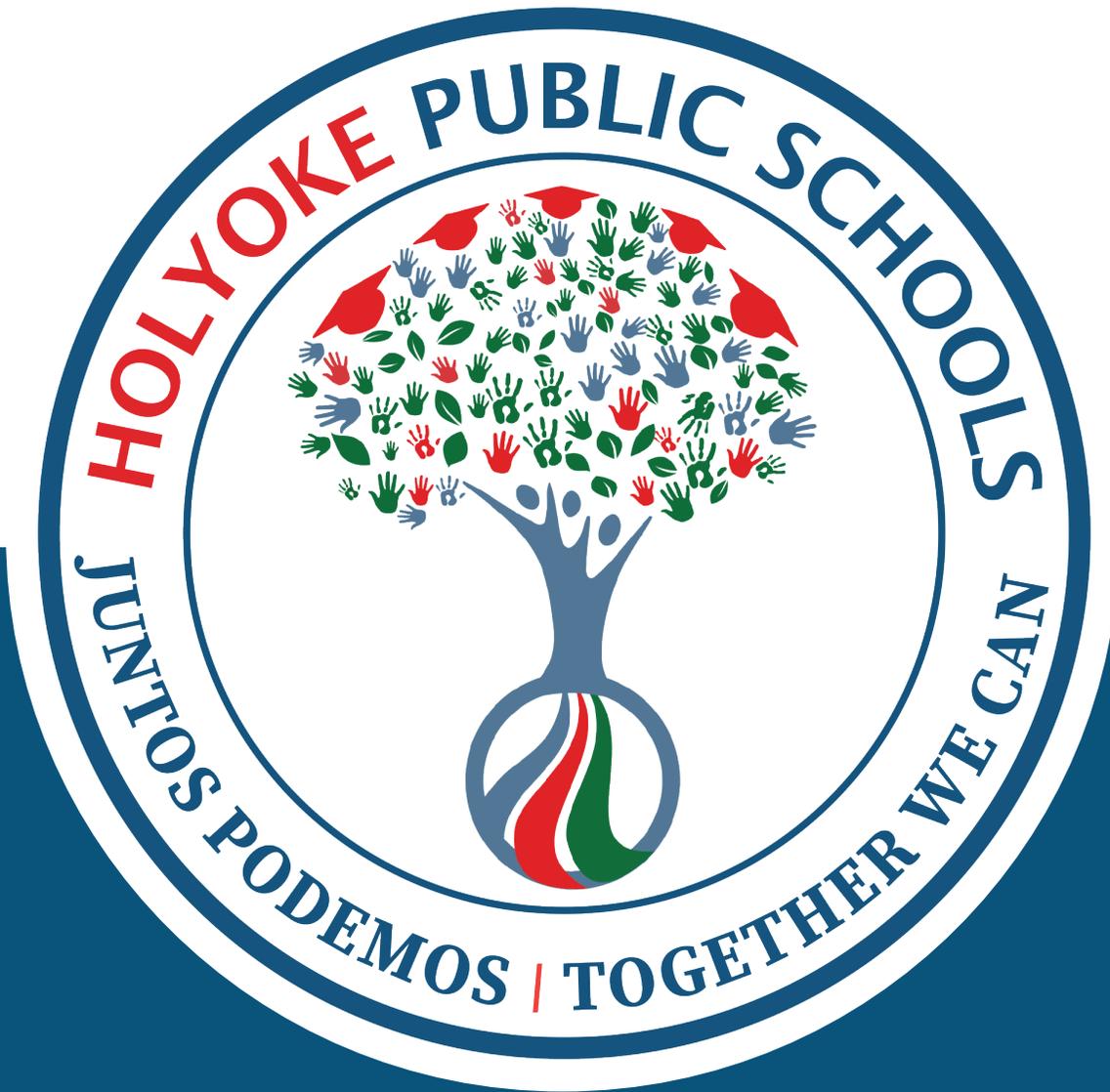
- ▶ Friday, March 25, 8 - 4:30 p.m. (in-person)
- ▶ Thursday, April 14, 9 a.m. - 12 p.m. (virtual)
- ▶ Monday, May 9, 8 - 4:30 p.m. (in-person)
- ▶ Friday, May 27, 9 a.m. - 12 p.m. (virtual)
- ▶ Thursday, June 2, 2 p.m. - 4 p.m. (virtual)

Moving Forward Meetings

- ▶ Monday, May 23, 4 - 5: p.m. (staff, virtual)
- ▶ Tuesday, May 24, 5:30 - 6:30 p.m. (family and community, virtual)
- ▶ Wednesday, June 8, 4:30 - 5:30 p.m. (all stakeholders, in-person at Heritage Park)

Learner Profile Workshop

- ▶ Tuesday, July 26, 9 a.m. - 12 p.m. (in-person)



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