



Annual Report 2015 - 2016

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Introduction to PVPA

Pioneer Valley Performing Arts Charter Public School (PVPA)			
Type of Charter	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional	Regional	Districts in Region (Sending Districts (2015-2016))	Agawam, Amherst-Pelham Regional, Athol-Royalston Regional, Belchertown, Central Berkshire Regional, Chicopee, Easthampton, East Longmeadow, Erving, Frontier Regional, Gateway Regional, Gill-Montague Regional, Granby, Greenfield, Hadley, Hampden-Wilbraham Regional, Hampshire Regional, Hatfield, Holyoke, Longmeadow, Ludlow, Mohawk Trail Regional, Monson, Northampton, Palmer, Pioneer Valley Regional, Quaboag Regional, Ralph C. Mahar Regional, South Hadley, Southwick-Tolland Regional, Springfield, Ware, West Springfield, Westfield
Year Opened	1996	Years Renewed	2001, 2006, 2011, 2016
Maximum Enrollment	400	Current Enrollment	400
Chartered Grade Span	9-12	Current Grade Span	7-12
# of Instructional Days per school year	180	Students on Waitlist	300
School Hours	8:30-3:55 8:30-2:50 (F)	Age of School	21 years
Mission Statement			
PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum .			

Letter from the Chair of the Board of Trustees

July 21, 2016

Dear Commissioner Chester and MA Board of Education Trustees:

The Pioneer Valley Performing Arts Charter Public School (PVPA), in completing its twentieth year, can boast a number of significant accomplishments. We remain true to our mission of providing a rigorous college-preparatory curriculum rich in the visual and performing arts. This commitment to our mission and the terms of our charter as well as our academic success and organizational viability were recognized in our successful re-chartering process (completed this past winter)—the fifth successful charter renewal in the long and distinguished history of our school. This renewal of our charter included conditions based on academic progress in mathematics. We have a strategy in place to improve our math scores and look forward to meeting the conditions of our charter renewal in a timely fashion.

In January 2016 we completed construction and took occupancy of a 7,000 square foot multipurpose performance and assembly space, long in planning and development, that promises to be the focal point of our arts rich curriculum for many years to come. The PVPA community has already enjoyed student performances there in dance, theater, music, and sketch comedy, and the student body has assembled for grade meetings and open mic performances. It is a space that will only enrich our already vibrant arts program.

The Board of Trustees recently approved a new five-year Strategic Action Plan (2016–2021) that will provide the school’s strategic vision moving forward. The SAP 2021 emerged out of a collaborative process, lasting over a year and guided by an ad hoc committee of parents, students, teachers, administrators, and Board members. Both the process and the final product are testimony to the strength and dedication of the PVPA community.

The halls at PVPA reverberate daily with the infectious energy and enthusiasm of our talented students and dedicated teachers. This fact, along with our rigorous academic and arts curriculum, lies at the heart of PVPA’s culture and ethos. We look forward to the coming year, knowing that the talent and resources of our teachers, administrators, students, families, and Board members will enable us to overcome the challenges we face as we write the next chapter of PVPA’s history.

Sincerely,

Geoffrey S. Sumi

President, PVPA Board of Trustees

School Performance and Program Implementation
Faithfulness to the Charter: Mission and Key Design Elements

Intensive Exposure to the Performing Arts

In the 2015-2016 school year, PVPA offered 128 performing arts classes to its 400 students. No other public secondary school in the Commonwealth can match the depth and breadth of our arts' courses and performing arts opportunities afforded to its students. This claim was most recently affirmed in PVPA's Charter Renewal process this past fall. At PVPA, the opportunity to create art and perform it live (poetry, music, dance, theater, comedy, film) is available to **all** students, every other week, as part of PVPA's Open Microphone. In the spring of 2016, the opening of our brand new 7000 sq ft performance space provided opportunities for even more students to participate, both on the stage, behind the scenes, in the new tech booth, and as an audience member.

The Open Microphone is also a place to showcase arts and academic integration through formative and summative assessments (performances). ELA, world language, history, music, theater, costuming and dance teachers are regularly collaborate throughout the semester leading to a demonstration of learning that is shared with the larger school community. In 2015-2016, these celebrations of learning extended beyond the school day with broad participation across the school for the following showcases: Latino History, Black History, Women's History, World Language, ArtsFest, and Peace Jam. At PVPA, art is everywhere all the time.

Our **Paideia Winter Session**, a three-week term between Semesters 1 and 2, is another example of our faithfulness to our mission and key design elements. Paideia offers all students the opportunity to become immersed in either one full-day or two-half day learning experiences that emphasize the arts in multiple genres. The entire 2015-2016 Paideia catalogue can be found at:

http://pvpa.org/sites/default/files/uploaded_docs/Paideia%202016%20Course%20Catalog.pdf

2015-2016 Paideia Courses

- Children's Theater Tour
- Dance Education Lab Residency
- Dance Senior Thesis Show
- Music and Poetry Synchronized (M.A.P.S)
- Mock Trial
- Snapshot Acting Crew (Original Musical)
- Snapshot Orchestra and Chorus (Original Musical)
- Spectrum A Cappella Ensemble
- The Survivor (Theater)
- WOFA Ambassador Program (West African Dance)
- Cultural Conversations in World Cinema
- Found! Art & Literature
- Lego Robotics
- Play Literacy
- Stagecraft Intensive
- Eye of The Beholder (Photography & Poetry)

- Second Look: Re-envisioning the Pop Song
- Cryptography
- Linking Math to Art through Elements of Design
- Mixed Media Wearable Art
- Reel Talk: Contemporary American Film
- Rube Goldberg Machines
- This Is The Picture (Video Creations)
- We Right Gud! (Screenwriting & Songwriting)

An Excellent College Preparatory Curriculum

A quick review of PVPA’s college acceptance rates, SAT results, and 10th Grade MCAS scores over the past five years make a compelling case for the strength of PVPA’s college preparatory curriculum. Each year, PVPA has increased the breadth and depth of its academic course offerings to ensure that we meet our Strategic Plan goal of providing “challenging and rigorous curriculum for all students.”

This past year, our Directors of Academic and Arts Programs and our Department Leaders revised the Honors’ Program requirements to ensure that every Honors course is consistent with respect to what students are expected to know and produce. This past year, PVPA became a full member of the Virtual High School consortium, and multiple students completed Advanced Placement courses through VHS. Additionally, one hundred percent of our juniors took the PSAT, and every student who applied to college was accepted.

PVPA’s graduation requirements exceed the admission requirements of the Massachusetts State University system, and our college acceptance rates and placements clearly demonstrate that our curriculum provides excellent preparation for the rigor of college. The following courses are a sample of electives offered at PVPA for students in grades 11-12 (as well as grade 9-10 students who are accelerated).

French 4, French 5, Spanish 4, Spanish 5, Physics, Anatomy & Physiology, Forensics, LGBTIQ Studies, Honors Shakespeare, African American Lit, Calculus AB, Calculus BC, Honors Shakespeare, Honors Globalization, Honors Renaissance, Latin American Studies, 1960s Art and Culture, Civil Liberties, Western Music Theory: Bach, Advanced Music Theory Improvisation, Advanced Music Theory: Film Scoring, Advanced Technique: Ballet, Advanced Technique: Contemporary Dance, Theater Critique, Advanced Costuming.

PVPA students in grades 7-10 are enrolled in required core academic courses designed to provide a strong foundation for their learning in the grades 11 and 12. In addition to students’ grade reports and narratives, a critical measure of our students’ readiness to tackle advanced work is reflected in our 10th grade MCAS scores during our current charter term. Although this data is available to you in many forms, it is important to note that when compared to other high schools in the Pioneer Valley, **PVPA 10th graders are consistently ranked at the top of the list in science, ELA and math.** In our review of the latest available SAT results, PVPA students significantly outperformed our sending school districts when compared to our ten highest sending communities.

Program Delivery: Curriculum

PVPA’s standards-based grading practices necessitates that the following elements be included in any curriculum map:

- State or National Standards → Course Objectives → Primary Summative Assessments (including notation of common department assessments) for all Course Objectives
- Clear distinction between year long and semester-long skills
- Measurable course objectives and unit-specific course objectives
- Unit-specific course objectives arranged in chronological fashion
- Unit-specific notes about core resources, activities, and texts

Curriculum Maps are living documents that will change over time. At the start of any school year, the curriculum map should represent the teacher’s plans for the course. At the end of a given year, the teachers of a course can prepare changes to the following year’s map.

A curriculum map reflects common Course Objectives and Primary Summative Assessments even if there is more than one teacher for a given course. Teachers of a common course may develop individualized approaches to formative assessments, additional summative assessments, or any instructional moves to support students’ work on the common Course Objectives and Summative Assessments. If the course instructors disagree on suggested revisions to the Course Objectives or Primary Summative Assessments, then the decision-making moves to the Department Leader and is reviewed by the Director of Academic Programs or Director of Arts Programs for final approval.

Program Delivery: Assessment

PVPA utilizes a standards-based grading system model. Students’ final grades are determined by evidence of student learning on specific course objectives that are derived from state standards. The evidence comes from assessments selected by teachers that align tightly to their specific course objectives. Individual classroom teachers are supported in identifying valid professional sources and collaborating with colleagues for the development of their assessments, and are responsible for individually monitoring students’ progress in learning through an analysis of these in-class assessments.

All teachers engage in deliberate planning within departments to find common assessment tools and methods that would allow each department to gather more data on students’ progress across courses. For the past two years, all teachers in all departments completed this work. In 2015-16, all departments implemented common assessments. Additionally, PVPA has contracted with NWEA, and will be implementing its MAP (Measures of Academic Progress) testing program in 2016-2107 in grades 7-9.

To ensure fidelity to our assessment practices, department leaders and program directors will review and give feedback on course curriculum maps, the alignment between unit Course Objectives and listed summative assessments, monitor teachers’ use of Parent Portal to document student work and need for revisions on summative assessments, request that teachers include student work artifacts in all mid-cycle and end-of-cycle evaluation meetings, and approve each department’s common assessment tool and analyze that the source of the selected assessment includes external professional resources to support its validity.

Amendments to the Charter

Date	Amendment Requested	Approved?
8/2016	Increase Enrollment from 400 to 412 students.	Not Approved

Dissemination Efforts

Academic

- Our Math Department Leader, and two other PVPA faculty members (Math and Special Education teachers) were hired by the Collaborative for Educational Services (CES) in

Northampton, MA, to provide professional development training to existing and aspiring teachers in their respective disciplines. The CES is the area's largest professional development provider and serves many districts from which PVPA receives its students.

- Led by our Science Department Leader, PVPA hosted the DESE Western Massachusetts meeting on the soon to be proposed new science standards. Our department leader also participated and led other discussions throughout the state.
- Our History Department leader presented PVPA's model for studying the Constitutional Convention to educators and aspiring teachers at UMASS/Amherst.
- Three members of PVPA's math department led workshops for the Western Massachusetts Math Partnership, sharing information and providing training with our recently implemented College Prep Math-Core Connections math program.
- Science Department Leader was appointed to the MA DESE Science Ambassador group working to finalize and share the new science standards.
- PVPA's Mock Trial Team, worked with both the Hampden and Hampshire Bar Associations to teach elementary students about the importance of Law Day.
- The Director of Academic Programs finalized a Professional Development workshop for area teachers on Standards Based Teaching. The workshop will be held in the fall of 2016.
- A high school English teacher presented workshops at the NEATE and WMWP Conferences.
- A middle school humanities teacher received the Charles Moran Teacher Leader Fellowship Award for leading a professional learning community on Parker Palmer's book, *The Courage to Teach*.

Arts

- The Dance Education Lab (DEL) at PVPA emphasizes a creative approach to teaching dance and choreography to students in neighboring school districts by making connections to literature, social studies and science. The schools listed below have been the beneficiaries of our work I with DEL at PVPA.
 - Belcher Elementary School, Chicopee; Gorse Early Childhood Center, South Hadley; Leeds Elementary School, Northampton; NEARI School, Holyoke; Wildwood Elementary School, Amherst; Hilltown Cooperative School, Easthampton.
- DEL and PVPA's presented its annual Dance for Kids community-wide celebration of dance at the Academy of Music Theater, Northampton, MA.
- WOFA, our West African Dance Company, conducted workshops and performances in numerous school districts and private schools throughout the Pioneer Valley: Amherst, Ashfield, Chicopee, Easthampton, Hadley, Northampton, South Hadley, Springfield, and Westhampton.
- Our Children's Theatre Elementary School Performance Tour brought an original student written and acted theater piece to six elementary schools in Pioneer Valley during Paideia.

- The Children’s Theater Company also was in residence over the February vacation break, at the Eric Carle Museum of Picture Book Art in Amherst, MA.
- The Music Department Faculty, and their students, taught and performed in numerous elementary and middle schools during its annual “We Came To Play” tour, including South Hadley, Holyoke, and Springfield.
- Our five auditioned music ensembles performed at countless events, schools and competitions both locally and throughout the state: following events and schools: the UMASS High School Jazz Festival; Jazzfest at Holyoke Community College; the Northampton Jazz Festival.
- The Spectrum A Cappella Ensemble performed at the Berklee College of Music, Boston and in WGBY’s Together in Song Program, Springfield.
- MAPS (Music and Synchronized Poetry Partnership), PVPA’s songwriting and performance partnership with the Urban Assembly Green Careers School in Harlem, NY, continued and was the first performance in our new theater.
- PVPA’s Catalyst dance company attended the National High School Dance Festival in Pittsburgh, PA and many PVPA dancers received prestigious awards and scholarships for student choreography and dance expertise.

Academic Program Success

Student Performance: A

<http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=04790505&orgtypecode=6&>

Student Performance: B

The Table below paints a very compelling picture of PVPA’s academic growth and academic success, not only in ELA, but also in Mathematics. SAT (and ACT) results continue to play a very large role in college admissions and merit aid decisions. As you will see, PVPA’s SAT scores compared to our ten highest sending districts are extremely impressive. Furthermore, our SAT Math Accountability Plan contained a very specific goal of increasing our SAT Math scores by 2016. I am very pleased to report that we reached that goal a year in advance.

The Board of Trustees and the PVPA school administration understand that our charter was renewed this winter with a single condition of demonstrating our academic success in mathematics by December 2017. However, we believe, and the data supports our belief, that PVPA’s high school MCAS scores, SAT scores and college acceptance rates clearly demonstrate our academic success and our faithfulness to provide a rigorous college preparatory curriculum.

SAT Scores Comparison - 2014-2015

Source: http://profiles.doe.mass.edu/state_report/sat_perf.aspx

School District	Tests Taken	Reading	Writing	Math
Amherst-Pellham	192	582	567	587
Belchertown	138	520	517	533
Chicopee	290	483	467	485
Easthampton	71	506	502	524
Granby	45	519	518	536
Hadley	34	510	510	523
Hampshire	95	551	536	532
Northampton	183	586	557	572
Pioneer Valley Performing Arts	48	601	559	541
South Hadley	106	510	492	531
Springfield	1,135	383	373	395

School District	Reading	Cumulative Score	Average Score	PVPA Score
Pioneer Valley Performing Arts	601			
Northampton	586	5150	515	601
Amherst-Pellham	582			
Hampshire	551			
Belchertown	520			
Granby	519			
South Hadley	510			
Hadley	510			
Easthampton	506			
Chicopee	483			
Springfield	383			

School District	Writing	Cumulative Score	Average Score	PVPA Score
Amherst-Pellham	567			
Pioneer Valley Performing Arts	559	5039	504	559
Northampton	557			
Hampshire	536			
Granby	518			
Belchertown	517			
Hadley	510			
Easthampton	502			
South Hadley	492			
Chicopee	467			
Springfield	373			

School District	Math	Cumulative Score	Average Score	PVPA Score
Amherst-Pellham	587			
Northampton	572	5218	522	541
Pioneer Valley Performing Arts	541			
Granby	536			
Belchertown	533			
Hampshire	532			
South Hadley	531			
Easthampton	524			
Hadley	523			
Chicopee	485			
Springfield	395			

Program Delivery Changes in 2015-2016

N/A

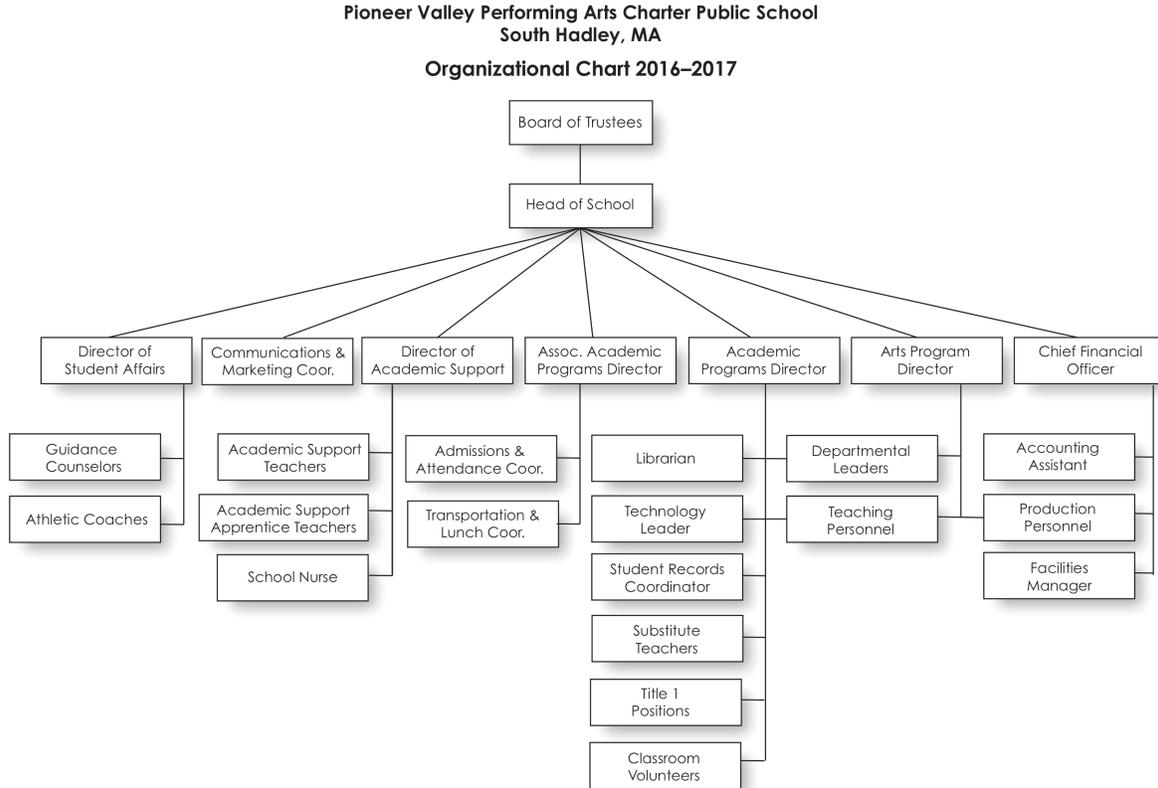
Social, Emotional and Health Needs

PVPA made no changes in its approach to student discipline in 2015-2016.

Organizational Viability

Organizational Structure of the School

There was one change to the organizational structure of the school in the 2015-2016 school year that was implemented in February 2016. PVPA created the position of Associate Director of Academic Programs to allow the Director of Academic Programs to spend more time observing math classrooms and overseeing the identification and implementation of new assessment tools in math and reading.



Teacher Evaluation

PVPA follows the [Massachusetts Model System for Educator Evaluation](#) for evaluating the professionalism and effectiveness of all administrators, teachers and specialized instructional support personnel. All administrators, teachers, and specialized instructional support personnel are evaluated on set PVPA Educator Standards according to the following Educator Plans:

The **Developing Educator Plan** is for all educators in their first three years with the district and, at the discretion of the evaluator, educators in new assignments. This one-year plan is developed collaboratively with input from both the educator and the evaluator. The **Self-Directed Growth Plan** is for all educators who have worked in the district for at least three years, and who had an overall rating of *Exemplary or Proficient* from the prior year. The **Directed Growth Plan** is for all educators who have worked in the district for at least three years, and who had an overall rating of *Needs Improvement* from the prior year. The **Improvement Plan** is for all educators who have worked in the district for at least three years, and who had an overall rating of *Unsatisfactory* from the prior year.

Five-Step Evaluation Cycle

Step 1 - Self-Assessment: Educators self-assess their performance using student data (as applicable) and the PVPA Educator Evaluation Standards. See the PVPA Self-Assessment Form and the MA DESE Rubric for more detail on each standard.

Step 2 - Analysis, Goal Setting and Plan Development: Educators work collaboratively with supervisors to develop S.M.A.R.T. goals. Educators propose goals that include at least one student learning goal and at least one professional practice goal (aligned to the PVPA Educator Evaluation Standards, and may be a team goal held in common with colleagues), and submit proposed goals to supervisors.

Step 3 - Implementation of the Plan: Each educator completes the planned action steps of his/her Educator Plan and the educator and evaluator each collect evidence of practice and goal progress that includes: Artifacts of educator practice, student survey data, feedback, communications, and additional evidence gathered by the supervisor.

Step 4 - Mid-Cycle Formative Assessment: Formative assessment may be ongoing throughout the evaluation cycle, but typically takes place mid-cycle when a Mid-Cycle Formative Assessment Report is completed. The Formative Assessment Report provides written feedback and ratings to the educator about his/her progress towards attaining the goals set forth in the Educator Plan, and performance on PVPA Educator Evaluation Standards.

Step 5 - End-of-Cycle Summative Assessment: The summative evaluation is based upon teacher performance throughout the year, including information from unannounced and announced observations, and must utilize the End-of-Cycle Summative Assessment Report form to comply with state regulations. Supervisors meet with the educators to discuss and sign the Summative Evaluation Report prior to submitting it to the Head of School. As with all documentation, employees may attach a written response. Summative evaluations (including all prior evaluation write-ups) are kept in each staff member's personnel file.

Budget and Finance

A. Unaudited FY 16 Statement of Net Assets

Assets	
Current Assets	
Cash and Cash Equivalents	\$2,088,462
Accounts Receivable (net)	15,273
Other Current Assets	201,691
Total Current Assets	2,305,426
Fixed Assets (net)	867,571
Total Assets	\$3,172,997

Other Expense	13,011
Total Expense	<u>\$5,410,267</u>
Operating Income	\$56,335
Nonoperating Revenue (Expense)	
Fundraising revenue	\$41,037
Interest	2,533
Tuition received in excess of budget- designated for Capital costs related to building addition	253,899
Fundraising expense	<u>(44,418)</u>
Total Nonoperating Income	<u>\$253,051</u>
Change in Net Position	\$309,386
Net Position, Beginning of year	<u>2,366,580</u>
Net Position, End of year	<u><u>\$2,675,966</u></u>

C. FY 17 Approved Budget

	Approved Budget	Approved Budget
	FY 16	FY 17
Revenue		
Commonwealth of Massachusetts Revenue	\$5,206,191	\$5,509,963
Production Revenue	42,200	37,200
Student Activities Revenues and Fees	50,200	56,200
Auxiliary Revenue	77,500	94,000
Interest	2,800	2,800
Fundraising Revenue	77,567	59,000
Summer Program	0	2,500
Total Revenue	<u>\$5,456,458</u>	<u>\$5,761,663</u>
Expense		
Education Expense		
Education Salaries, Taxes and Benefits	2,948,809	\$3,081,481
General Educational Expenses	56,200	43,700
Departmental Expense	52,500	47,250
Grants	110,000	140,000
Education-Other	138,000	124,800
Total Education Expenses	<u>\$3,305,509</u>	<u>\$3,437,231</u>
Production	89,148	106,046
Technology	50,000	50,000

Administrative	980,838	1,157,201
Development	35,074	12,125
Facilities Expense	772,671	765,786
Depreciation	64,100	75,050
Auxiliary	144,750	149,624
Other Expenses	6,500	6,500
Total Operating Expense	<u>\$5,448,590</u>	<u>\$5,759,563</u>
Change in Net Assets	<u>\$7,868</u>	<u>\$2,100</u>

FY 17 budget approved by Board of Trustees on May 10, 2016

D. Capital Plan for FY17

During the summer of 2010, PVPA Charter Public School embarked on the creation of replacement schedules for significant technology and theatrical equipment. In addition, PVPA worked with the Nonprofit Finance Fund to develop a 20-year Systems Replacement Plan that forecasts the necessary replacement of specific systems and equipment, presuming routine maintenance will be ongoing. Building equipment and components are grouped into major categories, i.e. heating, air conditioning, ventilation, plumbing, and roof systems. The costs and useful-life expectancy of systems are based on data provided by building contractors, vendors, and published cost estimates. Items with relatively short useful lives may need to be replaced more than once during the 20-year period. Projected replacement costs are adjusted for inflation at a 4% annual rate.

PVPA Charter Public School and its related 501(c)(3) organization, The Friends of Pioneer Valley Performing Arts High School (The Friends), have a lease agreement by which PVPA rents the building at 15 Mulligan Drive in South Hadley, MA. In January 2016, construction was completed on a multi-use theater space, an addition of 7,100 square feet. The cost of the project, \$2.56 million, was financed by The Friends with proceeds from refinancing its mortgage (completed in June 2014) and accumulated reserves of the Friends and PVPA.

Project: HVAC replacements-high efficiency units

Current Status: In progress

Current Estimated Schedule: 2016-2017

Current Estimated Cost: \$59,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Roof replacement

Current Status: In progress

Current Estimated Schedule: 2016-2017

Current Estimated Cost: \$50,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Parking lot redesign study

Current Status: In progress

Current Estimated Schedule: 2016-2017

Current Estimated Cost: \$24,500

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project. Funds expected to be reimbursed from related 501 (c)(3) organization.

Project: Chromebooks for 60 faculty/staff members

Current Status: In progress

Current Estimated Schedule: July 2016

Current Estimated Cost: \$18,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project.

Project: Elevator-emergency return system (battery-lowering unit)

Current Status: In progress

Current Estimated Schedule: August 2016

Current Estimated Cost: \$10,000

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project.

Project: Elevator-motor starter upgrade

Current Status: In progress

Current Estimated Schedule: August 2016

Current Estimated Cost: \$7,500

Financing: Accumulated surplus (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project.

Project: Primary network server

Current Status: In progress

Current Estimated Schedule: July 2016

Current Estimated Cost: \$6,000

Financing: (approved by Board of Trustees in FY 17 Capital Budget)

PVPA has not established a capital project reserve account for this project.

Project: Repainting of exterior

Current Status: Not started

Current Estimated Schedule: 2018

Current Estimated Cost: \$80,000-\$90,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Redesign/resurfacing of parking lot

Current Status: Not started

Current Estimated Schedule: 2018

Current Estimated Cost: \$275,000 - \$300,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of flooring

Current Status: Not started

Current Estimated Schedule: 2019

Current Estimated Cost: \$25,000 - \$30,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Repair of masonry and sealing of windows

Current Status: Not started

Current Estimated Schedule: 2019

Current Estimated Cost: \$65,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Project: Replacement of chairs, desks and tables

Current Status: Not started

Current Estimated Schedule: 2020

Current Estimated Cost: \$67,000 - \$70,000

Financing: Accumulated surplus

PVPA has not established a capital project reserve account for this project.

Additional Information

Conditions

In late winter, PVPA’s charter was renewed with one condition: “Pioneer Valley Performing Arts Charter Public School must demonstrate that it is an academic success by December 31, 2017 by demonstrating significant and sustained academic improvement in mathematics.”

It should be noted that PVPA’s 10th grade mathematics scores, by the state’s primary measure (MCAS) and other external measures, clearly demonstrate PVPA’s academic success. This condition is specifically targeted to PVPA’s 7th and 8th grade scores, the grade that the vast majority of PVPA students enter our school, from approximately fifty different schools, as well as from home school education programs.

Complaints

The PVPA Board of Trustees received three complaints during the 2015-2016 school year.

1. Three students (one complaint) alleged that they were being treated unfairly because of their race. After a thorough investigation, the Board found that the allegation was without merit.
2. An interim administrator alleged pay disparity based on gender bias and an unwillingness of the part of the Head of School to negotiate a higher salary. The Board of Trustees found no basis for any gender bias in the administrative salary structure, and affirmed the right of the Head of School to negotiate and determine appropriate salaries with current and future employees.
3. A group of faculty members alleged that the hiring process for a vacant administrative position was not consistent with past practice and should be altered. After an investigation, the Board found that the allegation was without merit.

APPENDIX A

Accountability Plan Evidence 2015-16

Faithfulness to Charter

Objective: PVPA’s annual high school graduation and college acceptance rates will exceed the average of the ten districts from which we receive our highest percentage of students.

Measures	2015-2016 Performance	Evidence
Measure: One hundred percent of high school students who meet PVPA graduation requirements will be admitted to college.	MET	Class of 2016 – 100% of applicants were accepted; 90% plan to attend college this fall. (Note: Every PVPA graduate who applied to college was accepted.)

Measure: Each year, PVPA’s average SAT I English scores will exceed those of our sending districts by ten percent. (The ten districts from which we received the highest percentage of our students this year, in alphabetical order, are: Amherst, Belchertown, Chicopee, Easthampton, Granby, Hadley, Hampshire Regional, Northampton, Springfield, and South Hadley.)

MET
(For the most recent year data is available.)

2014-2015 SAT Critical Reading

10 Sending Districts Avg. Score: 515
PVPA Score: 601

2014-2015 SAT Writing

10 Sending Districts Avg. Score: 504
PVPA Score: 559

Measure: The average SAT I math scores of the Class of 2016 will increase by five percent over the combined average SAT I math scores in 2011, 2012, and 2013.

MET

This goal was achieved ahead of schedule and exceeded the targeted percentage increase by a comfortable margin.

2011	2012	2013	2015
514	506	509	541

Objective: PVPA students will demonstrate and promote the value of an arts-based education.

Measure: All students will take a minimum of two arts classes every semester and declare a major by the start of their junior year.

MET

All students took a minimum of two arts classes per semester, and many took three. Some students whose IEP require a math/reading intervention class in addition to support blocks, cannot meet this goal.

Measure: Each year, all audition-based music classes will perform for local schools and organizations to promote the importance of an arts-focused education.

MET

Please see “Dissemination: Arts”

Measure: Each year, our dance students will be in residence at a local elementary school teaching dance to children without access to a dance program.

MET

Please see “Dissemination: Arts”

Measure: Each year, our theater students will create an original performance and tour the piece in local elementary schools and arts organizations.

MET

Please see “Dissemination: Arts”

Measure: By September 2014, PVPA will establish a summer professional development institute for the teaching of the performing arts in public schools.

NOT MET

Due to several factors, this goal was not met.

APPENDIX B
Recruitment Plan
2015-2016

School Name: Pioneer Valley Performing Arts Charter Public School

Date: July 23, 2016

Provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary

With the percentage of students receiving special education services over 20% at times this year, PVPA's recruitment in this area speaks for itself. Parents of students with IEPs recommend PVPA to parents who, for a variety of reasons, are dissatisfied with the special education services their children receive in their home school districts. As a result, PVPA is accepting more students with increasing academic needs, including students who require MCAS-ALT and students who had been placed in in-district alternative education programs.

Similarly, there was a rise in regular education accepted students in grades 7-10 who required placement in either a Math Intervention, Math Support, or Reading Workshop class to bring their skills up to grade level. Due to our school culture of acceptance and safety, PVPA also enrolls many students whose parents report had been bullied in their home districts and who were at high risk for dropping out of school.

PVPA maintains contact with its students who have "dropped out" of school. Understanding that not every student fits into a four-year graduation box, PVPA encourages and supports students to stay in school for a fifth year, if need be, so that our students can, when ready, matriculate to college.

Additionally, students who were just one or two classes away from meeting our graduation requirements create plans with the school administration to take those courses at local community colleges, and then "re-enroll" for the purpose of receiving their PVPA diploma. Although those students are listed as having dropped out, they have already begun their post-secondary education careers.

PVPA underwrites the cost of transportation for all students, and especially so for all families eligible for free or reduced lunch. PVPA also either reduces or eliminates all school-related activity fees for eligible families. PVPA also provides free computers to any family who cannot afford one, regardless of their official eligibility status.

Finally, the results of our lottery indicate that it is likely that we will not begin the school year with any English Language Learners.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities

1. Sent Admission Packets (information about school and the application process) to all guidance departments in elementary and secondary schools in Hampshire, Hampden, and Franklin County.
2. Sent press releases to all newspapers, radio and television outlets in all representing sending districts detailing availability of applications, process for applying, deadline for application, as well as an overview of the school, and an information meeting schedule to see the school and ask questions of school administrators.
3. Advertised on radio and print media (including Spanish language programs) to broaden the application pool.
4. Posted flyers in economically depressed communities promoting school and in timely manner for application to school.
5. Held informational meetings at the school and off site at community centers that are easily accessible to public transportation.

Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Maintain Academic Support Director and SPED-PAC parents in parent-student information session meetings. 2. Provide information about our SPED programs on the PVPA website.
Limited English-proficient students	<ol style="list-style-type: none"> 1. Translate two admissions or resources-related documents into Spanish each year. 2. Schedule recruitment outreach in targeted communities in the fall as well as in the winter leading up to the lottery. 3. Have translation services available at admission information events. 3. Advertising in local Spanish-language media outlets. 4. Systematically plan to provide access to the entire PVPA website in Spanish. 5. Undertake WIDA and SEI training in anticipation of new ELL students.
Students eligible for free or reduced lunch ¹	<ol style="list-style-type: none"> 1. Publicize that PVPA significantly underwrites the cost of transporting by bus eligible families to and from their sending districts. 2. Continue to publicize the PVPA computer give-away program for eligible families. 3. Include information about our free and reduced lunch program, and reduced or waived student activity fee programs in admissions materials.

Students who are sub-proficient	<ol style="list-style-type: none"> 1. Share our graduation and college acceptance rate information with families on the admissions materials. 2. Describe our reading and math academic support intervention programs and our homework support structures. 3. Discuss with parents that in some instances it is developmentally appropriate to earn a PVPA diploma in five years instead of four.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Discuss partial day programs for students to alleviate academic or financial stress. 2. Share information about our counseling and academic support services. 3. Schedule regular meetings with students and families to discuss concerns and expectations for earning a PVPA diploma. 4. Provide information and support for students who decide, after exhausting steps 1-3, to pursue a GED to move on to college or work.
Students who have dropped out of school	<ol style="list-style-type: none"> 1. Send regular communication to students who have dropped out. 2. Call students and parents to encourage their continued academic pursuits and help facilitate those pursuits. 3. Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Increase the number and diversity of student organizations through affinity groupings to create safe havens to explore challenging issues. 2. Disseminate the new PVPA Diversity Plan.

APPENDIX B
Retention Plan
2015-2016

Please provide a brief narrative report on implementation of retention strategies from last year’s plan.

Implementation Summary

Special Education Students

PVPA continued regular academic support/guidance/administrative group meetings to review student progress by using a variety of data tracking and communication tools. Collaboration and training between math and special education teachers supported improved math instruction for students with disabilities and led to better small group and individualized math instruction for students below and significantly below grade level. Additionally, PVAP expanded its middle school Reading Workshop program and strengthen its Foundations Classes to allow for more successful inclusion strategies for students requiring curricular modifications

Limited English Proficient

PVPA expanded its staff minority recruitment efforts this year by becoming a member of NEMNET, attending workshops and participating in the NEMNET Hiring Fair in Boston. Our Diversity Coordinator,

who is a native Spanish speaker from Puerto Rico, had an expanded role this year, joining the schools efforts to ensure that PVPA was doing all that it could to attract and retain English Language Learners. Finally, we expanded the website materials available in Spanish and named a new ELL Coordinator.

Students Eligible For Free/Reduced Lunch

As in prior years, PVPA either reduced or waived all activity-based fees for eligible students, and provided scholarships for events and activities to ensure that students has spending money for lunches and dinners on field trips and overnight trips. Additionally, we continued our Computer Give-Away program for any family in need, and made information available for families to receive discounted internet access at home.

Students Who Are Sub-Proficient

PVPA redesigned its math and reading diagnostic assessment tools to identify sub-proficient students within the first two-weeks of school and develop appropriate intervention strategies and plans. The new teacher orientation, and ongoing professional development throughout the year, strongly emphasized the importance of differentiated instruction, teaching to diverse learning styles, and ensuring fidelity to PVPA's DCAP and students required accommodations and modifications. PVPA also provided substantially more information to all families via the parent portal, and held multiple family-teacher conferences throughout the year. Finally, we expanded our Peer Tutoring program to include more students.

Students At Risk For Dropping Out

In addition to maintaining regular check-ins with students and their parents/guardians, PVPA guidance counselors took at-risk students on personal tours of local community colleges, developed creative schedules to allow for credit recovery and employment, developed weekly academic tracking sheets with classroom teachers, and connected students to adult and peer mentors. When necessary, PVPA partnered with outside mental health agencies to support at-risk students on a range of issues that put them at risk, especially sever anxiety and clinical depression, which have both spiked over the past three years.

Students Who Have Dropped Out Of School

PVPA maintained contact with students and families who have dropped out through of a variety of methods including email, telephone, and invitations to visit the school and attend school events. Students are regularly encouraged to return to school, meet with guidance counselors and develop plans that can further their educational or vocational goals.

Other Subgroups Of Students Who Should Be Targeted To Eliminate The Achievement Gap

PVPA created two school-wide data teams to study and bring to the faculty patterns of achievement gaps in our school and strategies to address those gaps. All teachers were provided with anti-racist teacher training designed to strengthen cultural competencies in their work with students and parents. All teachers and administrators ensured that instructional materials were free of bias and are supportive and affirming of all PVPA students. Finally, PVPA was the only Western MA school to maintain in newly established partnership with the NCCJ and the Camp Anytown Diversity trainings for students and staff.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> 1. Maintain weekly academic support/guidance team meetings 2. Expand the use of electronic data tracking tools and communication tools 3. Provide additional professional development training for special education teachers in the new math curriculum 4. Expand the math and reading intervention programs 5. Support teacher training for implementing modifications in a standards-based classroom and grading system 6. Analyze data to determine retention and graduation rates trends of students with IEPs
Limited English-proficient students	<ol style="list-style-type: none"> 1. Ensure proper training and credentialing of all required ELL teachers and teacher supervisors. 2. Provide translation services between home and school. 3. Translate all relevant and required documents into Spanish. 4. Encourage student participation into the Latino Student Union.
Students eligible for free or reduced lunch ²	<ol style="list-style-type: none"> 1. Distribute eligibility forms to all families prior to the start of school 2. Ensure that all families understand that no students will be denied participation to any activity due to ones ability to pay an activity or transportation fee 3. Increase publicity for the computer give-away program for families who cannot afford a home computer 4. Provide preferential parent-teacher conference sign-up slots for families who do not have access to the internet at home
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Enroll sub-proficient students in the appropriate subject-based intervention classes. 2. Assign student a mentor. 3. Provide required services per an IEP or 504 if applicable. 4. Link to community agency support depending on the reasons for which a student is sub-proficient (attendance; social/emotional; academic; health; cognitive capacity; other). 5. Maintain frequent communication with parents/guardians.
Students at risk of dropping out of school	<ol style="list-style-type: none"> 1. Hold family meeting with guidance and administration to identify potential supports and next steps. 2. Refer for testing or counseling, if appropriate. 3. Discuss options (partial day schedule, work study, equivalency degree) for earning one’s HS diploma. 4. Repeat Step 1 and re-evaluate options.

Students who have dropped out of school	<ol style="list-style-type: none"> 1. Send PVPA mailings and emails to students who have dropped out of school 2. Call students and parents to encourage their continued academic pursuits and help facilitate those routes. 3. Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Provide anti-racist teacher training designed to strengthen teachers' cultural competency 2. Regularly review sub-group achievement data to identify gaps and address specific areas of concern 3. Ensure that all instructional materials are free of bias and are supportive and affirming of all PVPA students.

APPENDIX C
School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	31	8
Asian	10	2.5
Hispanic	51	13
Native American	1	.2
White	274	69.5
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	27	6.8
Special education	89	23
Limited English proficient	0	0
Economically Disadvantaged	95	24

ADMINISTRATIVE ROSTER FOR THE 2054-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Scott Goldman Head of School	Reports to Board of Trustees, evaluates all administrative personnel and programs, and leads development efforts and external relations and strategic partnerships.	July 2011	NA
Llama Maynard Director of Academic Programs	Oversees all aspects of the academic program (curriculum, instruction, assessment, MCAS) and supervises and evaluates teachers from the mathematics and ELA departments.	August 2009	NA
Robert Brainin Chief Financial Officer	Responsible for all budgetary matters (transportation, food service, grants, and production revenue/expenses). Prepares and monitors the budget and oversees HR in collaboration with Head of School.	July 2008	NA
Brent Nielsen Special Education Director	Responsible for all aspects of the school's special education program, including staff supervision and evaluation, program development, 504 monitoring and outside consultants providing ancillary services.	July 2013	NA
Chris Fournier Director of Student Affairs	Responsible for student culture, school-wide event planning, and student discipline. Supervises guidance counselors.	April 1999	NA
Thom Vreeland Technology Coordinator	Maintains the school's technology requirements including hardware, software, PowerSchool and compatibility with all DESE reporting requirements.	August 1999	NA
Ann Biddle Director of Arts Programs	Oversees all aspects of the arts program (curriculum, instruction, assessment, auditions, productions) and supervises and evaluates arts teachers.	August 2011	NA
Jeanne Powers Associate Director of Academic Programs	Organizes and leads the mentor programs, Paideia, substitute teacher evaluation, and oversees curriculum, instruction, assessment and teacher supervision in science, history and world language.	August 2008	NA

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR

The teacher and staff attrition numbers this year reflect what we hope will be the trend as we move into our twentieth year. Several factors may have played a role, including but not limited to our continued desire to move part-time teachers to full-time or near full-time positions, 3% salary increases for teachers in each of the last two years, the excitement surrounding our new building construction project, and good teacher satisfaction survey scores.

	Number as of the last day of the 2015-2016 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers, Guidance Counselors, Special Education Teachers, Nurse, Library	51	2	5	3=Relocation with spouse; 1=New job at other school; 1=New job; 1=Career change; 1=Contract ended
Administrators, Administrative Support/ Clerical Staff, and Apprentice Teachers	23	1	6	2=New job; 2=Attending grad. School; 1=New job at another school; 1=Contract ended; 1=Completing practicum

BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Barnhill, James	Community Member	Governance	4	Joined 9/14; ends 9/16
Decherd, Will	Teacher	Governance	3	Joined 6/13; ends 6/17
Dionne, Rachel	Parent	Finance	3	Joined 6/13; ends 6/17
Hicks, Kim	President, Parent	President	4	Joined 6/10; ends 6/16
Huggett, Gary	Teacher		1	
Huggett, Rachel	Student		1	Completed 1 year term: ended on 6/30/16
Jacobson, Deborah	Treasurer, Community Member	Finance	3	Joined 9/11; ends 6/17
Jacque, Berri	Community Member	Governance	3	Joined 10/12; ends 6/16

BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
McLaurin, Trace	Student		1	Completed 1 year term: ended on 6/30/16
Moore, Sean	Alumni Rep Community Member		2	Joined 11/12; ends 6/16
Roma, Jiro	Student		1	Completed 1 year term: ended on 6/30/16
Smith, Gary	Parent	Governance	3	Joined 9/12; ends 6/16
Sumi, Geoff	Parent	Governance	3	Joined 9/13; ends 6/17
Therrien, Stephen	Student		1	Completed 1 year term: ended on 6/30/16
Winter, Melinda	Parent		1	

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Geoff Sumi
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	Llama Maynard

Facilities: PVPA has neither relocated nor acquired a new facility

Enrollment

Action	Date(s)
Student Application Deadline	January 27, 2017
Lottery	February 17, 2017

