Pioneer Valley Performing Arts Charter Public School

Board of Trustees Meeting

Amended on June 8, 2021 at 4:39 PM EDT

Date and Time
Tuesday June 8, 2021 at 6:00 PM EDT

Location
Trustees:
All Trustees are invited to return back to the PVPA Building for Board Meetings, depending on how many members participate in person will determine the location in the building. Please check-in at the Main Office to find out where the meeting will be located.

General Public:
The Public will continue to participate in Board meetings via the same Zoom Meeting Link:

https://zoom.us/j/95164196408?pwd=YzVYdUJwSlZrUDhWbTNYOHRvcmZ6dz09

Meeting ID: 951 6419 6408
Passcode: PVPA2020

Agenda

	Purpose	Presenter	Time
I. Opening Items			**6:00 PM**
A. Record Attendance			1 m
B. Call the Meeting to Order	Vote	Melinda Winter	2 m
C. Read the Mission Statement			5 m
PVPA offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.			
D. Public Comment		Melinda Winter	10 m

	Purpose	Presenter	Time
E. Approve Minutes	Approve Minutes	David Potter	5 m

II. Executive Director Report — 6:23 PM

	Purpose	Presenter	Time
A. Update on Status of School ReOpening	FYI	Brent Nielsen	15 m

III. Finance

IV. Internal Stakeholders — 6:38 PM

	Purpose	Presenter	Time
A. Students Report	FYI		10 m
B. Staff Report	FYI		10 m

V. Governance — 6:58 PM

	Purpose	Presenter	Time
A. Annual Retreat Schedule	Discuss	James Barnhill	15 m
B. Officers and Term Renewals	Discuss	James Barnhill	15 m

VI. Strategic Action Plan — 7:28 PM

	Purpose	Presenter	Time
A. Finalization of Strategic Action Plan	Vote	David Potter	30 m

Please Review the attached Plan carefully prior to the meeting.

VII. Other Business — 7:58 PM

	Purpose	Presenter	Time
A. President's Business	FYI	Melinda Winter	10 m

VIII. Closing Items — 8:08 PM

	Purpose	Presenter	Time
A. Public Comment	FYI	Melinda Winter	10 m
B. Adjourn Meeting	Vote		

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Board Minutes 5.17.21.pdf

PVPA Board of Trustees

Meeting Minutes

May 17, 2021

Beginning Time: 6:07pm   Ending Time: 8:58pm

When   May 17, 2021, 6:00-8:00 PM (EST)

Where   **https://zoom.us/j/95164196408?pwd=YzVYdUJwSlZrUDhWbTNYOHRvcmZ6dz09**

Trustees will be in-person at PVPA, room 424

Public can participate via Zoom:

Join Zoom Meeting

https://zoom.us/j/95164196408?pwd=YzVYdUJwSlZrUDhWbTNYOHRvcmZ6dz09

Meeting ID: 951 6419 6408

Passcode: PVPA2020

Documents included:

Members present: Melinda Winter, Jim Barnhill (Remote), Andrea Nathanson (Remote), Sean Moore (Remote), David Potter , Neal Hede, Shino Yoshen (Remote), Jake Rosenblum, Erin Linehan (Remote), Tonya Ward (remote), Fiona Yates(remote), Latrina Denson (remote) , Jenyka Spitz-Gassnola

Members absent: Marty Espinola,

Other present: Brent Nielsen, Marcy Connor

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

Stated by: Jake Rosenblum

Topic: **Public Comment**

Summary of Discussion: No discussion

Topic: **Approval of Minutes from Previous Meetings**

Motion to approve minutes: Jim   Seconded by: Shino

Summary of Discussion: no discussion

List of documents and exhibits – [Board Minutes 4 13 .21.pdf](#)

Decisions and Actions taken:

Minutes **passed**

Vote record: David Y, Jake Y, Jim Y, Latrina Y, Neil Y, Sean Y, Shino Y, Mindi Abstain, Jenyka Y, Tonya Y,

Topic: **Executive Director Report**

Summary of Discussions: Brent –

- High School students began today, including waitlisted students
- MCAS happening, very busy all week 2 weeks in a row, tremendous amount of work
- On track with plans to have schedules by the end of June for next year – all students put in their requests by May 7
- Senior events happening soon, Senior Night/Prom next week , Thursday June 3 for PVPA Graduation will be on the soccer field with a pre-recorded grad show

Questions: New DESE guidance about being outside without masks

- Brent – students no longer required to wear masks outdoors even not maintaining physical distance, adults need to be masked unless they can maintain distance – we may just continue to do as we are doing to play it safe – teachers and families may not be comfortable with changing the rules so quickly now that we just came back – events can lift capacity limits but all other rules stay in place

Topic: **Finance Committee Report**

Marcy – highlights: tried to level fund most items – made adjustments for tuition revenue, budgeted a 4% increase in tuition –

- Expenses that made things change: collective bargaining re step increases plus 3% increase for non-union members – increased FTEs by 4.4 including positions we did not fill in previous budget – includes 1.0 for PE teacher – slight reductions in staffing and stipends – 1.0 FTE and $15,808 reduced – 3.9% increase negotiated on Health insurance – renewing Math curriculum added expense – Grants should not have an overall effect on budget, revenue and expenses are considerably higher related to COVID grant funding – increase expenses for Business office to write employee handbook, legal fees reduced but Board on Track increased, potential additions may depend on student enrollment and IEP obligations – free meals to all students for the next school year is a savings

- Capital budget = $98,000 includes closed circuit and piano lab

Questions:

David - discussion at prior aborted meeting regarding the outreach/fundraising position should be revived for better understanding

Neil – supportive of position, issue of communication and analysis of budget planning process, as a group we seem to need some learning that could happen in the retreat regarding the process/timeline of approving the budget

Jim – we have had a funded fundraising position, a good thing, - it was previously decided that the Friends of PVPA would only receive donations required to go to 501 3 c entities. It is challenging to be in a position to approve things like this on the spot

Shino: it would be preferable to have a whole meeting dedicated to budget approval process – perhaps also setting up Governance Committee to create structures/timelines   -

Neil – budget question – there are positions that are not going to be filled – what happens to the money

Brent – if we vote to approve the budget more answers can be detailed

Neil moves to approve the budget – Jenyka seconds

Discussion: Jim – the function of the budget, we need a discussion to understand the role of the budget in permitting the board to exercise the managerial role – producing it sooner would be important

Jenyka and Marcy 0 – the timing of the numbers released by state for tuition limits our timeline for discussion and analysis

Fiona – should be more structure, it's intimidating to process and vote in the same evening; concern about 1 less counselor in the budget for MS – more time for discussion would be great

Jenyka – looking for clarity from Brent and Marcy about this job description

Brent – community outreach and alumni coordinator = 0.4 position in budget last year and this year – it was full-time and funded by the Friends in the past – we envision that alumni coordinator would lead to increased fundraising, but it was not specifically created to be a fundraiser

Increase this position or add a fundraiser position

Increases in this budget is for a PE teacher, DESE all but specified this as a condition

Increases – bringing back teaching positions after the budget cuts

So a YES vote means the position stays the same as 0.4 alumni coordinator and community outreach

Marcy – process discussion – Mindi cautions that we are discussing the motion

Marcy – Finance Committee meets on budget beginning in January, meetings are public, we report to the Board monthly –

Brent – 3rd School Counselors to 2 – been in regular communication with 2 counselors, we do have a School Adjustment Counselor and we are bringing back a full-time position for School Psychologist – looking to use some of the ESSER money for a School Social Worker , doing a lot of work accessing families with school and mental health resources, allowing more of the Soc/Emo Tier 1 and 2 work with students on their caseload

Jake – possible for us as a Board to earmark money in the budget to use as stipends for those who are doing fundraising work?

Mindi – this is Union issue that we need to move through a process of negotiation with the Union regarding all stipends

Brent – excess revenue goes into reserves to help us pay for unanticipated expenses

Marcy – we do report back to the board with updates and re-allocation as needed – December is the first time we really see an adjustment in our numbers

Jim – not agreeing with us not taking a second look at the budgtet – if the Trustees want to ask the FinCom to take another look, that is our role

Shino – a message to FinCom – we are interested in funding a fundraising position

Mindi – anything else> let's vote

Vote: Neil Y, Jake abstain, David Y, Mindi Y, Jenyka abstain , Jim abstain, Shino Y, Tonya Y, Sean Y, Andrea Y, Latrina Y

Motion passes – budget passes

Internal Stakeholders

Students – Jake – re-opening for HS seems to be going pretty well, teachers are adjusting, want to thank Brent and Admin Team and Teachers for getting it done. Many peers want me to thank Jenyka, Austin, Charlotte, for working to have senior experiences as in years past – people seem pretty happy

Fiona – wonderful day, going great, teachers adjusted well, some kinks to work out, hallways congested, balance between in-person and remote learners needs some fine-tuning

Staff – Jenyka: really crazy but we're jumping on boar together, doing our best to give the students what they deserve, want to thank the senior admin team and facilities, esp the work on the teacher lounge (11 out of 10!) – senior-related caps and gowns ordered 3 weeks early , Senior Night next week, Graduation coming together very nicely – we're all excited to be back and seeing students

Governance Committee

Jim : Mindi asked us to prepare a report on remote trustees requirements

- Adequate alternative means of providing public access – we do that
- Public meetings appropriate to require the public to come remotely
- Postign for remote has to include the location and clear instructions for accessing the meeting remotely , can require the public to call for instructions for how to get on the meeting, but the public must be able to access the instructions during the meeting, we cannot require the public to register in advance
- The chair must announce the names of trustees who are meeting remotely
- Members must be clearly audible to each other and to the public at all times
- Executive Session - each trustee must individauly state that (remotely) no other person is present or able to hear the discussion at the remote location unless others are approved to be present
- The Governance Committee has never been asked to prepare a report on the admin structure
- Annual Meeting in June – officers and trustees are elected – Governance committeed nominates – please send me an email but it is NOT a discussion – please get to me by 7 days from today
- Anything else that people want to have placed on the Governance Committee agenda, email me
- Retreat – theory A – 2 4-hour sessions / theory B – do it all at once   please email me your preference but without discussion –
- Expect a Doodle poll in order to request time preferences – thinking June

Mindi – status of trustees at the end of their term at the end of this academic year

Sean- I am

Neil – list of board members when they were voted and when their term ends

Mindi – it is in the Google drive

Sean – does my term end before or after the retreat, (same for other term-enders) –

Mindi shares the spreadsheet of roles and terms: e-mails to trustees

Jim – those at the end of their terms can share if they plan to return

Jake – all who wish to be re-nominated should communicated to the Governance Committee within 7 days, and if an officer to state if interested – all trustees with one year by June 30 can offer to be an officer

Strategic Action Plan

Cleaner version is just the Goals & Objectives

- Section 2 – Goal 2 – Objective 2.1 Every 8th grade student needs to complete a social action project – suggestion that it be incorporated in the Paideaia, culminating in a project that all 8th graders participate in by the end of the term

- Goal 3, Section 8 – improving meal program to increase healthy options

- -   Jenyka comment – students interested in revamping the Community Garden, would go into the co-op and be available to those who need/want – also community garden is a great soc/emo activity, could continue over the summer

- Shino – does the board support these ideas even if they may incur costs down the road?

- Neil First idea doesn't necessarily cost money –

- Mindi – it may cost money but we have the need, vending machines were taken away

- Neil – any other new things since last time

- David – no, nothing was hatched

- Mindi – 8th grade proposal, in addition to Peace Jam? Doesn't want us to forget that we are the performing arts, not the social justice charter school

- Shino – we didn't want to limit this to Paideaia

- Jim – I'd start with the mission statement, now does the SAP effect

- David – clarification of Peace Jam?

- Mindi – it is a club for social action

- Jake – social action draws people to PVPA

- Sean – it is not the mission statement, but it is part of the identity

- Mindi – it is already so ingrained, do we need to make it a goal for working 5 years toward greater development

- Jake – I want to clarify – the new wording – is generally supporting but not slotting it into Paideaia

- Agreement secured for SAP committee to move forward with including both topics in final version

President's Business

- Acknowledge that HS re-opened today – takes incredible work, time, effort

- Productions – May 20-23 The Odyssey – need a ticket reserved to attend – EventBrite app search for PVPA – will be outside on campus
- The musical is happening shortly thereafter – then Graduation
- Catalyst and WOFA are recording shows
- John Kulas – huge amount of work in the building every day – big gratitude for his endless hard work to care for and manage the COVID protocols in the physical space

Public Comment

- None

Adjourned and moving into Executive Session , not returning to public meeting afterward

Mindi moves to go into Executive Session, reads statement

Jake seconds

Roll Call Vote: Mindi Y, Jake Y, Neil Y, Jenyka A, Jim Y, Shino Y, Andrea Y, Sean Y, Latrina Y, Tonya Y

Motion passes, Marcy and Brent invited by Mindi to join us in Executive Session.

Executive Session

Brent – our Master Schedule isn't working well – our teacher day is shorter than the student day – many teachers are not here the entire day – this was why we needed to hire additional staff to teach arts classes during the beginning and end of the day

This affects student schedule choices and requirements, in a negative way.

Staggered teacher schedules means very little common planning time, student support meetings are challenging to hold, with the only time available being Friday afternoon collaborative planning time

We really need a master schedule with teachers and students in the building for the whole day – we would continue to have 8 blocks, each full0time teacher would teach 5 blocks. Plus a planning period, with time left over for meetings and student support.

Now is the time to make this change -when we return in the fall, more than half of the students will not have ever attended with the pre-Pandemic schedule.

Now is also the time because teacher compensation is connected to this, due to an increase in the time in the building for teachers. Current Matrix has uneven increasese for teacher pay.

New master schedule, new matrix with balanced even increases – this would make our compensation more attractive, help with recruiting and retaining teachers and staff (including BIPOC)

Neil – budget? Can we pay for it?

Marcy – proposing a 3% increase between every step

Discussion to understand nuances of process – working conditions first but then details can be worked out quickly based on increased availability of teaching staff

David moves to support bringing the proposal and negotiating with the Labor Management Committee regarding the new salary increase matrix and adjusted master schedule as described by Brent.

Jake seconds

Mindi Y, Jake Y, David Y, Jim No, Latrina Y, Sean Y, Tonya Y, Shino Y

Motion passes

Roll call to end Exec Session – Jim Y, Shino Y, Andrea Y, Latrina Y, Sean Y, Tonya Y, Jake Y, David Y, Mindi Y

Adjourned at 8:58 pm

Cover Sheet

Officers and Term Renewals

Section: V. Governance
Item: B. Officers and Term Renewals
Purpose: Discuss
Submitted by:
Related Material: Governance Committee Report.pdf

GOVERNANCE COMMITTEE REPORT

The Governance Committee in accordance with the bylaws in a duly called public meeting voted to nominate the following as officers of the Board of Trustees effective July 1, 2021 (except as other stated).

Office	Person Nominated
President of the Board of Trustees	David Potter
Vice President of the Board of Trustees	Marty Espinosa*
Treasurer	Andrea Nathanson
Secretary	Jacob Rosenblum

*Marty has been nominated for a term beginning July 10, 2021.

The Governance Committee in accordance with the bylaws in a duly called public meeting voted to nominate the following as members of the Board of Trustees effective July 1, 2021.
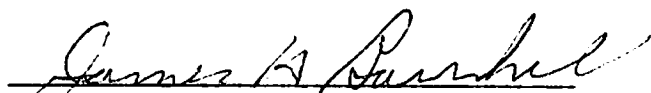
David Potter
Andrea Nathanson
Jacob Rosenblum

Terms will be announced at the Trustees meeting.

These nominations do not include student and staff trustees, who are not nominated by the Governance Committee.

This document will be presented to the Board of Trustees at its meeting July. Please remember not to deliberate regarding these nominations outside of a public meeting because of the requirements of the open meeting law.

Respectfully submitted,

James H. Barnhill as Chair of the Governance Committee

Cover Sheet

Finalization of Strategic Action Plan

Section:	VI. Strategic Action Plan
Item:	A. Finalization of Strategic Action Plan
Purpose:	Vote
Submitted by:	
Related Material:	2021-2026 PVPA Strategic Action Plan_Final.docx.pdf
	Final SAP 21-26 Matrix.docx.pdf

PIONEER VALLEY PERFORMING ARTS
PUBLIC CHARTER SCHOOL

STRATEGIC ACTION PLAN
2021-2026

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FOREWORD:

The 2021-2026 Strategic Action Plan (SAP) for PVPA focuses on strengthening the current school culture, and it emphasizes three important frameworks that are weaved throughout the document: re-calibrating our practices; increasing inclusivity; and committing to more transparency across our community. The recurring expectation of this SAP is for the school leadership to assess programs and resources by listening to a broad diversity of perspectives and transparently implementing plans to systematize what is working. The previous SAP (2016-2021) launched PVPA along many important paths of improvement, and it helped to guide the school through significant leadership changes, the creation of a teachers' union, and the COVID-19 pandemic. With this SAP, we attempt to capture the spirit of drilling down to further clarify, strengthen, and sustain the work that has already been set in motion.

The SAP was developed with the collaboration and contributions of a broad range of stakeholders, and it attempts to distill those voices and concerns into a practical and meaningful path forward. Many members of the community gave invaluable input to the SAP Committee along our journey of investigation, and we truly appreciate their work. The committee particularly wishes to thank the many people who participated in the Focus Group gatherings -- it was inspiring and wonderfully productive to hear views from so many people working together in the same virtual space! Additionally, there were many people who completed our Community Survey in the spring of 2020, and who met or corresponded with the committee -- we thank you all for those important contributions as well.

MISSION:

The Pioneer Valley Performing Arts Charter Public School offers its students intensive exposure to the performing arts within the context of an excellent college preparatory curriculum.

The goal is to provide students with a supportive and challenging environment that is responsive to multiple learning styles, emphasizes learning through the arts, and integrates critical and creative thinking throughout the curriculum.

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VALUES:

During the time of writing the 2011-2016 Strategic Action Plan, the committee members attempted to capture the intangible aspects of the school treasured by the community. These values continue to be alive in the PVPA community in 2021, at the time of drafting this Strategic Action Plan; we keep them in this current plan because we hope they will continue to hold a central place in our school.

–Critical and Higher Order Thinking Skills: These include searching for and evaluating sources, holistic analysis, the ability to ask appropriate questions, the capacity to evaluate and judge, and openness to outliers of thought and minority opinions. We value rigorous thinking and approaches to learning such as the recognition of connections between one's own life and the larger society, willingness to embrace paradox and ambiguity without rushing to conclusions, and an ability to recognize multiple perspectives—all of which are foundations for students' future education.

–Creative Thinking: We value experimentation, risk-taking and mistake-making, interdisciplinary approaches, collaboration between co-creators, divergent as well as convergent thinking, and the ability to draw from oneself the material for creating and for making new and essential connections.

–A Passion for Inquiry and Self-Reflection: We value the right to question assumptions and to demonstrate knowledge in a variety of forms. This passion is modeled by the outstanding educators at PVPA–teachers who, in their fields of expertise, are enthusiastic facilitators of student learning. Passion and learning go hand-in-hand and are compatible with rigorous standards and expectations.

–A Loving Community: Students, faculty, families, administrators, Board members, people from various social classes, ethnicities, life experiences, and with a variety of learning styles are respected. We value all voices being heard when important decisions are made and expect community members to support the school's mission and values. PVPA aspires to be a safe environment for students and encourages them to develop their own ideas and opinions.

–School as One Part of a Larger Learning Community: We believe that education goes on all the time and everywhere. We value our essential connections with the broader community and with artists in various disciplines. PVPA is committed to being part of a community of artistic organizations, where our approaches to education are shared, where our students present arts performances, where we both receive and give. We seek to enhance our visibility in the communities where our students reside and in other public schools.

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VISION:

The 2021-2026 Strategic Action Plan builds on the foundation set by the previous plan. In continuing the school's growth and progress, we see three primary areas of focus: re-calibrating our practices; broadening our understanding and implementation of inclusivity; and committing to more transparency across our community.

Our first objective is in the spirit of offering PVPA an opportunity to recalibrate by focusing attention to the areas that need it most. A robust commitment to education and students has led to the creation of a number of quality programs and initiatives that have been started, and not yet fully realized. We now have the opportunity to refocus and intentionally embed these programs into our school culture.

Our second objective—centering equity and inclusivity—aims to expand resources and initiatives in support of all members of the PVPA community. Through these goals and objectives, we will make an intentional effort to uphold diversity, equity, and inclusion in all aspects of our mission. By committing to these practices, we will be poised to better serve marginalized populations and ensure that all students are empowered to create a path to success.

Our last objective seeks to address an area of growth within the PVPA community, transparency of leadership. During times of change, trusting and understanding structures of leadership is key in maintaining a healthy school environment. In this Strategic Action Plan we aim to outline both broad goals and specific strategies to accomplish transparency and build clearer structures of leadership within PVPA at all levels. The onus of responsibility for implementing and creating success with the plan rests with the head of school, the administrative team, and the Board of Trustees.

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Leadership & Governance

Goal 1: Prioritize PVPA's mission in every aspect of the school community.
> **Objective 1.1**: Maintain a Director of Arts and a Director of Academics as key leadership positions.

Goal 2: Improve transparency and increase the use of inclusive, collaborative decision-making.
> **Objective 2.1**: Clearly define leadership positions, roles, and responsibilities in a solidified organizational and leadership structure and share this openly with the greater PVPA community.
> **Objective 2.2**: Develop a Policy Handbook to clearly delineate school practices and procedures.
> **Objective 2.3**: Work with the Labor-Management Committee to create a flow chart of how decisions are made.
> **Objective 2.4**: Ensure the successful implementation of the PVPA Student Opportunity Act Plan.
> **Objective 2.5**: Create a plan for systemic growth and share the plan openly with the greater PVPA community.

GOAL 3: Cultivate and maintain our leadership position in the community as a faithful adherent to, and innovator of, best practices.
> **Objective 3.1**: Support the successful implementation of Restorative Practices, Arts Integration and prioritized curricular approaches including Universal Design.
> **Objective 3.2**: Provide relevant professional development, coaching, and mentoring to all staff, faculty and administrators to support leadership growth and to ensure effective outcomes.

GOAL 4: Improve overall effectiveness of the Board, through consistent communication, community engagement, and increased Board accountability for promoting, protecting, and ensuring PVPA's mission of academic excellence.
> **Objective 4.1**: Board representatives will communicate regularly with the head of school to review progress on priorities set by the school administration.
> **Objective 4.2**: Board members should prioritize attending school events and activities and engaging with community members outside of Board meetings.
> **Objective 4.3**: The Board will create and promote an avenue for community members to communicate with the board beyond attendance at Board meetings.
> **Objective 4.4**: Board subcommittees will support and monitor academic concerns such as MCAS, Charter School directives, grades, and college acceptance/attendance.
> **Objective 4.5**: Recruitment for Board of Trustee membership and Senior Administration will include arts experience considerations as well as diversity and student identity representation in the hiring / selection process.

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Diversity, Equity, Anti-Racism & Inclusion

Goal 1: Strategically expand representation in all parts of the PVPA community.
> **Objective 1.1**: Continue to prioritize efforts to recruit, hire, and retain teachers, administrators, staff, and Board Trustees whose identities are reflective of the student body.
> **Objective 1.2**: Update and continue implementation of the PVPA Diversity Plan.
> **Objective 1.3**: As the Board of Trustees, share openly with the PVPA community detailed steps the board is taking to address issues of diversity, equity, and inclusion at a board level.
> **Objective 1.4**: Create/Update and publish a statement on commitment to diversity and inclusion, including benchmarks with specific goals and timelines. (For the school and Board of Trustees.)

Goal 2: Increase opportunities for students to learn about social justice issues, and to engage in social justice action.
> **Objective 2.1**: Provide social justice education to middle school students, with opportunities for a culminating social action project by the end of 8th grade.

Goal 3: Openly acknowledge and address challenges in the community related to diversity, equity, anti-racism and inclusion.
> **Objective 3.1**: Acknowledge achievement gaps that exist in an effort to overcome barriers to learning and create an equitable educational space.
> **Objective 3.2**: Name racism, ableism, and inequity when it is seen.

Goal 4: Increase opportunities for staff, faculty, administrators and board members to develop anti-racism skills.
> **Objective 4.1**: Plan regular anti-racism professional development.
> **Objective 4.2**: Include racial sensitivity training as part of the on-boarding or hiring process (including for new board members).

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School Climate

GOAL 1: Deliberately and demonstrably create a safer, more supportive, and more inclusive school environment.

> **Objective 1.1**: Continue to implement PVPA's Restorative Practice initiative that includes school-wide positive behavior plans; restorative justice; and a peer mediation program.
> **Objective 1.2**: Improve how the PVPA community is supported to enact the values represented by PVPA C.A.R.E.S.
> **Objective 1.3**: Identify harmful behaviors; create and share an equitable system to determine the range of potential responses to such behaviors.
> **Objective 1.4**: Support and further develop the 7th and 8th grade advisory program, with an aim toward broadening arts exposure and improving rates of student retention.
> **Objective 1.5**: Consider how to create an advisory for high school grades.
> **Objective 1.6**: Increase diversity, anti-racist, and anti-bullying trainings for students and staff.

GOAL 2: Work towards creating a space that inspires students, staff, faculty and administrators.

> **Objective 2.1**: Hire a diverse group of professional performing artists to teach students.
> **Objective 2.2**: Encourage staff, faculty, administrators and board members to engage in and experience student creative works.

GOAL 3: Maintain full student enrollment and implement efforts to increase student retention as compared to the previous 5 years.

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<u>Arts and Academics</u>

GOAL 1: Analyze achievement data to understand and address trends for specific demographic groups.

Objective 1.1: Create and develop a team of school personnel to analyze school data.

Objective 1.2: Provide professional development for teachers to become more comfortable with data analysis (trusting the data).

Objective 1.3: Identify changes to be made at any/all levels (within curriculum to new school policy) based on school data.

GOAL 2: Improve the shared understanding of Standards Based Grading and increase consistency of implementation across all classes.

Objective 2.1: Use professional development to improve shared understanding and implementation for all teachers and administrators.

Objective 2.2: Increase education opportunities and communication about Standards Based Grading for students and families.

Objective 2.3: Use professional development to ensure that implementation of the Standards Based Grading is consistent.

Objective 2.4: Develop a common understanding of what represents high-quality evidence of learning within subject areas.

Objective 2.5: Establish clear expectations for communication through Powerschool.

GOAL 3: Work to develop a school culture in which all students are expected to do quality, meaningful work.

Objective 3.1: Support teachers to design instructional environments that ensure appropriate levels of challenge for students using Universal Design for Learning as a framework.

GOAL 4: Evaluate scheduling system and course offerings to improve overall timeliness of scheduling and access to classes.

Objective 4.1: Ensure students can access required courses.

Objective 4.2: Work to balance class sizes.

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Student Support

GOAL 1: Increase the integration of trauma-sensitive practices and social-emotional learning school wide.

> **Objective 1.1**: Assess and report on the current status of implementation.
> **Objective 1.2**: Create a plan to further support successful implementation.

GOAL 2: Expand the use of a school wide Multi-Tiered System of Support (MTSS) to improve student outcomes as measured by academic performance, attendance, and behavioral incidents.

> **Objective 2.1**: Create an MTSS team to assess student needs and implement support.

Faculty/Staff Support and Development

GOAL 1: Clarify a framework and implement a process of support and evaluation whereby faculty and staff can successfully implement the following prioritized initiatives: Universal Design for Learning; Restorative Practices; School-Wide Positive Behavior Intervention Support.

> **Objective 1.1**: Evaluate the current status and effectiveness of the above-named initiatives/programs.
> **Objective 1.2**: Use the findings from 1.1 to develop a plan to dedicate time and create opportunities for faculty and staff members to implement the initiatives successfully.

GOAL 2: Articulate teacher leadership roles and responsibilities.

> **Objective 2.1**: Clarify role of Department Leaders.
> **Objective 2.2**: Re-establish the Mentor Program as an effective peer guidance program.

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Communication and Outreach

GOAL 1: Increase accessibility to school communication and engagement with families with language and/or communication barriers.
> **Objective 1.1**: Identify, increase and promote pathways for caregivers with language and/or communication barriers to engage with school communications, interact with faculty and administration, give feedback, and participate in providing student support.
> **Objective 1.2**: Maintain a student recruitment and enrollment plan that supports a diverse student applicant pool, including ELL students.

GOAL 2: Increase PVPA's engagement with the wider community and raise awareness of PVPA's strengths and resources.
> **Objective 2.1**: Continue to produce PVPA performance and showcase opportunities that take place in the wider community.
> **Objective 2.2**: Highlight information about PVPA's arts and academics programs, student supports, restorative practices, diversity initiatives, and opportunities for engagement on the PVPA website.
> **Objective 2.3**: Create and strengthen partnerships with local/regional entities, both artistic and not, to support student engagement in the community and foster an opportunity network for creative showcasing.
> **Objective 2.4**: Continue fostering relationships with local media to better broadcast stories and examples of student success - artistically, academically and otherwise.

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Technology, Facilities, & Services

GOAL 1: Work with the Friends of PVPA to maintain aspects of the building that are up to code, and update areas as needed to bring the entire infrastructure up to current operating standards.

Objective 1.1: Establish a consistent schedule and a committed membership for the Long Range Infrastructure Planning Task Force, considering all diverse members of the PVPA community.

Objective 1.2: The Long Range Infrastructure Planning Task Force will seek community input to weigh infrastructure ideas, evaluate costs associated with building needs based on Strategic Action goals, and create proposals for administration and board review.

GOAL 2: Offer EdTech Professional Development focused on student learning, enhancing sustainable instructional practices that support equity and inclusion, and promoting individualized learning.

Objective 2.1: Re-establish the Tech Steering Committee.

Objective 2.2: Improve day-to-day technological support.

GOAL 3: Continue to improve the school meals program in order to increase equitable access to healthy food options.

Objective 3.1: Clarify the lunch program process for families and students, especially protocols for ordering and paying.

Objective 3.2: Evaluate options beyond ordering from South Hadley PS, Family Pizza, and current vending machines.

Objective 3.3: Assess long-term options for internalizing as much of the meals program as possible (eating space, hot/cold storage, heated serving area, etc.).

GOAL 4: Maintain a state-certified school librarian to foster the community network of libraries and bring awareness to internal capacity for community and library curriculum.

Objective 4.1: Maintain participation in CW/MARS consortium by keeping up the library's Mass Library System membership.

Objective 4.2: Support the Librarian to offer curriculum to each grade annually.

Objective 4.3: Increase awareness of the community network of partner libraries and of how our library can foster community within PVPA.

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Strategic Action Plan Committee

The SAP Committee was originally formed in the fall of 2019, and the membership of the committee evolved over time. This list comprises all the members, past and present, and also includes our invaluable Focus Group facilitators.

David Potter, Chair	Board Member, Parent
Loris Bjorkman-Joslyn, Co-Vice-Chair	Staff
Shino Yoshen, Co-Vice-Chair	Board Member, Alumna 2007
Jacob Rosenblum, Secretary	Board Member, Student 2021
Marcus McLaurin	Board Member
Laura Davis	Staff
Demetria Shabazz	Parent
Analua Moreira	Student 2021
Thom Vreeland	Staff
Shannon Materka	Staff
Frank Newton	Staff
Lissa Pierce Boniface	Staff, Parent
John Kulas	Staff, Parent

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX   ***   FINAL

Leadership and Governance	**Years 1-3 Implementation Strategies**	**Years 4- 5 Implementation Strategies**
Goal 1: Prioritize PVPA's mission in every aspect of the school community.		
Objective 1.2: Maintain a Director of Arts and a Director of Academics as key leadership positions.	1.2.1 Analyze CMAPs to increase opportunities for interdisciplinary work and examples of (or room for) arts enhancement and/or integration. 1.2.2 Conduct annual evaluations of these roles.	
Goal 2: Within the School: Improve transparency and increase the use of inclusive, collaborative decision-making.		
Objective 2.1: Clearly define leadership positions, roles, and responsibilities in a solidified organizational and leadership structure and share this openly with the greater PVPA community.	2.1.1 Prioritize including diverse voices from within the entire PVPA community before making big decisions and in received feedback after decisions are implemented. 2.1.2 Implement a collaborative team approach to ensure that leadership tasks are distributed appropriately and performed effectively. 2.1.3 Share clear and actionable priorities for senior administrative work openly and regularly with the PVPA community.	
Objective 2.2: Develop a Policy Handbook to clearly delineate school practices and procedures.		
Objective 2.3 Work with Labor-Management Committee to create a flow chart of how decisions are made.		

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Objective 2.4 Ensure the successful implementation of the PVPA Student Opportunity Act Plan.		
Objective 2.5: Create a plan for systemic growth and share the plan openly with the greater PVPA community.		
GOAL 3: Best Practices, Forefront, Leading Edge: Cultivate and maintain our leadership position in the community as a faithful adherent to, and as innovator of, best practices.		
Objective 3.1: Support the successful implementation of Restorative Practices, Arts Integration and prioritized curricular approaches including Universal Design.	3.1.1 Attend and provide professional development opportunities that support implementation of Universal Design, Restorative Practices, and Arts Integration	
Objective 3.2: Provide relevant professional development, coaching, and mentoring to all staff, faculty and administrators to support leadership growth and to ensure effective outcomes.		
GOAL 4: Board Leadership: Improve functionality of Board leadership responsibilities and accountability for promoting, protecting, and ensuring PVPA's mission of academic excellence.		
Objective 4.1: Board representatives will communicate regularly with the head of school to review progress on priorities set by the school administration.		
Objective 4.2: Board members should prioritize attending school events and activities and engaging with community members outside of Board meetings.		
Objective 4.3: The Board will create and promote an avenue for community members to communicate with the board beyond attendance at Board meetings.	4.4.1 Make board member contact information easily accessible. 4.4.2 Board will create an online "suggestion box" to give direct messages to board	

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	members, and accept emailed public comment statements. 4.4.3 Ensure that board meetings are publicly accessible online live even when meetings are in person.	
Objective 4.4: Board subcommittees will support and monitor academic concerns such as MCAS, Charter School directives, grades, and college acceptance/attendance.		
Objective 4.5:Recruitment for Board of Trustee membership and Senior Administration will include arts experience considerations as well as diversity and student identity representation in the hiring / selection process.		

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<u>Diversity, Equity, Anti-Racism & Inclusion</u>   **Years 1-3 Implementation Strategies**   **Years 4- 5 Implementation Strategies**

Goal 1: Strategically increase representation in all parts of the PVPA community.		
Objective 1.1: Continue to prioritize efforts to recruit, hire, and retain teachers, administrators, staff, and Board Trustees whose identities are reflective of the student body.	1.1.1 Update the faculty and staff hiring process to allow for acceptance of non-traditional certifications/qualifications. 1.1.2 Develop a bank of questions to ensure that hiring interviews address how a candidate handles issues of diversity. 1.1.3 Ensure diversity in hiring committees, using representation of the student body that is diverse, considering ethnicity, language, disability, sexual orientation and gender. 1.1.4 Write job descriptions, prerequisites and application questions with the goal of attracting a diverse applicant pool. 1.1.5 Include questions about diversity issues during exit interviews and track the data. 1.1.6 Develop a matrix/rubric, with the input of the Diversity Committee, designed to document PVPA's growth/success in areas of diversity, equity, anti-racism and inclusion.	Report to the PVPA community on progress relating to the diversity growth matrix.

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	1.1.7 Create a process to track application and hiring data related to increasing representation of the PVPA community.	
Objective 1.2: Update and continue implementation of the PVPA Diversity Plan.	1.2.1 Evaluate the current curriculum for cultural and social diversity in support of the PVPA Diversity Plan. 1.2.2 Include members of the Diversity Committee in hiring committees for administrative roles.	Modify curriculum based on evaluation of cultural and social diversity in the curriculum.
Objective 1.3: As the Board of Trustees, share openly with the PVPA community detailed steps the board is taking to address issues of diversity, equity, and inclusion at a board level.	1.3.1 Create goals and a plan of action to address issues of diversity, equity and inclusion for the board of trustees. 1.3.2 Evaluate how well the board meets diversity, equity and inclusion goals. 1.3.3 Evaluate the internal processes and protocols to consider changes and upgrades in accordance with diversity, equity and inclusion goals. 1.3.4 Update BoT processes and protocols based upon the results and analysis of the evaluation of internal processes	Create a plan for holding the board accountable for meeting outlined diversity goals. Update Board of Trustees processes and protocols based upon the results and analysis of the evaluation of internal processes. Include on-going conversations and development of anti-racist processes on the Board of Trustees as well as regular (at least annual) diversity and anti-racism focused training.
Objective 1.4: Create/Update and publish a statement on commitment to diversity and inclusion, including benchmarks with specific goals and timelines. (For the school and Board of Trustees)		
Goal 2: Increase opportunities for students to learn about social justice issues, and to engage in social justice action.		

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Objective 2.1: Provide social justice education to middle school students, with opportunities for a culminating social action project by the end of 8th grade. (For example, consider using Paideia / clubs.)		
Goal 3: Openly acknowledge and address challenges in the community related to diversity, equity, anti-racism and inclusion.		
Objective 3.1: Acknowledge achievement gaps that exist in an effort to overcome barriers to learning and create an equitable educational space.		
Objective 3.2: Name racism, ableism, and inequity when it is seen.		
Goal 4: Increase opportunities for staff, faculty, administrators and board members to develop anti-racism skills.		
Objective 4.1: Plan regular anti-racism trainings.		
Objective 4.2: Include racial sensitivity training as part of the on-boarding or hiring process (including for new board members).		

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School Climate	**Years 1-3 Implementation Strategies**	**Years 4- 5 Implementation Strategies**
GOAL 1: Deliberately and demonstrably create a safer, more supportive, and more inclusive school environment.		
Objective 1.1: Continue to implement PVPA's Restorative Practice initiative that includes school-wide positive behavior supports, restorative justice, and a peer mediation program.		
Objective 1.2: Improve how the PVPA community is supported to enact the values represented by PVPA C.A.R.E.S.	1.2.1 Increase culturally accessible community building opportunities to practice and reflect the values represented by PVPA C.A.R.E.S.	
Objective 1.3: Identify harmful behaviors; create and share an equitable system to determine the range of potential responses to such behaviors.	1.3.1 Address areas of confusion regarding harmful behaviors and consequences both at the all-school level and in specific circumstances as needed.	
Objective 1.4: Support and further develop the 7th and 8th grade advisory program, with an aim toward broadening arts exposure and improving rates of student retention.	1.4.1 Develop a peer mentor program to connect students in different grades.	
Objective 1.5: Consider how to create an advisory for high school grades.		
Objective 1.6: Increase diversity, anti-racist, and anti-bullying trainings for students and staff.		
GOAL 2: Work towards creating a space that inspires students, staff, faculty and administrators.		
Objective 2.1: Hire a diverse group of professional performing artists to teach students.		
Objective 2.2: Encourage staff, faculty, administrators and board members to engage in and experience student creative works.		
GOAL 3: Maintain full student enrollment and implement efforts to increase student retention as compared to the previous 5 years.		

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Arts and Academics	**Years 1-3 Implementation Strategies**	**Years 4- 5 Implementation Strategies**
GOAL 1: Analyze achievement data to understand and address trends for specific demographic groups.		
Objective 1.1: Create and develop a team of school personnel to analyze school data.	1.1.1: Provide support (time, professional development) for the data team to become proficient at analysis and sharing findings.	
Objective 1.2: Provide professional development for teachers to become more comfortable with data analysis (trusting the data).		
Objective 1.3: Identify changes to be made at any/all levels (within curriculum to new school policy) based on school data.		
GOAL 2: Improve the shared understanding of Standards Based Grading and increase consistency of implementation across all classes.		
Objective 2.1: Use professional development to improve shared understanding and implementation for all teachers and administrators.		
Objective 2.2: Increase education opportunities and communication about Standards Based Grading for students and families.		
Objective 2.3: Use professional development to ensure that implementation of the Standards Based Grading is consistent.	2.3.1 Revisit course specific Standards Based Grading metrics to align the standards across subject matters.	
Objective 2.4: Develop a common understanding of what represents high-quality evidence of learning within subject areas.		
Objective 2.5: Establish clear expectations for communication through Powerschool. (Examples: -- at least 1 formative assessment per week and 2 Summatives per reporting term M1,S1,M2,S2		

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-- Grades will be updated by 5pm on Friday the current week.)		
GOAL 3: Work to develop a school culture in which all students are expected to do quality, meaningful work.		
Objective 3.1: Support teachers to design instructional environments that ensure appropriate levels of challenge for students using Universal Design for Learning as a framework.		
GOAL 4: Evaluate scheduling system and course offerings to improve overall timeliness of scheduling and access to classes.		
Objective 4.1: Ensure students can access required courses.		
Objective 4.2: Work to balance class sizes.		

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Student Support   **Years 1-3 Implementation Strategies**   **Years 4- 5 Implementation Strategies**

GOAL 1: Increase the integration of trauma-sensitive practices and social-emotional learning school wide.		
Objective 1.1: Assess and report on the current status of implementation.	1.1.1 Gather community feedback to assess the effectiveness of current implementation of trauma-sensitive practices and social-emotional learning.	1.1.1.1 Gather community feedback as to the effectiveness of the plan referenced in 1.2
Objective 1.2: Create a plan to further support successful implementation.	1.2.1 Evaluate and incorporate relevant curricular resources. 1.2.2 Provide appropriate professional development to support implementation.	1.2.1.1 Incorporate community feedback gathered (as referenced in objective 1.1.1.1).
GOAL 2: Expand the use of a school wide Multi-Tiered System of Support (MTSS) to improve student outcomes as measured by academic performance, attendance, and behavioral incidents.		
Objective 2.1: Create an MTSS team to assess student needs and implement support.	2.1.1 Define a menu of interventions relative to each tier of support. 2.1.2 Clarify a process to orient students, staff, and families.	

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Faculty/Staff Support and Development   Years 1-3 Implementation Strategies   Years 4- 5 Implementation Strategies

GOAL 1: Clarify a framework and implement a process of support and evaluation whereby faculty and staff can successfully implement the following prioritized initiatives: Universal Design for Learning; Restorative Practices; School-Wide Positive Behavior Intervention Support.		
Objective 1.1: Evaluate the current status and effectiveness of the named initiatives/programs.	1.1.1 Present a report to the Board of Trustees and Staff/Faculty which outlines the findings of the evaluations.	Determine a plan for sustaining a process of ongoing evaluation of said programs/initiative/curricula.
Objective 1.2: Use the data from 1.1 to develop a plan to dedicate time and create opportunities for faculty and staff members to implement the initiatives successfully.	1.2.1 Update professional development plans as needed. 1.2.2 Present to the Board of Trustees the plans and programming as relates to furthering these initiatives	Create a plan for evaluating the success of each initiative Report to the Board of Trustees the outcomes of the evaluations and how the outcomes may impact each initiative.
GOAL 2: Articulate teacher leadership roles and responsibilities.		
Objective 2.1: Clarify role of Department Leaders.	2.1.1 Share with the Board of Directors & Staff/Faculty a presentation outlining roles and responsibilities and chains of command.	
Objective 2.2: Re-Establish the Mentor Program as an effective peer guidance program.	2.2.1 Present to the BoT and Faculty an updated operations manual that outlines the programs and procedures of the Mentor Program.	Create and implement a plan to evaluate the effectiveness of the Mentor Program and present the findings on a yearly basis to the Board of Trustees.

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Communication and Outreach   **Years 1-3 Implementation Strategies**   **Years 4- 5 Implementation Strategies**

GOAL 1: Increase accessibility to school communication and engagement with families with language and/or communication barriers.		
Objective 1.1: Identify, increase and promote pathways for caregivers with language and/or communication barriers to engage with school communications, interact with faculty and administration, give feedback, and participate in providing student support.	1.1.1 Evaluate common and recurring school-wide communications and create a strategy to increase accessibility, considering translation, technology and other needs. *For example, provide accessible alternatives to school wide surveys, aim to keep written messages concise and spoken messages clear and slow.* 1.1.2 Ensure translated communications and translation services are consistently available to students and families. 1.1.3 Assess our current technology resources, and determine which translation, language and accessibility tools could be implemented to increase accessibility. 1.1.4 Increase diverse parent membership and participation in school groups such as the Diversity Committee, PTO, SpEd PAC, EL PAC, and hiring committees, among others.	Create a database of translation templates for communications. Secure appropriate technology resources as determined by the assessment detailed in Objective 1.1.3.
Objective 1.2: Maintain a student recruitment and enrollment plan that supports a diverse student applicant pool, including ELL students.	1.1.2 Review and update recruitment materials to include other languages based on recruitment goals.	
GOAL 2: Increase PVPA's engagement with the wider community and raise awareness of PVPA's strengths and resources.		

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Objective 2.1: Continue to produce PVPA performance and showcase opportunities that take place in the wider community.		
Objective 2.2: Highlight information about PVPA's arts and academics programs, student /supports, restorative practices, diversity initiatives, and opportunities for engagement on the PVPA website.		
Objective 2.3: Create and strengthen partnerships with local/regional entities, both artistic and not, to support student engagement in the community and foster an opportunity network for creative showcasing.		
Objective 2.4: Continue fostering relationships with local media to better broadcast stories and examples of student success - artistically, academically and otherwise.		

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PVPA 2021-2026 STRATEGIC ACTION PLAN: GOALS & IMPLEMENTATION STRATEGY MATRIX　　　　　***　　　　FINAL

Technology, Facilities & Services	**Years 1-3 Implementation Strategies**	**Years 4- 5 Implementation Strategies**
GOAL 1: Work with the Friends (owners of the building) to maintain aspects of the building that are up to code, and update areas as needed to bring the entire infrastructure up to current operating standards.		
Objective 1.1: Establish a consistent schedule and committed membership of the Long Range Infrastructure Planning Task Force, considering all diverse members of the PVPA community.		
Objective 1.2: Long Range Infrastructure Planning Task Force will seek community input to weigh infrastructure ideas, evaluate costs associated with building needs based on Strategic Action goals, and create proposals for administration and board review.	1.2.1 Conduct a community survey about the building and what needs are being met or need attention. 1.2.2 Determine space needs to figure out whether or not the existing space is sufficient. 1.2.3 Focus on maintenance and development of technologies supporting health and safety.	
GOAL 2: Offer EdTech Professional Development focused on student learning, enhancing sustainable instructional practices that support equity and inclusion, and promoting individualized learning.		
Objective 2.1 Re-form Tech Steering Committee.	2.1.1 Charge Steering Committee with exploring technology learning options for students and creating the long-term ed-tech vision. 2.1.2 Charge Steering Committee with exploring technology learning options for	Determine and execute an action plan based on the Tech Steering Committee research and recommendations.

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	students and creating the long-term ed-tech vision.	
Objective 2.2 Improve day-to-day technological support.	2.2.1 Explore ways to provide additional technological support beyond the Tech Director, for example consider student support. 2.2.2 Designate a team of staff who are available for tech support needs.	
GOAL 3: Continue to improve the school meals program in order to increase equitable access to healthy food options.		
Objective 3.1: Clarify the lunch program process for families and students, especially protocols for ordering and paying.		
Objective 3.2: Evaluate options beyond ordering from South Hadley PS, Family Pizza, and current vending machines.	3.2.1 Consider adding a permanent cafeteria.	
Objective 3.3: Assess long-term options for internalizing as much of the meals program as possible (eating space, hot/cold storage, heated serving area, etc.).		
GOAL 4: Maintain a state-certified school librarian to foster the community network of libraries and bring awareness to internal capacity for community and library curriculum.		
Objective 4.1: Maintain participation in CW/MARS consortium by keeping up the library's Mass Library System membership.		
Objective 4.2: Support the Librarian to offer curriculum to each grade annually.		
Objective 4.3: Increase awareness of community network of partner libraries and community outreach including how the library can foster community in the PVPA community.		

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