

# **Annual Report 2017-2018**

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## **PVPA**

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## INTRODUCTION TO PVPA

## Mission Statement

*PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.*

<b>Pioneer Valley Performing Arts Charter Public School (PVPA)</b>			
Type of Charter	Commonwealth	Location	South Hadley, MA
Regional or Non-Regional	Regional	Districts in Region (Sending Districts (2017-18))	Agawam, Amherst-Pelham 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	319
School Hours	8:30-3:55 8:30-2:50 (F)	Age of School	22 years

# LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Commissioner Riley:

The Pioneer Valley Performing Arts Charter Public School (PVPA), in completing its twenty-second year, remains true to its mission of providing a rigorous college-preparatory curriculum rich in the visual and performing arts. The successful renewal of our charter in 2016, which reaffirmed our place in the Massachusetts charter school landscape, included conditions based on academic progress in mathematics. In 2017-18 we were very pleased to be able to have those conditions lifted by the DESE. This indicates our continued growth and pursuit of academic excellence.

This year included a significant change in PVPA's leadership. Dr. Marc Kenen is our Interim Executive Director and will lead the school through the 2017-2018 school year. Dr. Kenen has served as the founder and Executive Director of the Massachusetts Charter Public School Association and is a parent of two PVPA alumni.

Leadership at the level of the Board of Trustees also has changed. In January, 2018, Melinda Winter was elected President of the Board of Trustees. Donovan Arthen was elected as the Vice-President and Chair of the Governance Committee.

PVPA remains a vibrant place, continually resonant of 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, under the leadership of our new Executive Director, knowing that the talent and resources of our teachers, administrators, students, families, and Board members will enable us to continue to thrive.

Sincerely,

Melinda Winter

President, PVPA Board of Trustees

## SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

### **FAITHFULNESS TO CHARTER:** Mission and Key Design Elements

#### **Intensive Exposure to the Performing Arts**

In the 2017-18 school year, PVPA offered 120 performing arts classes to its student body. 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.

At PVPA, students have opportunities to take a wide range of courses in dance, theatre, film, visual art, technical theatre, costuming, music and digital and graphic design. These courses range from general, introductory courses intended to expose students to the performing arts, as well as auditioned based advanced level courses for students who want to concentrate more deeply in a specific art form.

PVPA encourages a climate of inclusive practice for all students in the arts and offers multiple opportunities for participation (on stage, off stage, outreach, open mic, community events, etc). All students can participate and perform every other week, as part of PVPA's Open Microphone. In addition, Open Microphone is also a place to showcase arts and academic integration through formative and summative assessments (performances). ELA, world language, history, music, theater, film, costuming and dance teachers regularly collaborate throughout the semester leading to a demonstration of learning that is shared with the larger school community. Presentations and performances by the PVPA Student Affinity Groups (Black Student Union, Asian Student Union, Latino/a/x Student Union, GSD and Peace Jam) have also occurred during open mic and during other community day events.

PVPA continues to benefit from our new 7000 sq ft performance space (opened in 2016) which provides numerous 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 2017-18 performance calendar included 14 mainstage productions in dance, theatre, film and music and included celebrations of learning which extended beyond the school day with broad participation across the school for the following community events: New Families Celebration, PVPA Arts Festival, Unite Fest, Community Day and Unity Day. At PVPA, the arts are embedded in everything we do.

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 (this year our 7th and 8th grade students took part in one half-day experience, as they continued their academics classes throughout the mornings of Paideia).

## **2017-2018 Paideia Course Offerings**

**A Chorus Line.**

**Chess**

**Conspiracy Theory**

**Costume Production**

**Cultural Conversations in World Cinema**

**Dance Education Lab (7-12 activity)**

**Fashion & Wearable Art (7-12 activity)**

**Hands on ASL (7-12 activity)**

**High School Rock Climbing**

**Life 101: Make Me An Adult (7-12 activity)**

**Lighting Design**

**Making stuff that makes sound**

**M.A.P.S. - Music and Poetry Synchronized**

**Mock Trial Team**

**Portfolio Development**

**Radical 'Queer-stories' (7-12 activity)**

**Recording Studio Basics**

**SAT Prep**

**Screenwriting**

**Spectrum A Cappella Ensemble**

**The Eye of the Beholder Level II**

**The Eye of the Beholder Level I**

**Winter, Nature, and Mindfulness**

**Unite Fest Creative Team (7-12 activity)**

**Video Game History**

**WOW (7-12 activity)**

**Yarn for a Cause (7-12 activity)**

## **An Excellent College Preparatory Curriculum**

A quick review of PVPA's college acceptance rates, SAT scores, and 10th Grade MCAS scores over the past few years makes 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 year, all teachers grades 9-12, in both arts and academics, provided their students with the opportunity to earn honors level credit in any class. The honors policy was revised during the 2015-2016 school year and implemented this year. Honors had existed as options before to students, however, this initiative provides consistency between teachers with respect to what students know and produce. Students were able to earn honors credit for the class if they had successfully demonstrated an honors project and had earned a 3.2, 3.6, or 4.0 in the class. Honors grades were notated as 3.2H, 3.6H, and 4.0H.

PVPA continues to be a member of Virtual High School (VHS). Multiple students in grades 9-12 took advantage of VHS courses, such as Advanced Placement courses. A handful of students sat for AP exams at PVPA this past spring, including students taking Honors AB Calculus through PVPA's course offerings.

Again this year, 100% 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 grades 11-12 (as well as 9-10 students who are accelerated):

*French Intensive (French 4 & 5), Spanish Intensive (Spanish 4 & 5), Physics, Anatomy, Physiology & Psychology, Food Science and Nutrition, LGBTIQ studies, African American Literature, Honors AB Calculus, Honors Globalization, 1960s Art and Culture, Ancient Greek and Roman History, Civil Liberties and Political Rights, Electoral Politics, Public Speaking, Class, Gender, & Race, Advanced Technique: Contemporary, Advance Technique: Ballet, Advanced Music Theory: India, Advanced Music Composition and Arranging, Musical Theater Playwriting, Theater Critique, Advanced Costuming.*

PVPA students grades 7-10 are enrolled in required core academic courses designed to provide a strong foundation for their learning in 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 derived from the standards
- 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
- OPTIONAL - primary formative assessments, arts/academics integration and enhancement, lab activities

Curriculum maps are living documents which will change over time. Every three years, PVPA teachers review and update curriculum maps by working with department colleagues. However, teachers can update curriculum maps each summer in preparation for the upcoming year. 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 Arts and Academics 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.

The 2017-2018 school year was the third year in which PVPA students were assessed on their Habits of Work and Learning (HoWLs) separately from the content course objectives. All teachers shared the three HoWL course objectives, which is not used to determine the GPA (grade) for a student within a given course.

**PREPARATION:** I am prepared for class and arrive on time with organized materials and any needed attire.



**PARTICIPATION:** I participate in my learning by engaging actively, contributing productively, and collaborating respectfully and safely.

**PERSONAL RESPONSIBILITY:** I manage my school work by monitoring my assignment completion, meeting deadlines for assigned work and revisions, and/or successfully navigating the extension process if necessary.

During the 2017-2018 school year, PVPA contracted with NWEA and Implemented its MAP (Measures of Academic Progress) testing program in grades 7 and 8 for ELA and math. As well as math for high school students in math support classes. The hope is that the use of MAPs testing can continue to be used as another measure of academic success for PVPA throughout various grades.

Teacher professional development focused on the use of formative assessments within the classroom this school year. The collaborative time and curriculum day time dedicated to this work allowed teachers to practice using one formative assessment tool well and experiment with many others. Teachers worked in small groups and had discussions regarding the effectiveness of the formative assessment tools.

To ensure fidelity to our assessment practices, department leaders and program directors review and give feedback on course curriculum maps, the alignment between unit course objectives and listed summative assessments, monitor teachers' use of the Parent Portal to document student work and need for revisions on summative assessments, and request that teachers include student work artifacts in all mid-cycle and end-of-cycle evaluation meetings.

### **Access and Equity**

In 2017-2018 we analyzed our state and internal data and concluded that we were disciplining students with disabilities and economically disadvantaged students at a disproportionate rate. This led the school to decide to totally revamp our discipline system. A faculty/staff/student committee was convened to explore and develop a plan for adopting and implementing a restorative justice program at the school. During 2017-18 staff, faculty and students developed a school-wide implementation plan and participated in a number of trainings provided by the MA Charter Public School Association and the Collaborative in Northampton, MA and the Greenfield Mediation. In 2018-19 we are implementing the program in the school.

## Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria that best aligns to the shared best practice</b> (see link to Criteria above or list below)	<b>With whom did the school disseminate its best practices?</b> (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
teaching dance	groups of PVPA dancers meet with elementary school children from a neighboring Elementary School	Dance Department Leader, Dance teachers, juniors and seniors	partnerships with other schools implementing key successful aspects of the charter school's program	Leeds Elementary School in Northampton, MA	Yes, we received private funding for this effort
teaching west african dance and drumming	performance	Dance teacher, drummers and dancers	Partnerships with other schools implementing key successful aspects of the charter school's program	numerous public and private school in the Pioneer Valley	no funding received for this
teaching theatre to high school students	performance, workshops, master classes	theatre teacher and students	Partnerships with other schools implementing key successful aspects of the charter school's program	three partner public and private schools in the Pioneer Valley	no funding received for this
integrating arts and academics	performances	music teachers and student performers	partnerships with other schools	the UMASS High School Jazz Festival; Jazzfest at	no funding received for this

			implementing key successful aspects of the charter school's program	Holyoke Community College; the Northampton Jazz Festival.	

## ACADEMIC PROGRAM SUCCESS

### Student Performance A

Since the state is in the middle of their transition to the new generation MCAS test, we do not have the state accountability information to share that we've had in the past. However, you can view our State Report Card here:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2017&orgcode=04790505>

### Student Performance B

In addition to our continued success in the state's accountability system, PVPA continues to shine in other academic performance measures as well. For example, PVPA S.A.T. scores compare very favorably to those of our ten highest sending districts. You can view our S.A.T. scores here:

[http://profiles.doe.mass.edu/sat/sat\\_perf\\_dist.aspx?orgcode=04790000&orgtypecode=5&](http://profiles.doe.mass.edu/sat/sat_perf_dist.aspx?orgcode=04790000&orgtypecode=5&)

You can compare our scores to other school districts here:

[http://profiles.doe.mass.edu/state\\_report/sat\\_perf.aspx](http://profiles.doe.mass.edu/state_report/sat_perf.aspx)

### Program Delivery Changes in 2017-2018

Our major programmatic change for 2017-18 was the implementation of an Advisory program in the 7<sup>th</sup> and 8<sup>th</sup> grade. This Advisory program, based on best practices at other charter public schools, supports community building among our students and allows educational information beyond the traditional curriculum to be shared.

Students in grades 7th and 8th took part in MAPS (Measurement of Academic Progress) interim assessments two times throughout the year. These students took these assessments in math and ELA. Teachers analyzed this data to support whole group and individualized instruction. In

addition, students in 9th-12th grades who were enrolled in a math support class took the equivalent MAPs assessment in math as an additional data point for their learning.

Teachers increased their use of formative assessment practices within their curriculum. Teachers took part in a teacher and administrator led professional development throughout the year, which allowed teachers to become experts in a couple formative assessment tools.

In order to ensure continuity of instruction and support for the academic success of our middle school program, the 7th and 8th grade students continued their academic classes during the mornings of our Paideia winter session. Middle school students took part in the Paideia program for the afternoon, however, during the morning they continued their science, math, and humanities curriculum. This change was determined based on the developmental needs of our middle school students and the halt in curriculum for 13 days, which compared to sending districts was a difference PVPA administration and teachers believed was a factor in 7th and 8th grade MCAS scores.

The 9th grade environmental science and 10th grade biology courses included the old and the new standards in support of the 10th grade biology MCAS. The teachers are prepared to fully align in these two courses as the MCAS changes to reflect the new standards.

In 7th and 8th grade, the teachers are working to develop curriculum aligned to the integrated model. They implemented the new standards for life science and will do so this coming year for physical science. This year the 7th and 8th grade science courses will be fully aligned.

PVPA is working to align the adoption of revised learning standards for mathematics and English language arts and literacy.

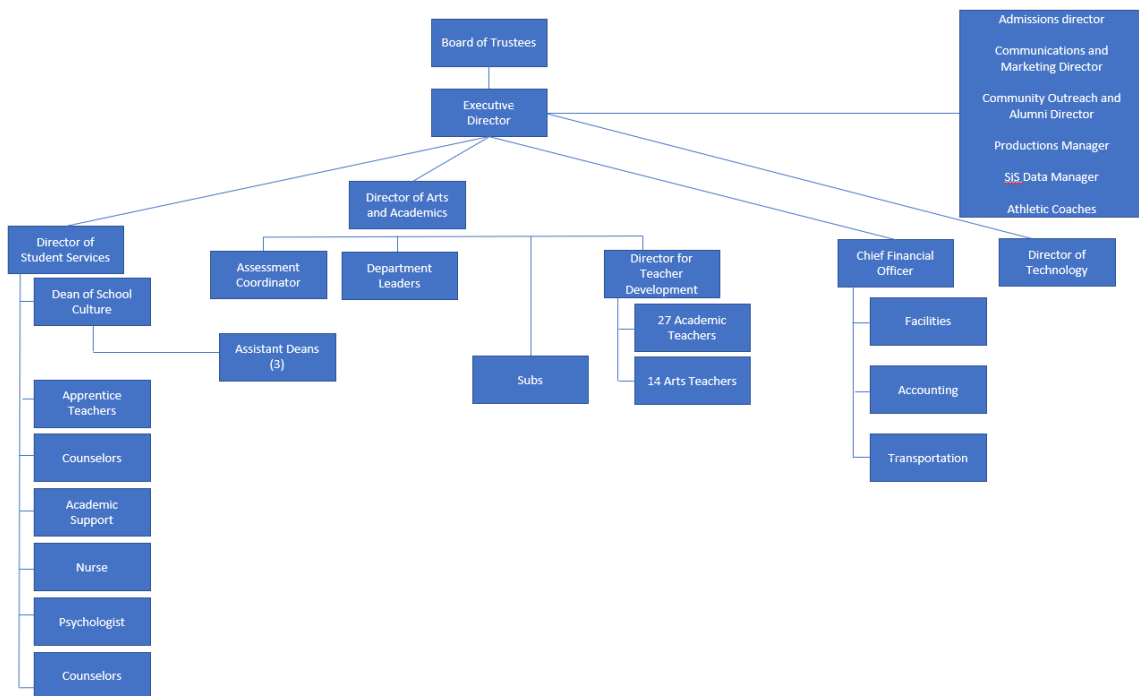
### **Social, Emotional, and Health Needs**

Considerable attention is given to the social, emotional, and health needs of all students at PVPA. In addition to the strength of a warm and caring community of adults with a staff: student ratio of 6:1, PVPA features the following: 1 full-time school nurse, 1 full-time school psychologist, 3 full-time school counselors, 1 full-time special education administrator, 1 full-time dean of school culture.

## ORGANIZATIONAL VIABILITY

### Organizational Structure of the School:

As the 2017-18 school year concluded a new organizational structure was created. The school transformed the “Head of School” position into an “Executive Director” position. This was done to more accurately reflect the duties of a Charter School leader in 2018.



## **Financial Reports: Unaudited FY 18 Statement of Revenues, Expenses and**

### **Changes in Net Position (Income Statement)**

#### **Operating Revenue**

<b>Commonwealth of Massachusetts Sources</b>	<b>\$5,703,695</b>
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<b>Production</b>	<b>38,846</b>
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<b>Student Activities</b>	<b>100,378</b>
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<b>Auxiliary</b>	<b>62,733</b>
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<b>Miscellaneous</b>	<b>4,675</b>
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<b>Total Revenue</b>	<b>\$5,910,327</b>
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#### **Operating Expense**

##### **Education Expense**

<b>Salaries and Benefits</b>	<b>\$3,212,168</b>
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<b>General Educational Expense</b>	<b>56,659</b>
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<b>Departmental</b>	<b>41,742</b>
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<b>Grants</b>	<b>154,336</b>
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<b>Education-Other</b>	<b>231,678</b>
<b>Total Education Expense</b>	<b>\$3,696,583</b>
<b>Production</b>	<b>152,114</b>
<b>Technology</b>	<b>29,860</b>
<b>Administrative</b>	<b>1,174,095</b>
<b>Facilities</b>	<b>704,065</b>
<b>Depreciation</b>	<b>105,460</b>
<b>Auxiliary Expense</b>	<b>176,332</b>
<b>Other Expense</b>	<b>10,533</b>
<b>Total Expense</b>	<b>\$6,049,042</b>
<b>Operating Income</b>	<b>(\$138,715)</b>
<b>Nonoperating Revenue (Expense)</b>	
<b>Fundraising revenue</b>	<b>\$51,381</b>
<b>Interest</b>	<b>10,816</b>
<b>Rental Income</b>	<b>6,975</b>
<b>Tuition received in excess of budget-</b> <b>designated for Capital costs related to building</b> <b>addition</b>	<b>106,587</b>
<b>Fundraising expense</b>	<b>(5,969)</b>
<b>Total Non-operating Income</b>	<b>\$169,790</b>

<b>Change in Net Position</b>	<b>\$31,075</b>
<b>Net Position, Beginning of year</b>	<b>2,689,271</b>
	<hr/>
<b>Net Position, End of year</b>	<b>\$2,720,346</b>
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## Financial Reports: Unaudited FY 18 Statement of Net Assets

### (Balance Sheet)

#### Assets

##### Current Assets

Cash and Cash Equivalents	\$2,121,931
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Accounts Receivable (net)	50,342
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Other Current Assets	232,157
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Total Current Assets	2,404,430
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Fixed Assets (net)	836,878
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Total Assets	\$3,241,308
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#### Liabilities and Net Assets

##### Liabilities

Accounts Payable	\$43,256
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Accrued Expense	\$15,050
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Accrued Payroll and Withholdings	453,472
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Other Liabilities	9,183
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Total Liabilities	520,961
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Net Assets	2,720,347
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Total Liabilities and Net Assets	\$3,241,308
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**Approved School Budget for FY 19**  
**FY 19 Approved Budget**

	<b>Approved Budget</b>	<b>Approved Budget</b>
	<b>FY 18</b>	<b>FY 19</b>
<hr/>		
<b>Revenue</b>		
Commonwealth of Massachusetts Revenue	\$5,686,906	\$5,920,915
Production Revenue	37,200	39,500
Student Activities Revenues and Fees	69,000	69,000
Auxiliary Revenue	94,000	96,000
Interest	2,800	6,000
Fundraising Revenue	40,000	103,000
Miscellaneous Revenue	2,500	2,500
Rental Income	8,000	4,000
Total Revenue	<hr/> \$5,940,406	<hr/> \$6,240,915
 <b>Expense</b>		
Education Expense		
Education Salaries, Taxes and Benefits	\$3,187,280	\$3,480,960
General Educational Expenses	43,700	37,700
Departmental Expense	42,250	52,800
Grants	138,255	155,240
Education-Other	173,850	142,300
Total Education Expenses	<hr/> \$3,585,335	<hr/> \$3,869,000
 Production	 121,518	 153,628
Technology	32,960	32,530
Administrative	1,196,702	1,232,950
Development	6,000	6,000

Facilities Expense	761,189	762,750
Depreciation	77,800	95,000
Auxiliary	147,799	171,867
Other Expenses	6,500	6,500
Total Operating Expense	\$5,935,803	\$6,330,225
Change in Net Assets	\$4,603	-\$89,310

FY 19 budget approved by Board of Trustees on June 12, 2018

### Capital Plan for FY19

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 ongoing routine maintenance. 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. Many of these projects have been completed, are in process and on-going or slated for a future time frame.

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.

During the June 12, 2018 meeting of the Board of Trustees, the PVPA Board agreed to the formation of a Board sub-committee tasked with evaluating the facility needs of the school. This sub-committee will begin work in September 2018.

Project: Parking lot redesign study

Current Status: In progress - completion scheduled for August 15, 2018

Current Estimated Schedule: 2016-2019

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.

Project: Redesign/resurfacing of parking lot

Current Status: In Progress - completion scheduled for August 15, 2018

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$490,770

Financing: Funds from related 501 (c)(3) organization, Friends of PVPA.

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

Project: VoIP Telephone system

Current Status: In Progress

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$40,000

Financing: Accumulated surplus - Approved in FY 19 budget.

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

Project: Wifi System Upgrade

Current Status: In Progress

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$30,000

Financing: Accumulated surplus - Approved in FY 19 budget.

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

Project: Card Access System

Current Status: In Progress

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$15,000

Financing: Accumulated surplus - Approved in FY 19 budget.

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

Project: CCTV System Upgrades

Current Status: In Progress

Current Estimated Schedule: 2018-2019

Current Estimated Cost: \$7,500

Financing: Accumulated surplus - Approved in FY 19 budget.

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

Project: Chromebook 1:1 Program

Current Status: In Progress

Current Estimated Schedule: 2018-2019

Annual report 2017-2018

Current Estimated Cost: \$2,000

Financing: Accumulated surplus - Approved in FY 19 budget.

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

Project: HVAC replacements-high efficiency units

Current Status: In Progress

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$280,000

Financing: Funds were previously budgeted however related party will be responsible

PVPA has not established a capital project reserve account for this project. Project to be funded by related 501 (c)(3) organization, Friends of PVPA.

Project: Roof replacement

Current Status: In progress

Current Estimated Schedule: 2019-2020

Current Estimated Cost: \$160,000 plus 10% soft costs

Financing: Funds were previously budgeted however related party will be responsible.

PVPA has not established a capital project reserve account for this project. Project to be funded by related 501 (c)(3) organization, Friend of PVPA.

Project: Repainting of exterior

Current Status: Not started - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

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

Financing: Accumulated surplus

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

Project: Replacement of flooring

Current Status: Not started - To be evaluated by board sub-committee

Current Estimated Schedule: Unknown at this time

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 - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

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 - To be evaluated by Board sub-committee

Current Estimated Schedule: Unknown at this time

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

Financing: Accumulated surplus

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

## Appendix A: Accountability Plan Performance

<b>Pioneer Valley Performing Arts Charter Public School (PVPA)</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b>	South Hadley, MA
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	45 <sup>1</sup>
<b>Year Opened</b>	1996	<b>Year(s) Renewed</b> (if applicable)	2001, 2006, 2011, 2016
<b>Maximum Enrollment</b>	400	<b>Chartered Grade span</b>	7-12
<b>Mission Statement:</b> The Pioneer Valley Performing Arts Charter Public School (PVPA) offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			

<sup>1</sup> Agawam, Amherst, Amherst-Pelham, Belchertown, Brimfield, Chesterfield-Goshen, Chicopee, Conway, East Longmeadow, Easthampton, Gateway Regional, Gill-Montague, Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham, Hampshire Regional, Hatfield, Holland, Holyoke, Leverett, Longmeadow, Ludlow, Monson, Mohawk Regional, New Salem Wendell, Northampton, Palmer, Pelham, Pioneer Valley Regional, Ralph Mahar Regional, Shutesbury, South Hadley, Southampton, Southwick Tolland, Springfield, Sunderland, Wales, Ware, West Springfield, Westfield, Westhampton, Whately, and Williamsburg.

**Key Design Elements** *(with parenthetical citations to pages from the charter application):*

- College preparatory curriculum (P.2; Executive Summary)
- Intensive exposure to the performing arts (P.2; Executive Summary)
- Standards-based assessment system (Section 1. P.2-3)

**The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.**

Date of Preliminary ESE Approval	
Date of Board Approval:	
Date of ESE Approval:	

Objectives and Measures related to Mission and Key Design Elements (*required*):

<b>Objective:</b> PVPA students will be routinely accepted into a range of colleges and universities.		
<b>Measure:</b> Each year, PVPA's annual college acceptance rates will exceed the average of its ten highest sending districts.	<b>Partially Met</b>	<b>Evidence:</b> Use of 2016, 2017 graduate exit survey data, Clearinghouse data, and SIMS data. PVPA currently exceeds Springfield, Holyoke and others. More reliable data collection tools needed.
<b>Measure:</b> Each year, every PVPA graduate who applies to college will be accepted.	<b>Partially Met</b>	<b>Evidence:</b> 2018 graduate survey data indicates that all graduates who completed survey met this benchmark. More work to be done around data collection and tracking.
<b>Measure:</b> Each year, one-hundred percent of 11 <sup>th</sup> grade students who plan to apply to a four year college will take the PSAT.	<b>Met</b>	<b>Evidence:</b> Powerschool data demonstrates this.
<b>Measure:</b> Each year, PVPA's average SAT I English scores will exceed those of our sending districts by ten percent.	<b>Partially Met</b>	<b>Evidence:</b> Incomplete data collected for adequate sampling of average score..
<b>Objective:</b> PVPA students will be deeply immersed in the arts.		
<b>Measure:</b> All students will complete at least two or more full-year arts classes taught by professional teaching artists in any given year.	<b>Met</b>	<b>Evidence:</b> Course enrollment data in PowerSchool.
<b>Measure:</b> All students will fulfill the requirements for Arts Concentration designation at graduation.	<b>Partially Met</b>	<b>Evidence:</b> 77% of graduates fulfilled arts concentration requirements as per the graduate exit survey. More work to be done around collection and tracking.
<b>Measure:</b> All students will work towards achievement of rigorous arts-focused learning outcomes (Course Objectives) in all arts classes.	<b>Met</b>	<b>Evidence:</b> Course enrollment data and "Season" events calendar reflect this.
<b>Measure:</b> Prior to graduation, students will demonstrate their knowledge and skills for either performance of an art or technical support for production by participating in at least one PVPA Main Stage production or community-based event (e.g. Unite Fest).	<b>Met</b>	<b>Evidence:</b> All graduates fulfilled the requirements for arts concentration or received approved waivers.
<b>Measure:</b> Students will express learning in academic classes through artistic expression as appropriate to the discipline, and learning in arts classes through academic means	<b>Partially Met</b>	<b>Evidence:</b> PVPA Director of Arts and Academic Programs will maintain a collection of arts/academic integrated/enhanced



when applicable to the assignment.		lesson plans, unit plans, and assessments to be shared annually with PVPA teachers and disseminated as part of biannual professional development opportunities. Difficulty finding planning time proved to be an obstacle.
<b>Objective:</b> PVPA faculty will provide multiple assessment opportunities that allow all students to demonstrate their acquired skills and knowledge.		
<b>Measure:</b> Students complete Summative Assessments within each unit to demonstrate key learning about Course Objectives. Unit plans include formative assessments that support student readiness for summative outcomes.	<b>Partially Met</b>	<b>Evidence:</b> Performance data submitted by all faculty included summative assessment data as outlined by curriculum maps as evidenced by Powerschool data. Supervising administrators will collect and review curriculum maps that document planned summative assessments per unit from every teacher.
<b>Measure:</b> All students will present individually at student-led learning conferences for faculty, parents, and community.	<b>Partially Met</b>	<b>Evidence:</b> Advisory implemented in 2017-18.

Objective and Measures related to Dissemination (required):

<b>Objective:</b> PVPA will share the process and outcomes inherent in an arts-rich education.		
<b>Measure:</b> Each year, PVPA dance students will be in residence at local elementary schools promoting dance for every child through our Dance Education Laboratory (DEL) program.	<b>Met</b>	<b>Evidence:</b> See "Dissemination."
<b>Measure:</b> Each year, PVPA faculty and administrators will provide a professional development opportunity to area educators in one of the two topics:	<b>Met</b>	<b>Evidence:</b> See "Dissemination."

Standards-based Assessment and/or Arts Integration.		
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## Appendix B: Recruitment and Retention Plan

### 2017-2018 Implementation Summary:

- In 2017-2018 the percentage of students receiving special education services was over 20% at times. PVPA's recruitment in this area continues to be a success. 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. Additionally, there continues to be a rise in regular education accepted students in grades 7-10 who require placement in either a Math Intervention, Math Support, or Reading Workshop class to bring their academic skills up to grade level.
- Due to the school culture of acceptance and safety, PVPA also enrolls many students whose parents/guardians 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 continues to underwrite 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.
- We believe that our October 1, 2018 SIMs data will closely approach or meet the comparison index or gap narrowing targets in each sub-group area so no further discussion regarding the school's recruitment and retention plan is requested.

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

**students.**

**General Recruitment Activities for 2018-2019:**

1. Send 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. Send 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. Advertise on radio and print media (including Spanish language print and radio programs) to broaden the applicant pool.
4. Post flyers in economically depressed communities promoting school and in timely manner for application to school.
5. Hold 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 each demographic group.**

Demographic Group	Strategies
<p><b>Special Education</b></p> <p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 20.2%</p> <p><b>GNT percentage:</b> 12.8%</p> <p><b>CI percentage:</b> 13.8%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p><b>(b) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>x Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Maintain Academic Support Director (Special Education Director) and Special Education Parent Advisory Council parents in parent-student information session meetings.</li> <li>• Provide information about our Special Education programs on the PVPA website.</li> </ul>

<p><b>Limited English-proficient students</b></p> <p><b>(a) CHART data</b></p> <p>School percentage: .5%</p> <p>GNT percentage: 2.3%</p> <p>CI percentage: 3.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Translate two admissions or resources-related documents into Spanish each year.</li> <li>• Schedule recruitment outreach in targeted communities in the fall as well as in the winter leading up to the lottery.</li> <li>• Have translation services available at admission information events.</li> <li>• Advertising in local Spanish-language media outlets.</li> <li>• Systematically plan to provide access to the entire PVPA website in Spanish.</li> <li>• Undertake WIDA and SEI training in anticipation of new ELL students.</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p>x Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• Website: identify primary pages for recruitment to be translated professionally. Translate monthly news articles (the only items currently not automatically translated by the website).</li> <li>• In addition to advertising in Spanish-language print media, create a radio spot as well for Hampden County.</li> <li>• This year, translate our new outreach materials (poster, small flyer, infographic sheet). By 2018-19 school year, have our FAQs professionally translated to Spanish.</li> <li>• Disseminate translated outreach materials to student-centered organizations in Springfield and Holyoke.</li> <li>• Pursue a presence at a minimum of one latino/a/x heritage event in Holyoke or Springfield in the summer or Fall of 2018.</li> <li>• Expected comparison index percentage for limited English-proficient students to be met by 2019-2020 school year.</li> </ul>
<p><b>Economically disadvantaged students</b></p> <p><b>(a) CHART data</b></p>	<p><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Publicize that PVPA significantly underwrites the cost of transporting by bus eligible families to and from their sending districts.</li> <li>• Continue to publicize the PVPA computer give-away program for eligible families.</li> <li>• Include information about our free and reduced lunch program, and reduced or waived student activity fee programs in admissions materials.</li> </ul>

<p><b>School percentage:</b> 26%</p> <p><b>GNT percentage:</b> 19 %</p> <p><b>CI percentage:</b> 35.2%</p> <p>The school is <u>above</u> GNT and <u>below</u> CI percentages</p>	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p>x Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• Post flyers and posters at the Holyoke Boys and Girls Club, Holyoke YMCA, Springfield YMCA, and other community programs that may serve lower income youths.</li> <li>• Post flyers and posters and provide paper copies of our application in low-income housing developments throughout towns and cities in our three priority counties (Hampden, Hampshire and Franklin).</li> <li>• Provide childcare and refreshments at one of our outreach admissions events.</li> <li>• Provide local community resources in all three of our priority counties with flyers, posters and paper applications (ie food pantries, DCF offices, thrift stores, food stamp programs, WIC offices, etc)</li> <li>• Expected comparison index percentage for Economically disadvantaged students to be met by 2019-2020 school year.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Share our graduation and college acceptance rate information with families on the admissions materials and at informational meetings.</li> <li>• Discuss with prospective families and students our program's individualized approach in supporting student's pathways developmentally towards earning a PVPA diploma and in post secondary school planning.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Discuss partial day programs for students to alleviate academic or financial stress.</li> <li>• Share information about our counseling and academic support services.</li> <li>• Schedule regular meetings with students and families to discuss concerns and expectations for earning a PVPA diploma.</li> </ul> <p>Provide information and support for students who decide, after exhausting steps 1-3, to pursue a GED to move on to college or work.</p>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Send regular communication to students who have dropped out.</li> <li>• Call students and parents to encourage their continued academic pursuits and help facilitate those pursuits.</li> <li>• Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.</li> </ul>

<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Increase the number and diversity of student organizations through affinity groupings to create safe havens to explore challenging issues.</li> <li>• Disseminate the new PVPA Diversity Plan.</li> </ul>
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**Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2017-2018 Retention Plan.**

### **2017-2018 Implementation Summary:**

#### **Special Education Students**

- PVPA continued regular academic support/school counselor/administrative group meetings to review student progress by using a variety of data tracking and communication tools.
- Coordinated efforts 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 in efforts to further support students: The creation and implementation of Algebra 1a and 1b with modified pacing to spread the one year curriculum over a two year span to provide an additional path forward for students. Additionally the creation of the Foundations of Geometry course, a substantially modified geometry course.
- PVPA continued its middle school Reading Workshop program and to strengthen its Foundations Classes to allow for more successful inclusion strategies for students requiring curricular modifications: The Foundations of Humanities course was created. This substantially modified language arts and history course provided students the opportunity to receive credit in both English and History with reduced expectations for written output.
- Administration and Faculty began the 2017-2018 school year with a day long professional development training on supporting students with language based learning disabilities .

#### *Limited English Proficient*

- PVPA's Director of Student Services works closely with admissions and faculty in preparations for any incoming English Language Learner students attending in the coming academic year 2018-2019.
- PVPA continued its staff minority recruitment efforts this year through its membership to NEMNET.

#### *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 have spending money for lunches and dinners on field trips and overnight trips.

- PVPA continued the 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 continued use of its math and reading diagnostic assessment tools to identify sub-proficient students within the first two-weeks of school and developed appropriate intervention strategies and plans.
- The new teacher orientation and ongoing professional development throughout the year strongly emphasized the importance of differentiated instruction, formative and summative assessment, teaching to diverse learning styles, and ensuring fidelity to PVPA's DCAP and students requiring accommodations and modifications.
- PVPA continued to provide extensive information to all families via the parent portal, and held multiple family-teacher conferences throughout the year.

#### *Students At Risk For Dropping Out*

- In addition to maintaining regular check-ins with students and their parents/guardians, PVPA school 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 severe anxiety and clinical depression, which have both risen over the past four 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 were regularly encouraged to return to school, meet with school 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*

- 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 maintained the established partnership with the NCCJ and the Camp Anytown program that provided 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 each demographic group.**

<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 4.2%</p> <p><b>Third Quartile:</b> 14.8%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Maintain weekly academic support/school guidance counseling team meetings.</li> <li>• Expand the use of electronic data tracking tools and communication tools.</li> <li>• Provide additional professional development training for special education teachers in the new math curriculum.</li> <li>• Expand the math and reading intervention programs.</li> <li>• Support teacher training for implementing modifications in a standards-based classroom and grading system.</li> <li>• Analyze data to determine retention and graduation rates trends of students with IEPs.</li> </ul>
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 0%</p> <p><b>Third Quartile:</b> 14.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Ensure proper training and credentialing of all required ELL teachers and teacher supervisors.</li> <li>• Provide translation services between home and school.</li> <li>• Translate all relevant and required documents into Spanish.</li> <li>• Encourage student participation in the Latino Student Union.</li> </ul> <p><input checked="" type="checkbox"/> No ELs were enrolled during the 2017-20 school year.</p>
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 10.5%</p> <p><b>Third Quartile:</b> 14.7%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p>x Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Distribute eligibility forms to all families prior to the start of school</li> <li>• 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.</li> <li>• Increase publicity for the computer give-away program for families who cannot afford a home computer.</li> <li>• Provide preferential parent-teacher conference sign-up slots for families who do not have access to the internet at home.</li> </ul>



<u>Students who are sub-proficient</u>	<p><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Enroll sub-proficient students in the appropriate subject-based intervention classes.</li> <li>• Assign student a mentor.</li> <li>• Provide required services per an IEP or 504 if applicable.</li> <li>• Link to community agency support depending on the reasons for which a student is sub-proficient (attendance; social/emotional; academic; health; cognitive capacity; other).</li> <li>• Maintain frequent communication with parents/guardians.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Hold family meeting with school counselors and administration to identify potential supports and next steps.</li> <li>• Refer for testing or counseling, if appropriate.</li> <li>• Discuss options (partial day schedule, work study, equivalency degree) for earning one's HS diploma.</li> <li>• Repeat Step 1 and re-evaluate options.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Send PVPA mailings and emails to students who have dropped out of school.</li> <li>• Call students and parents to encourage their continued academic pursuits and help facilitate those routes.</li> <li>• Provide guidance and support for scheduling students into alternative educational programs that allow students to obtain a PVPA diploma.</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p><b>(g) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide anti-racist teacher training designed to strengthen teachers' cultural competency.</li> <li>• Regularly review sub-group achievement data to identify gaps and address specific areas of concern.</li> <li>• Ensure that all instructional materials are free of bias and are supportive and affirming of all PVPA students.</li> </ul>

## Appendix C

### STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (For students enrolled as of the June 2018 SIMS submission)

Race/Ethnicity	# of students	% of entire student body
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African-American	38	9.5
Asian	9	2.2
Hispanic	57	14.2
Native American	1	.2
White	269	67.3
Native Hawaiian, Pacific Islander	0	0
Multi-Race, Non-Hispanic	26	6.5
Special Education	81	20.2
Limited English Proficient	2	0.5
Low Income	104	26

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start Date	End Date
Marc Kenen, Ed.D., Interim Executive Director	Reports to Board of Trustees, evaluates all administrative personnel and programs, and leads development efforts and external relations of strategic partnerships.	April 9, 2018	June 30, 2019
Marcy Conner, 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	August 2016	N/A
Llama Maynard, Director	Oversees all aspects of the	August 2009	July 2018

of Academic Programs	academic program (curriculum, instruction, assessment, MCAS) and supervises and evaluates teachers from the mathematics and ELA departments.		
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	June 2018
Brent Nielsen, Director of Student ServicesAcademic Support (Special Education)	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	N/A
Chris Fournier, Director of Student Affairs	Responsible for student culture, school-wide event planning, and student discipline. Supervises school counselors	April 1999	June 2018
Thom Vreeland, Technology Coordinator	Maintains the school's technology requirements including hardware, software, PowerSchool and compatibility with all DESE reporting requirements. Supervises the Assistant Technology Coordinator.	August 1999	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Numbers as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
<b>Teachers, School Counselors, Special Education Teachers, School Psychologist, Nurse, Library</b>	51	0	8	2 = Relocation with significant other; 2 = Career change 2 = Grad school
<b>Administrators, Administrative</b>	20	1	3	2 = Career change; 1 = Not-

<b>Support/Clerical Staff, and Apprentice Teachers</b>				specified
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<b>BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term</b>
Ahlstrom, Mary	Student	N/A	2	Completed 1 year term: ended on 6/30/18
Arthen, Donovan	Community Member/Alum	Vice- President, Co-Chair, Governance Committee	2	Joined 2/13; ends 6/19
Barnhill, James	Community Member	Co-chair, Governance Committee	2	Joined 9/14; ends 6/18
Black, Keith	Parent	Finance Committee	2	Joined 7/16; ends 6/18
Noah	Student	N/A	1	Completed 1 year term: ended on 6/30/18
Rodriguez, Jorge	Teacher	Governance	2	Joined 6/13; ends 6/19
Dionne, Rachel	Clerk, Parent	Finance	2	Joined 10/12; ends 6/18
	Student	N/A	1	Completed 1 year term: ended on 6/30/17
Huggett, Gary	Teacher	N/A	1	Joined 6/15; ends 6/20
Jacobson, Deborah	Treasurer, Community Member	Finance	2	Joined 5/12; ends 6/19
Moore, Sean	Community Member, Alum	N/A	1	Joined 12/14; ends 6/19
Noyes, Alison	Parent	Governance	1	Joined 7/16; ends 6/18

Steinitz, Zevey	Parent	N/A	1	Joined 7/16; ends 6/18
Sumi, Geoff	Parent	Governance	2	Joined 10/13; left 12/17
Therrien, Stephen	Community member, Alum	N/A	2	Completed 1 year term: ended on 6/30/18
Winter, Melinda	President, Parent	N/A	2	Joined 9/15; ends 6/19

#### **Appendix D - Additional Required Information**

##### **Key Leadership Changes**

<b>Position</b>	<b>Name</b>
Board of Trustees Chairperson	Melinda Winter (January 1, 2018
Charter School Leader	Marc Kenen, (began April 9, 2018)
Assistant Charter School Leader	No Change
Special Education Director	No Change
MCAS Test Coordinator	No Change
SIMS Coordinator	No Change
English Language Learner Director	No Change
School Business Official	Marcy Conner
SIMS Contact	No Change

##### **Enrollment**

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	February 1, 2019
Lottery	February 15, 2019

#### **Conditions**

Conditions assessed PVPA during its 2016 charter renewal were lifted by the Commissioner during the fall, 2017.

#### **Complaints**

The PVPA Board of Trustees received no official complaints during the 2017-18 school year.

Annual report 2017-2018

