



Hellenic Classical Charter Schools (HCCS)
Park Slope (PS), est. 2005 ♦ Staten Island (SI), est. 2018

HCCS 2021-2026 Strategic Plan

College and Career Readiness

Building Leaders

Knowledge, Wisdom, Truth

Adopted by the Board of Trustees on May 26, 2022

Mission:

The Hellenic Classical Charter Schools will provide a diverse student body with a rigorous education in a dynamic environment. Using a standards-based curriculum, enriched with the Greek and Latin languages, and the classics woven throughout, students will engage in dialogue using the Socratic method to become critical thinkers. Students will become college and career ready and well-prepared to succeed and contribute to the global community as responsible citizens.



Key Design Elements

At HCCS, students will gain a global perspective as they build core skills in all academic areas and develop the social-emotional skills necessary to sustain them throughout their lives. HCCS is built around 3 key design elements:

1. **A rigorous classical education that is rich in challenging content** – HCCS will provide rigorous instruction in a classical education model that uses standards-based curriculum, didactic instruction, coaching, and intensive academic support. HCCS will blend the Paideia Model for instruction that mixes the rigors of a classical education with inclusive teaching and learning with the workshop model, which is based on Howard Gardner's theory of multiple intelligences and Benjamin Bloom's work regarding strategies to help students engage in the highest levels of thinking—i.e. analysis, synthesis and evaluation. Because this proposed model differentiates and individualizes instruction, the model is highly effective with at-risk populations, including ELL students, Title I students, special education students, and academically gifted students.
2. **Supplementing instruction with classical study of the Greek and Latin languages, as well as history, art and other cultural and classical studies** - The Greek instruction program, which includes acquisition of the Greek language and the study of Greek history and culture within a rigorous academic model that includes the standards-based curriculum, will provide students with unique and outstanding educational experiences that support their growth and improve their competitiveness in the global economy. We will implement this program in consultation with the Greek



Ministry of Education, which has provided support for HCCS-Park Slope over the past 17 years. The alignment of the Greek program curriculum with the ELA curriculum will ensure that the reading, writing and language arts instruction in English and in Greek are complimentary. In short, because of the Greek and Latin studies, we maintain that our graduates will be familiar with the roots of over 90% of the words in the English language.

3. **Preparing students for long-term academic success** – The Hellenic Classical Charter Schools will focus on the mission of college and career readiness for our students. While in our first charter period at HCCS-SI, we will only include grades K-5, we plan—if successful in the first term—to expand to grades K-8 in the second term mirroring our sister school, a National Blue Ribbon School, HCCS-Park Slope. In our first charter term, we will build the foundations that students and parents need in order to establish the expectations and habits of mind necessary for long-term academic success. During our second charter term, we will continue to work with these students and families to help them understand the high school admissions process, as well as college preparation, and other practices that will support them in preparing for, selecting and applying for entrance into high quality high schools.

HCCS Values

- Engagement with the whole student: fostering the development of social, emotional, physical and intellectual lives of students. Developing a caring community as a key element of school culture that supports faculty, students and staff and works with parents for the benefit of all students
- Diversity: recognizing the importance of understanding issues of diversity and inclusion and celebrating the diversity within the HCCS community as key in preparing students to be global citizens
- Equity: building an inclusive and equitable community where each individual is valued; where student voice is encouraged and proactive responses to issues that arise are affirmed
- Academic Rigor: holding high expectations of all students and inspiring them to see themselves as capable learners, willing to risk taking a challenge and able to apply what they know in their civic role through service learning
- Empowerment: encouraging proactive thinking, independent voice, and student ownership of learning

HCCS Goals



The Hellenic Classical Charter Schools has three goals around which the school community will align in the coming five years. Student success is at the center of each. Our goals address the most critical forces influencing student growth, progress, wellness, opportunity and advancement toward success in college, career and life. Our goals align with our educational philosophy and key design elements. Following are our three main goals and the measures we will use to monitor and assess success in our goals.

Goal 1	<p><i>Goal 1 – Establish and maintain high academic attainment and continuous improvement for all students.</i></p> <p>a. Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its <u>3rd-8th graders</u>, who have been enrolled at the school on BEDS day for at least two consecutive years</p> <ul style="list-style-type: none">• performing at or above Level 3 on the <u>NYS ELA</u> exam.• performing at or above Level 3 on the <u>NYS Math</u> exam.
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- b. Throughout the course of the charter term, HCCS will show progress towards achieving 75% of its 4th graders and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the NYS Science exam.
- c. Each year, 75% of the Grade 8 students who have taken Common Core Integrated Algebra I will pass the NYS Common Core Algebra I Regents Exam with an average passing score of at least 75%.
- d. Each year, 75% of the Grade 8 students who are recommended by the Science Department to sit for the NYS Earth Science Regents Exam will pass the Regents Exam with an average passing score of at least 75%. Throughout the course of the charter term,
- e. Throughout the course of the charter term, HCCS will earn a score of “Good” or better on all Framework Strands as reported on the School Quality Report.
- f. Throughout the charter term, each grade-level cohort of HCCS students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year’s NYS ELA exam and 75% at or above Level 3 on:
 - the current year’s NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.
 - the previous year’s NYS Math exam and 75% at or above Level 3 on the current year’s NYS Math exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.
- g. Each year, the percent of HCCS students performing at or above Level 3 on the NYS ELA exam and NYS Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 15 (HCCS-PS) & 31 (HCCS-SI).
- h. Each year, on the Spring administration of the Fox in the Box early literacy assessment
 - 75% of kindergarten students who were enrolled at the School on BEDS day will perform at or above a Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and at or above a Level 2 on the final consonants, blending, segmenting, ABC recognition, writing, spelling, decoding, sight words, and emergent reading strands.
 - 75% of the 1st grade students who were enrolled on BEDS day for two consecutive years will perform at or above a Level 4 on the spelling, decoding, vocabulary, sight words, reading accuracy.
 - 75% of the 2nd grade students who have been enrolled at the School on BEDS day for at least two consecutive years will perform at or above Level 6 on the spelling, decoding, vocabulary, sight words, reading accuracy, and reading comprehension strands.



- i. Each year, all students in Grades 2 through 5 who were enrolled in the School for at least two consecutive BEDS dates will average at least five percentile points of growth on NWEA MAP Reading and Math assessments until average percentile score reaches 85.
- j. Each year, 75% of all students in Grades 1 through 5 who were enrolled in the School for at least two consecutive BEDS dates will grow a minimum of 2 levels as measured by the F&P assessment regardless of incoming F&P level.
- k. Each year, 75% of all students in Grades 2 through 5 who were enrolled in the School for at least two consecutive BEDS dates, including students with disabilities, ELLs, and economically disadvantaged students, will achieve at least one year of growth on NWEA MAP.
- l. By the end of the school year, 75% of kindergarteners who were enrolled on BEDS day will be able to:
 - recognize all Greek Letters in their print form, as measured by a Greek Letter Recognition and Writing Common Assessment
 - communicate verbally as measured by the HCCS Greek Verbal Common Assessment
- m. By the end of the school year, 75% of first graders who were enrolled on BEDS day for at least two consecutive years will be able to:
 - write all the Greek alphabet in print, as measured by a Greek Letter Recognition And Writing Common Assessment
 - perform proficiently in listening, as measured by the Greek Listening Common Assessment
 - perform proficiently in reading, as measured by the Greek Reading Common Assessment
 - communicate verbally as measured by the Greek Verbal Common Assessment
- n. Second through Seventh Grades: By the end the school year, students who were enrolled on BEDS day for at least two consecutive years:
 - 75% of students will perform proficiently in oral, reading, listening, and writing skills, as measured by the HCCS Greek Verbal, Reading, Listening, and Writing Common Assessments.
- o. Eighth Grade: Each year, 75% of HCCS Grade 8 students who have been recommended by the Greek department to sit for the NYSED High School Greek Regents exam will pass the Greek Regents Exam with an average passing score of at least 75%.
- p. By the end the school year, 75% of students in grades 2-8 who were enrolled on BEDS day for at least two consecutive years will perform proficiently in oral, reading, listening, and writing skills, as measured by the Greek Verbal, Reading, Listening, and Writing Common Assessments.



Goal 2	<p><i>Establish and maintain an engaging, inclusive and supportive learning environment for all students.</i></p> <p>a. <u>Recruitment</u> – Each year, HCCS will meet or exceed enrollment and retention targets as prescribed by the Board of Regents, through the State Education Department, of students with disabilities, English language learners, and students who are eligible for the free- and reduced-price lunch program.</p> <p>b. <u>Attendance</u> - At the end of each school year, HCCS will have an average daily student attendance rate of at least 95%.</p> <p>c. <u>Retention</u> - Each year, 95% of all students enrolled at HCCS during the last day of the school year will return the following September, not including those who move out of area.</p> <p>d. <u>Parent Satisfaction</u> - Each year, parents will express satisfaction with HCCS’s program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if at least 50% of the parents participate in the survey.</p> <p>e. <u>Staff Satisfaction and Retention</u> - Each year, teachers will express satisfaction with HCCS’ leadership and professional development opportunities, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if at least 50% of the teachers participate in the survey.</p>
Goal 3	<p><i>Establish and maintain the school as a well-run organization capable of sustaining long-term success.</i></p> <p>a. Each year, HCCS will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.</p> <p>b. Each year, HCCS will undergo an independent financial audit that will result in an unqualified opinion and no major findings.</p> <p>c. Each year, HCCS will operate on a balanced budget and maintain a stable cash flow.</p>

Mission Target Measures for 2021-2026

- 100% meeting targeted enrollment
- 100% Leadership retention
- 100% Families understand the HCCS instructional model, discipline policy and school culture
- 100% High School Readiness
- 100% 8th grade graduation rate
- 95% students making annual growth on ELA & Math state exams
- 95% passing in Greek, Integrated Algebra and Living Environment Regents
- 95% Matriculation Rate
- 90% Staff Retention
- 75% Outperform the state on all NYS exams for grades 3-8 in ELA & Math State exams



Enrollment Chart for Replication School, HCCS-Staten Island

The chart below illustrates the enrollment plan for HCCS's first replication school. The school will serve a total of 675 students in Grades K-8 reaching its enrollment goal in its 8th year (2026-27). HCCS may maintain a maximum class size of approximately 27 students in each classroom with a potential enrollment of 771.

Grade	Ages	2019-20 Yr 1	2020-21 Yr 2	2021-22 Yr 3	2022-23 Yr 4	2023-24 Yr 5	2024-25 Yr 6	2025-26 Yr 7	2026-27 Yr 8
K	4-6	75	75	75	75	75	75	75	75
1	5-7	75	75	75	75	75	75	75	75
2	6-8		75	75	75	75	75	75	75
3	7-9			75	75	75	75	75	75
4	8-10				75	75	75	75	75
5	9-11					75	75	75	75
6	10-12						75	75	75
7	11-13							75	75
8	12-14								75
Total		150	225	300	375	450	525	600	675

Enrollment Chart for Hellenic Classical Charter School – Park Slope

The chart below illustrates the enrollment plan for HCCS's renewal charter term. The school will serve a total of 498 students in Grades K-8 increasing its enrollment goal in 2019-2020. HCCS may maintain a maximum class size of approximately 28 students in each classroom with a potential enrollment of 498.

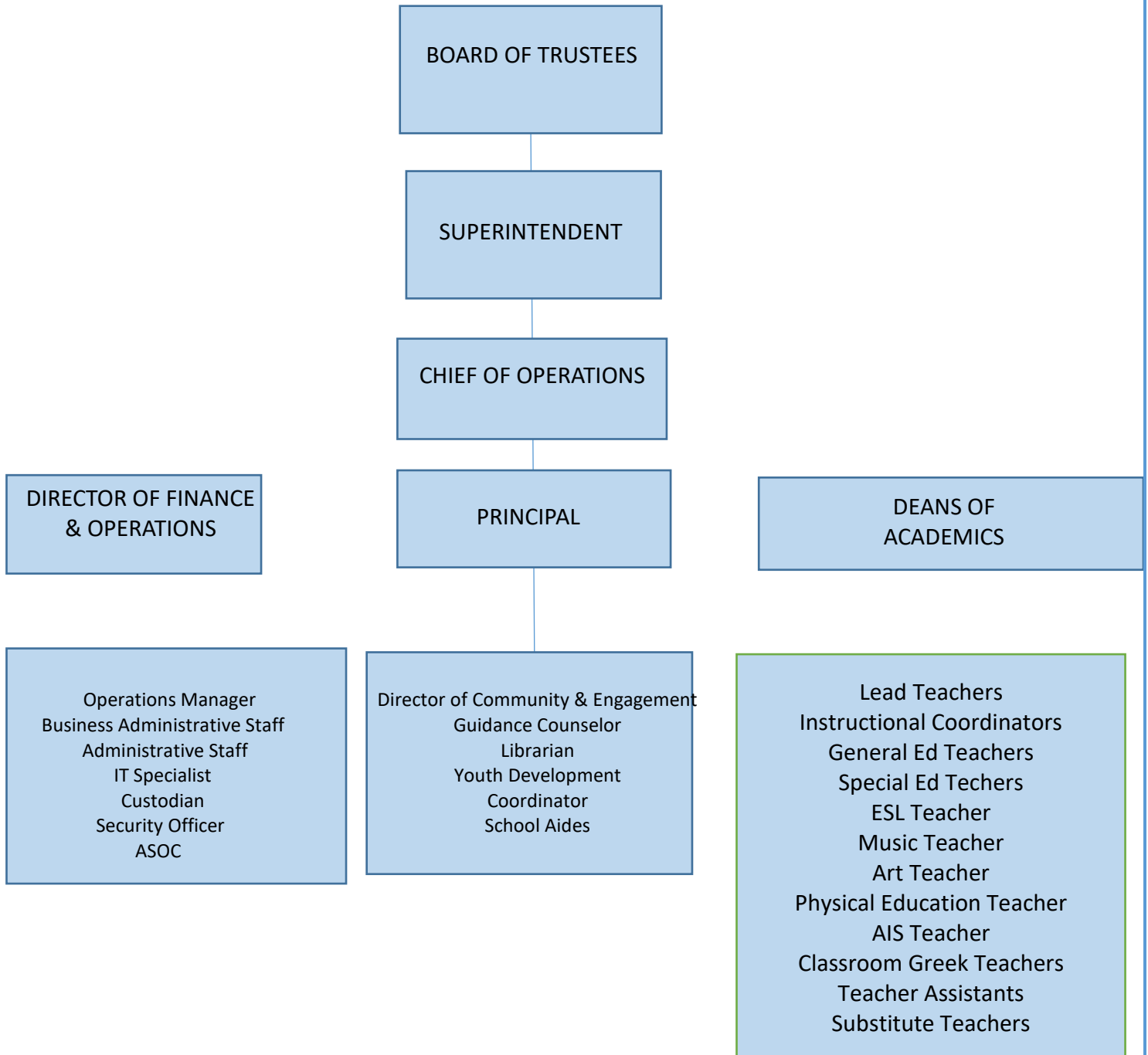
Grade	Ages	2019-20 Yr 1	2020-21 Yr 2	2021-22 Yr 3	2022-23 Yr 4	2023-24 Yr 5
K	4-6	56	56	56	56	56
1	5-7	56	56	56	56	56
2	6-8	56	56	56	56	56
3	7-9	55	55	55	55	55
4	8-10	55	55	55	55	55
5	9-11	55	55	55	55	55
6	10-12	55	55	55	55	55
7	11-13	55	55	55	55	55
8	12-14	55	55	55	55	55
Total		498	498	498	498	498

Succession Plan for Leadership

The Hellenic Classical Charter School replicated their second school in 2019 and share one Board of Trustees. Christina Tettonis, former Principal of HCCS-Park Slope, transitioned to the role of Superintendent for both HCCS-Park Slope and HCCS-Staten Island. Former Assistant Principal Natasha Caban is the new principal for HCCS-PS. Ms. Caban, was a “principal-in-training,” sponsored through the School Empowerment Network’s Charter Leader Fellowship program. Mrs. Tettonis splits her time between the two schools over the five-year charter period. The goal of the replication is to build upon and leverage the success of HCCS-PS while ensuring continuity and ongoing success at the original school. To this end, the shared Board of Trustees will govern both HCCS-PS and HCCS-SI. They have set goals and perform oversight in the areas outlined in the NYSED Performance Framework for student academic performance, organizational soundness, and faithfulness to charter law. They have ensured that there are effective, approved policies and procedures, systems available that allow school staff to track effectiveness, and all aspects of the charter are being implemented at the school. The Board oversees the Superintendent who is responsible for implementing these policies, systems, and charter components at both schools. The Principal will oversee all aspects of the educational program at HCCS-PS with support from a leadership team of Deans. School operations and finance will be supported by former Director of Operations and Finance, Joy Petrakos who transitioned to the new role of Chief of Operations (COO) of both schools, whose time will be split between the two schools at the same percentages of time as the Superintendent. The COO will be supported by a new Director of Finance and Operations and a Director of Community and Family Engagement.



Hellenic Classical Charter Schools Organizational Chart





Sustainability

- We have developed a financially sustainable network of two schools and created a staffing model with support systems which are used as a baseline for staff structure and budgeting
- Implemented strategic growth plans and expansion projects for each school
- Monthly BOT meetings to review academic and financial reports from school leadership
- Monitor compliance and review academic, financial and organizational data throughout the schools
- Develop targeted enrollment strategies with particular focus on English Language Learners, Students with Special Needs and Economically Disadvantaged students

Successes and Challenges

- HCCS-PS is a National Blue Ribbon School
- HCCS-SI replication established in 2018
- HCCS-PS expansion built in 2015
- HCCS-PS and HCCS-SI Merged in 2020 to Hellenic Classical Charter Schools
- HCCS-SI expansion in progress, to be complete January 2023
- Low suspension rate
- Safe school environment
- Student Voice –students are empowered active citizens and leaders in the school community
- Every classroom has an effective teacher
- Every grade has support from a dedicated Dean of Instruction or a coach
- Diverse and dedicated faculty
- Dynamic leadership team that strive to improve student outcomes, instruction and school culture
- Expanding our Special Education and ELL departments to support students who suffered with learning loss throughout the pandemic
- Social and Emotional support systems
- 1:1 technology for students and teachers
- Daily Communication with our families
- We have a clear path to financial sustainability and are in good standing
- Over 2 million dollars in grants over the last 5 years

