

# 先鋒中英雙語學校

## Pioneer Valley Chinese Immersion Charter School Annual Report

*2017-2018 School Year*

Pioneer Valley Chinese Immersion Charter School  
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Report Date: July 31, 2018

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**Introduction to the School**

<b>Pioneer Valley Chinese Immersion Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hadley, MA
Regional or Non-Regional?	Regional	Districts in Region	See below
Year Opened	2007	Year(s) Renewed	2012, 2017
Maximum Enrollment	584	Current Enrollment	493 <sup>1</sup>
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist	144 <sup>2</sup>
School Hours	8:30 – 3:30; K-1st 8:30 – 4:15; 2nd-12th	Age of School	11 years
<p><b>Mission Statement</b></p> <p>The Pioneer Valley Chinese Immersion Charter School (PVCICS) is a kindergarten through grade 12<sup>3</sup> grade educational program that produces academically strong students highly proficient in Chinese and English. The program goals are:</p> <ul style="list-style-type: none"> <li>• To develop proficiency<sup>4</sup> in Mandarin Chinese.</li> <li>• To maintain and extend students’ proficiency in English.</li> <li>• To develop high levels of academic attainment, meeting or exceeding national and state standards, through rigorous study and instruction aligned with the Massachusetts Curriculum Frameworks.</li> <li>• To develop students’ understanding of Chinese culture and the ability to interact successfully with others whose language and/or culture differs from their own.</li> </ul> <p>PVCICS serves the Pioneer Valley region and offers a diverse group of students an innovative educational opportunity unavailable elsewhere in Massachusetts. PVCICS works to disseminate the school’s experiences and serve as a resource for schools trying to develop similar programs.</p>			

PVCICS’s defined region of service includes communities in Franklin, Hampshire and Hampden counties. PVCICS's defined region of service is:

Agawam, Amherst, Amherst-Pelham (Amherst, Leverett, Pelham, Shutesbury), Belchertown, Chesterfield-Goshen (Chesterfield, Goshen), Chicopee, Conway, Deerfield, East Longmeadow, Easthampton, Frontier (Conway, Deerfield, Sunderland, Whately), Gill-Montague (Gill, Montague), Granby, Granville, Greenfield, Hadley, Hampden-Wilbraham (Hamden, Wilbraham), Hampshire (Chesterfield, Goshen, Southampton, Westhampton, Williamsburg), Hatfield, Hawlemont, Holyoke, Leverett, Longmeadow, Ludlow, Mohawk Trail (Ashfield, Buckland, Charlemont, Colrain, Hawley, Heath, Plainfield, Shelburne), Northampton, Pelham, Pioneer Valley (Bernardston, Leyden, Northfield, Warwick), Shutesbury, South Hadley, Southampton, Springfield, Sunderland, West Springfield, Westfield, Westhampton, Whately, Williamsburg, Southwick-Tolland (Southwick, Tolland).

<sup>1</sup> Enrollment as of End-of-Year June 2018.

<sup>2</sup> As reported March 2018 Waitlist Submission to MA Department of Elementary and Secondary Education (DESE).

<sup>3</sup> PVCICS’s originally chartered grade span was K-8 and that grade span was in effect through the 2012-2013 school year. Due to the 2013 approval of an expanded grade span to K-12<sup>th</sup>, the mission statement was revised to be a K-12 grade span starting in the 2013-2014 school year.

<sup>4</sup> Throughout this document, the term “proficiency” will refer to speaking, listening, reading and writing skills.

## School Performance and Program Implementation

### FAITHFULNESS TO THE CHARTER

#### Mission and Key Design Elements

PVCICS’s key design elements are embodied in its original charter application and subsequent amendment to be a K-12 regional public charter school dedicated to graduating students with high proficiency in both Chinese and English, combined with high levels of academic achievement. PVCICS is the first public charter school in the United States to offer a K-12 grade Chinese immersion program with the International Baccalaureate Diploma Programme (IB DP). PVCICS is an “IB for All” school meaning all students in 11<sup>th</sup> and 12<sup>th</sup> grades take a courseload consisting only of IB courses.

The core of PVCICS’s educational philosophy is that through early and sustained immersion in Chinese language with culture integrated throughout, students will achieve high academic attainment, be highly proficient in two languages and develop sensitivity and tolerance for other cultures. The percentage of the school day spent in a Chinese classroom and English classroom changes depending on the grade level, with a higher percentage of time in the Chinese classrooms in grades K-5.

In grades K-5, Chinese language acquisition occurs naturally by using Chinese as the language of instruction during at least half of the school day. As is the practice in immersion programs, no English is used by the teacher during the Chinese portion of the day when core subjects, such as Math, Chinese Language Arts, and Science are taught. During the English portion of the day, English Language Arts and Social Studies are taught.

In grades 6-12, English is used as the language of instruction for core subjects however all students continue taking Chinese Language Arts in a roughly two hour daily partial immersion program. In high school, all PVCICS students prepare to take rigorous International Baccalaureate (IB) Diploma Programme (DP) courses in 11<sup>th</sup> and 12<sup>th</sup> grades with the goal of preparing students for college and emphasizing 21<sup>st</sup> century global skills. PVCICS requires its 11<sup>th</sup> and 12<sup>th</sup> grade students to take IB Mandarin so they continue developing their Chinese proficiency. In the 2017-2018 school year, the second cohort of 12<sup>th</sup> grade students graduated from the school. All graduates are attending two or four year colleges, including an American university’s campus located in China.

PVCICS is faithful to the mission, vision and educational philosophy defined in its charter. PVCICS’s eleven year track record of consistent high performance is evidence of the students’ ability to perform well academically in the Chinese immersion environment.

#### Amendments to the Charter in 2017-2018

Date	Amendment Requested	Approved?
July 10, 2017	PVCICS’s revised Accountability Plan	Approved
July 10, 2017	PVCICS Mission Statement	Approved
June 29, 2017	PVCICS Enrollment Policy and Procedures	Pending

#### Access and Equity

As a regional school serving thirty-nine rural, suburban and urban communities, PVCICS welcomes a diverse student population. The school culture emphasizes respect for everyone and the school’s positive disciplinary approaches employ restorative practices. PVCICS’s in and out of school suspension rates are very low. Socio-emotional and conflict resolution skills are taught to all students and help foster a safe school environment.

## Dissemination Efforts

PVCICS implements an innovative Chinese immersion model that is considered one of the best in the United States. PVCICS welcomes visitors and educators from Massachusetts, other parts of the United States and other countries. Many educators from other schools want to replicate PVCICS's best practices in language immersion. PVCICS helps build positive public awareness of the benefits of language immersion. It has worked to build long-term collaborative relationships with organizations that can help sustain its program, broaden outreach and provide opportunities for dissemination both to the public and to other educators. PVCICS also welcomed many families from all over the Pioneer Valley to regularly scheduled information sessions. PVCICS held a dozen information sessions during the school year. Some prospective students also observed classes during the school day.

Dissemination activities in 2017-2018 include the following:

<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</b> that best aligns to the shared best practice (choose from the drop down menu)	<b>With whom</b> did the school disseminate its best practices? (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.)
Reducing Grammatical Errors in Chinese	Presentation at Massachusetts Foreign Language Association Annual Conference in October 2017.	Principal, Director of Education and four teachers presented	Curriculum	Educators from all over Massachusetts and members of the Massachusetts Foreign Language Association	Presentation and conference agenda listing presentation. There was no grant funding for this.
Teacher Collaboration in Dual Language Programs	Massachusetts Dual Language Annual Conference in March 2018.	Director of Student Services, Director of Education and Principal presented	Instruction	Massachusetts Dual Language teachers and administrators from all over Massachusetts	Presentation and conference agenda listing presentation. There was no grant funding for this.
Chinese Early Language and Immersion Network (CELIN) Educators Forum/Confucius Classroom Roundtable	National Chinese Language Conference in May 2018.	Director of Education and Principal	Mission and Key Design Elements	Chinese language teachers, administrators and researcher	Shared experiences with working group to build connections related to best practices in Chinese immersion and related dual language programs.
Chinese Immersion Model	Meetings and observations at PVCICS in September 2017.	Principal, Executive Director and	Mission and Key Design Elements	Group of educators and administrators from Beijing Affiliated Elementary School of	Shared experiences in developing bilingual English/Chinese programs, as well as International Baccalaureate programs. There was no grant funding for this.

		members of the PVCICS staff		Chaoyang Normal School	
Chinese Immersion Model	Meetings and observations at PVCICS in October 2017.	Principal, Executive Director and members of the PVCICS staff	Mission and Key Design Elements	Group of educators and administrators from Holyoke Public Schools dual language program.	Shared experiences in developing dual language programs. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in October 2017.	Principal, Executive Director and members of the PVCICS staff	Instruction	Group of Principals from Taiwan, organized by Taiwan Economic and Cultural Office.	Shared experiences in developing bilingual English/Chinese elementary school immersion programs. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in December 2017.	Principal, Executive Director and members of the PVCICS staff	Mission and Key Design Elements	Group of undergraduates interested in immersion from Amherst College	Shared experiences running a public charter school focused on immersion. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in December 2017.	Principal, Executive Director and members of the PVCICS staff	Mission and Key Design Elements	Group of educators and Director of Foreign Languages, Weston Public Schools	Shared experiences in developing Chinese immersion programs and dual language programs in elementary school. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in January 2018.	Principal, Executive Director and members of the PVCICS staff	Mission and Key Design Elements	Group of Principals and educators from China, organized NewSchool Insight's US Director.	Shared experiences in developing bilingual English/Chinese programs with international focus. There was no grant funding for this.
Chinese Immersion and International Baccalaureate Model	Meetings and observations at PVCICS in January 2018.	Principal, Executive Director, members of the PVCICS staff, students, parents	Access and Equity	State Representative Peisch, House Chair, Joint Committee on Education.	Shared knowledge about educational policies related to promoting access and equity especially for dual language programs. There was no grant funding for this.
Chinese Immersion Model	Meetings and observations at PVCICS in spring 2018.	Principal, Director of Education and members of the PVCICS staff	Mission and Key Design Elements	Group of graduate students at Brandeis University Masters of Education program.	Shared experiences in developing immersion programs. There was no grant funding for this.
Educational model and starting a school	Meetings and observations at	Principal, Executive	Mission and Key Design Elements	Group of graduate students from Smith	Best practices in dual language programs and starting new programs and school

	PVCICS in March 2018.	Director, Director of Education and members of the PVCICS staff		College course "The Making of a School".	structures (leadership, governance, finances, instruction and curriculum). There was no grant funding for this.
Chinese Immersion and International Baccalaureate Model	Meetings and observations at PVCICS in March 2018.	Principal, Executive Director	Mission and Key Design Elements	Ms. Heli Chu, Educator from North Carolina.	Shared experiences in developing Chinese immersion programs. There was no grant funding for this.
Teaching Chinese as a second/foreign/heritage language	Meetings and observations at PVCICS in March 2018.	Principal, Executive Director	Instruction	Prof. Wanbing Yang from Jinan University, Guangzhou, a visiting scholar at Umass Amherst.	Discussion of best practices for exchange programs to strengthen teacher training. There was no grant funding for this.
Chinese Immersion and International Baccalaureate Model	Meetings and observations at PVCICS in July 2018.	Principal, Executive Director	Mission and Key Design Elements	MIT Visiting Professor Prof. Chih-Cheng Meng, from Taiwan.	There was no grant funding for this.
Special Education in a Chinese Immersion School	On-site full year supervised special education licensure practicum for graduate student.	Special Education team	Supports for Diverse Learners	Mount Holyoke Master of Arts in Teaching graduate student.	Collaborative educational activities with local college as part of school's mission to work with community partners. There was no grant funding for this.
Teaching Chinese as a second language	On-site full year supervised licensure practicum for graduate student.	Chinese immersion teaching team	Instruction	UMass Masters of Education graduate student.	Collaborative educational activities with local college as part of school's mission to work with community partners. There was no grant funding for this.

## **ACADEMIC PROGRAM SUCCESS**

### **Student Performance**

PVCICS's school report card link is below,

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=37&orgcode=04970205&fycode=2017&orgtypecode=6&>

Student achievement has been consistently high-performing over the years. The detailed Spring 2017 Massachusetts Comprehensive Assessment System (MCAS) results are available on the Massachusetts Department of Elementary and Secondary Education (ESE) website.

### **Program Delivery**

PVCICS has a consistent record of high academic performance since opening in 2007 as evidenced by externally scored assessments (MCAS, IB, and STAMP Chinese tests) and internally scored assessments (BAS, SOPA). Both types of assessments are used to identify year-to-year performance trends.

Data from assessments and the Response to Intervention (RtI) process serves as input to PVCICS's cyclical process of curriculum improvement. Curriculum meetings during the school year allow teaching teams to review assessment results and revise curriculum across grade levels. This process helps ensure vertical and horizontal articulation of the curriculum as well as alignment with the state curriculum standards.

The 2017-2018 school year marked the second year the school had 12<sup>th</sup> graders and in June 2018, all 12<sup>th</sup> graders successfully graduated and are planning to attend college. PVCICS's high school is an "International Baccalaureate (IB) for All" program so all 11<sup>th</sup> and 12<sup>th</sup> graders were enrolled in all IB courses. PVCICS's full-time guidance counselor worked closely with the school's IB Coordinator to guide students through the college admissions process. Administrators and teachers met regularly to refine high school course sequences to ensure content area curriculum is vertically articulated.

In 2017-2018, although there were no major changes to the instructional model and assessment methods, PVCICS continued to look at improving its program. Due to growth, additional support for diverse learners was provided as summarized below.

For diverse learners, PVCICS increased staff in both classroom and specialist roles. In 2017-2018, PVCICS increased English Language Learner (ELL) support for the full-time ELL coordinator/teacher with a part-time ELL licensed teacher. PVCICS had a part-time middle school math support teacher focused on providing RtI math support. A full-time Chinese teacher was dedicated to provide Chinese RtI support for students needing it.

In 2017-2018, PVCICS employed three full-time special education teachers, a dual certified ELL/elementary teacher, a Reading Specialist with Early Childhood certification, a dual certified Reading Specialists (with high school ELA certification), a dual Early Childhood and Moderate Disabilities certified teacher, a full-time School Psychologist, a licensed Speech/Language Pathologist, a licensed Occupational Therapist and two counselors to serve students. In addition, PVCICS contracted with a board certified behavior analyst (BCBA) on an as-needed basis.

These staff provided special education services to eligible students and provided general education services to students identified by PVCICS's Response to Intervention (RtI) process. The RtI process uses a multi-tiered approach for delivering academic, social and/or emotional support to students. RtI is a regular education initiative of differentiation of instruction to improve learning outcomes.

PVCICS staff have incorporated the revised state standards in Science and Technology/Engineering, English language arts, Social Studies/History and Mathematics into its curriculum. Teachers and administrators met during the year to align curriculum.

### Social, Emotional and Health Needs

As in previous years, PVCICS has a supportive counseling and nursing staff for students social, emotional and health needs. PVCICS utilizes positive disciplinary approaches and restorative practices. There were no major changes in the school’s approach as it has been proven to be successful in creating a safe school environment.

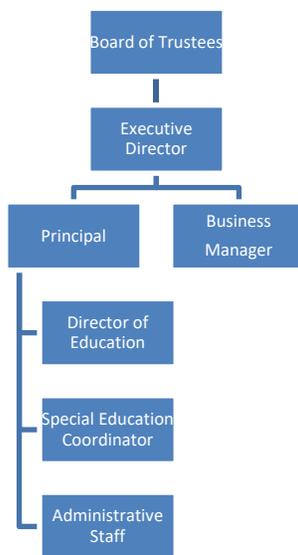
## ORGANIZATIONAL VIABILITY

### Organizational Structure of the School

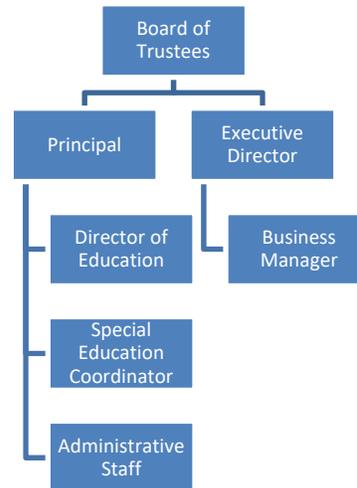
In 2017-2018, PVCICS added two full-time staff to support the growth in operations, technology and student extracurricular activities. These were Ms. Catherine Zatyorka, Director of Operations and Student Activities and Mr. Mark LeLacheur, Information Technology Director. The administrative team continued to include Mr. Richard Alcorn, Executive Director; Ms. Kathleen Wang, Principal; Ms. Christine Fontaine, SPED Administrator; Ms. Hsiu-wen Hsieh, Director of Education; Ms. Marilyn Kusek, Director of Student Services, Ms. Dorothy Hartman, Middle School Administrator; and Mr. David Bulley, High School Administrator. Ms. Youko Parsons, Office Coordinator, reports to the Executive Director. Ms. Patrice MacPherson served as the International Baccalaureate (IB) Coordinator. Mr. Michael Rooney served as part-time Athletic Director.

The organization chart on the left was approved by the Massachusetts Department of Elementary and Secondary Education in 2010. A State Ethics Letter written to Mr. Richard Alcorn on June 24, 2010 functionally requires both Mr. Richard Alcorn and Ms. Kathleen Wang to report directly to the PVCICS Board of Trustees, as shown in the functional organization chart on the right.

Organizational Chart



Functional Organization Chart



**Teacher Evaluation**

PVCICS continues to use a modified version of the Massachusetts Model System of Educator Evaluation (MA model) of teacher evaluation. Because PVCICS is not a Race-to-the-Top (RTTT) district it is not required to use the MA model. However, PVCICS has elected to use it for teacher evaluation with some modifications to reflect its organizational needs. Modifications include adapting instructional indicators for Chinese and English instruction and curriculum, as well as streamlining forms to reduce paperwork.

**Budget and Finance**

**FY2018 income statement – unaudited<sup>5</sup>**  
 For the Fiscal Year July 1, 2017 to June 30, 2018

<b>Revenues</b>	<b>Dollars(\$)</b>
Tuition	6,995,541
Grants	205,000
Nutrition, Bus Afterschool fees	262,528
Contributions & Fundraising	12,867
Other Income	39,532
<b>Total Revenues</b>	<b>7,515,467</b>
<b>Expenses</b>	
Personnel	5,446,008
Instructional	304,342
Occupancy	1,048,207
Administrative	405,441
<b>Total Expenses</b>	<b>7,508,681</b>
<b>Net Surplus (Deficit)</b>	<b>6,786</b>

<sup>5</sup> Unaudited due to Annual Report deadline.  
 Annual Report 2017-2018

**FY2018 statement of net assets (balance sheet) - unaudited<sup>6</sup>**  
*All numbers are in dollars (\$).*

	<b>6/30/18</b>	<b>6/30/17</b>	<b>Change 2017-2018</b>
<b>Assets</b>			
Current Assets			
Cash & Cash Equivalents	2,328,498	2,293,675	34,823
Other Accounts Receivable	8,800	0	8,800
Prepaid Items	178,665	111,758	66,907
<b>Total Current Assets</b>	<b>2,515,976</b>	<b>2,405,433</b>	<b>110,543</b>
Fixed Assets			
Property, Plant Equipment, net	563,478	489,568	73,910
L/T Prepaid Rent	729,695	790,503	(60,808)
<b>Total Assets</b>	<b>3,809,150</b>	<b>6,685,504</b>	<b>123,645</b>
<b>Liabilities</b>			
Current Liabilities			
Accounts Payable	79,089	32,784	46,305
Accrued Expense	512,299	451,345	61,054
Other Current Liabilities	\$1,673	1,979	(496)
<b>Total Current Liabilities</b>	<b>593,061</b>	<b>\$486,178</b>	<b>106,883</b>
L/T Liabilities			
Student Class Funds	14,009	4,033	9,976
<b>Total Liabilities</b>	<b>607,070</b>	<b>490,211</b>	<b>116,859</b>
Net Assets			
Unrestricted Net Assets	3,202,080	3,195,293	6,786
<b>Total Net Assets</b>			
<b>Total Liabilities and Net Assets</b>	<b>3,809,150</b>	<b>3,685,504</b>	<b>123,645</b>

<sup>6</sup> Unaudited due to Annual Report deadline.  
*Annual Report 2017-2018*

**FY2019 School Budget**

*Approved at the June 6, 2018 meeting of the  
PVCICS Board of Trustees*

<b>Revenue Accounts</b>	<b>Dollars (\$)</b>
Tuition	7,685,000
Grants Public & Private	248,000
Student Fees	253,285
Other Income	30,000
Total Revenue	8,216,285
<b>Expenditure Accounts</b>	
Salaries & Wages	5,218,890
Payroll Tax and Fringe Benefits	643,531
Student Expense	709,091
Facility Expense	1,105,150
Administrative Expense	457,809
Total Expenses	8,131,471
Net Income	84,814

## **FY2019 Capital Plans**

### ***PVCICS Addition Project***

**Description of the project:** PVCICS is working on developing the space needed to support the continuing and projected growth of the school. PVCICS anticipates funding will come from a combination of local bank financing and financing from the USDA – Rural Development. PVCICS will be submitting an updated charter amendment to secure authorization for additional student seats needed to justify financing the addition.

**Current status of the project:** Developing options.

**Current estimated schedule for the completion of the project:** To be determined.

**Current estimated cost for the project:** To be determined.

**How the school plans to finance the project:** The school expects to secure funding from a combination of construction and term loans from a local bank and a mortgage from the United States Department of Agriculture – Rural Development.

**Has the school established a capital project reserve account for the project and, if so, the balance in the account as of June 30 of the fiscal year just ended:** The PVCICS Educational Foundation must maintain a reserve account as part of existing loan agreements. The reserve is not dedicated to this project.

## **Complaints**

No formal complaints were made about PVCICS violating any provision of M.G.L. c. 71, § 89, or 603 CMR 1.00.

## Appendix A: Accountability Plan 2017-2018

*Note: This Accountability Plan was Provisionally Approved by MA Dept. of Elementary and Secondary Education on July 27, 2018.*

### Faithfulness to the Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence																
<b>Objective:</b> Research studies have documented that students in language immersion programs develop English and target language literacy skills over time. K-3 grade English reading performance is strong and demonstrates improvement over time. (Key Design Element 1 <sup>7</sup> )																		
<b>Measure:</b> In each grade, K-3, the Fountas and Pinnell Benchmark Assessment System (BAS), will be used to track improvement in English reading and show that, the average year-end scores of all students who have been enrolled for at least two years will be on or above grade-level.	Met	For 2017-2018, in each grade K-3, average year-end scores for students enrolled for at least two years were on or above grade level. <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 15%;">Initial Entry Grade</th> <th style="width: 15%;">Initial Entry Year</th> <th style="width: 20%;">Average Year-End BAS Score</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2016-17</td> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2015-16</td> <td style="text-align: center;">M</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">K</td> <td style="text-align: center;">2014-15</td> <td style="text-align: center;">S</td> </tr> </tbody> </table> Note: BAS scores I and M are at grade level, score S is above grade level.	Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score	1	K	2016-17	I	2	K	2015-16	M	3	K	2014-15	S
Grade	Initial Entry Grade	Initial Entry Year	Average Year-End BAS Score															
1	K	2016-17	I															
2	K	2015-16	M															
3	K	2014-15	S															

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective:</b> Research studies have documented that the International Baccalaureate (IB) Diploma Programme is highly aligned with the Knowledge and Skills for University Success. All PVCICS grade 11-12 students will access a world class education by embracing their course work in the International Baccalaureate Diploma Programme at PVCICS. (Key Design Element 1)		
<b>Measure:</b> 95% of the members of the graduating class who register to take 4 or more IB exams will earn at least two IB course scores of 3 or higher by July of their graduation year.	Met	For the 2017-18 school year, 100% of students registered for four or more IB exams earned two or more IB scores of 3 or higher in the 2018 session (reported in July 2018).
<b>Measure:</b> Each year at least 50% of the members of the graduating class who attempt the IB Diploma will earn their IB Diplomas.	Met	For the 2017-18 school year, 87.5% of students who attempted the full IB Diploma earned the IB Diploma.

<sup>7</sup> PVCICS has three Key Design Elements: 1) High academic achievement, 2) Proficiency in Chinese language and 3) Develop understanding of Chinese culture.

	2017 - 2018 Performance (Met/Partially Met/Not Met)	Evidence																					
<b>Objective: PVCICS students will develop proficiency in Chinese language (Key Design Element 2)</b>																							
<p><b>Measure:</b> Annually, in each grade K-2, on the Chinese SOPA, eighty percent of all students who have been enrolled for at least two years, will achieve Junior Novice Low or above proficiency.</p>	Met	<table border="1" data-bbox="820 359 1466 577"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least two years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>K</td> <td>100%</td> </tr> <tr> <td>2</td> <td>K-1</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least two years are included in this data. SOPA scores measure oral proficiency, grammar, vocabulary, listening comprehension, and communication strategies.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency	1	K	100%	2	K-1	100%												
Grade	Initial Entry Grade	Percentage of students enrolled at least two years who achieved or exceeded the target proficiency																					
1	K	100%																					
2	K-1	100%																					
<p><b>Measure:</b> Annually, in each grade 3-5, on the Chinese STAndards-based Measurement of Proficiency 4Se (STAMP 4Se) , eighty percent of all students who have been enrolled for at least four years, will achieve Novice-Mid or above proficiency.</p>	Met	<table border="1" data-bbox="816 779 1469 1041"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least four years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>K</td> <td>100%</td> </tr> <tr> <td>4</td> <td>K-1</td> <td>97%</td> </tr> <tr> <td>5</td> <td>K-2</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled at least four years are included in the percentage of students above. STAMP 4Se measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency	3	K	100%	4	K-1	97%	5	K-2	100%									
Grade	Initial Entry Grade	Percentage of students enrolled at least four years who achieved or exceeded the target proficiency																					
3	K	100%																					
4	K-1	97%																					
5	K-2	100%																					
<p><b>Measure:</b> Annually, in each grade 6-11, on the Chinese STAndards-based Measurement of Proficiency 4S (STAMP 4S) , eighty percent of all students who have been enrolled for at least seven years, will achieve Intermediate Low or above proficiency.</p>	Met	<table border="1" data-bbox="824 1234 1459 1602"> <thead> <tr> <th>Grade</th> <th>Initial Entry Grade</th> <th>Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>K</td> <td>100%</td> </tr> <tr> <td>7</td> <td>K-1</td> <td>92%</td> </tr> <tr> <td>8</td> <td>K-2</td> <td>97%</td> </tr> <tr> <td>9</td> <td>K-3</td> <td>100%</td> </tr> <tr> <td>10</td> <td>K-4</td> <td>80%</td> </tr> <tr> <td>11</td> <td>K-5</td> <td>100%</td> </tr> </tbody> </table> <p>Notes: Only students who have been enrolled for at least seven years are included in this data. STAMP 4S measures listening, speaking, reading and writing proficiency.</p>	Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency	6	K	100%	7	K-1	92%	8	K-2	97%	9	K-3	100%	10	K-4	80%	11	K-5	100%
Grade	Initial Entry Grade	Percentage of students enrolled at least seven years who achieved or exceeded the target proficiency																					
6	K	100%																					
7	K-1	92%																					
8	K-2	97%																					
9	K-3	100%																					
10	K-4	80%																					
11	K-5	100%																					
<p><b>Measure:</b> Annually, in grade 12, on the IB Mandarin test, eighty percent of all students who have been enrolled for at least thirteen years will achieve a 3 or above.</p>	N/A for 2017-2018	N/A for 2017-2018. None of the 12 <sup>th</sup> graders in 2017-2018 were enrolled for at least thirteen years.																					

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: PVCICS students will develop an understanding of Chinese culture. (Key Design Element 3)</b>		
<b>Measure:</b> Annually, in each grade K-12, eighty percent of all students who have been enrolled for at least two years, will achieve Novice-Mid or above proficiency in understanding of Chinese culture based on “ACTFL World Readiness Standards” for Culture.	Met	Throughout the school year, there were student performance tasks that assessed student’s understanding of Chinese culture. The February 2018 Chinese New Year’s Performances featured multi-grade performances with families and single grade-level classroom performance with only students. There were also year-end Chinese performances in all grades where students performed or gave presentations entirely in Chinese.

**Dissemination**

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: PVCICS will share its innovative practices with other public school educators.</b>		
<b>Measure:</b> At least once a year, PVCICS will host a workshop for Massachusetts public school educators on a topic related to instruction and/or student support activities.	Met	PVCICS hosted a Response to Intervention (RtI) Workshop in December 2017 that had roughly a dozen public school educators to discuss best practices in RtI. PVCICS staff and administrators provided overviews of its school-wide RtI process and shared its experience implementing it across K-12.
<b>Measure:</b> At least once a year, PVCICS will submit a proposal for a presentation at a professional conference for public school dual language educators related to its Chinese language and culture program.	Met	PVCICS was selected to present at the Massachusetts Foreign Language Association (MaFLA) Annual Conference in November 2017. PVCICS staff gave a presentation about correcting Chinese grammatical errors. PVCICS also was selected to present at the Massachusetts Dual Language Annual Conference in March 2018 on the topic of teacher collaboration in dual language programs. There were many Massachusetts public school educators at these presentations.

## Appendix B: Recruitment and Retention Plan

### Recruitment Plan 2018-2019

School Name: Pioneer Valley Chinese Immersion Charter School

Date: July 30, 2018

#### Implementation Report on 2017-2018 Recruitment Plan

PVCICS holds regular Information Sessions to inform parents and prospective students about the program that the school offers. Information sessions describe the social, emotional, financial and academic support services available at PVCICS for students. Some of the activities used to recruit students include:

- PVCICS website and recruitment flyers state that “Children with special needs are welcome at PVCICS”.
- The main page of the PVCICS website notes our "Support for Special Education and English Language Learners" and includes links to a FAQ, the 'Students with Disabilities Notice' and the 'English Language Learners Notice of Rights'.
- A Special Education teacher and an English Language Learner teacher hosted an information session.
- Google translator works with the PVCICS website.
- Literature was distributed at the Northampton offices of the Center for New Americans and the Northampton offices of the International Language Institute of Massachusetts.
- PVCICS worked with the New England Farm Workers Council to provide childcare vouchers. PVCICS publicizes this program to the PVCICS community.
- Flyers were distributed at Community Action and the Amherst Survival Center.
- Bus service is provided for Greenfield, Holyoke and Springfield areas.
- PVCICS provides information about the social, emotional, financial and academic support services for selected populations available at information sessions and online.
- Information sessions included an invitation to have the school principal meet with parents and students requesting information about services for selected populations, either immediately following the information session or during regular school hours.
- Literature was distributed at Centers for New Americans in Greenfield and Turners Falls, Community Action location in Greenfield and at three Springfield libraries.

Based on data from the DESE web site, the table below shows the changes in PVCICS’s selected populations. This table is based on comparing October SIMS data from year to year.

Percentage of Students in Selected Population				
Selected Population	2014-2015	2015-2016	2016-2017	2017-2018
English Language Learner	3.9	3.9	2.5	2.8
Students With Disabilities	6.4	6.6	5.9	5.9
Economically Disadvantaged (2016)	15.2	17.5	15.5	16

The changes in percentages from the 2015-2016 school year to the 2016-2017 school year were as follows.

- Students with Disabilities: PVCICS had no change in the percentage of ‘Students with Disabilities’. ‘Students with Disabilities’ uses the number of Individual Education Programs (IEPs) in place at a school as the measure of the number of students with disabilities. In order for a student to receive an IEP the student must both have a disability and not make effective progress.

Review of available data demonstrates some of the differences between PVCICS and traditional public-school districts. The school day at PVCICS is longer which effectively provides an additional 34 days of school per year compared to a traditional school district. The DESE 2017 ‘Resource Allocation and District Action Reports’ (RADAR) data shows that PVCICS has 70% more ‘Teachers’ (general education, special education and Bilingual/ESL) per student than the state average. PVCICS has 170% more ‘Sped Teachers’ per student than the state average. PVCICS has more ‘Teachers’ and ‘Sped Teachers’ per student than can be found in neighboring public-school districts.

PVCICS staff believes the school’s robust RtI program, greater number of teachers and greater student classroom time reduces the percentage of students with disabilities, who do not make effective progress. This reduces the number of students with IEPs and explains our lower than typical percentage of students with disabilities. Additionally, PVCICS provides far more resources to support students with IEPs than is found in a typical school district.

- English Language Learner (ELL): PVCICS had a 0.3% increase in the percentage of ELL students.

CHART enrollment demographics shows 16.6% of 2018 PVCICS students were ‘First Language Not English’ (FLNE). This is well above the reported 12.6% of FLNE student within our state defined regional comparison index. While serving a higher percentage of ‘First Language Not English’ students, the percentage of students at PVCICS requiring English language learner services is lower at 2.8% compared to the 2017 state defined regional comparison index of 6.0%. As is the case for students with disabilities, devoting more high-quality teaching resources for more time leads to improved educational outcomes.

Holyoke Public Schools now offer a Spanish dual language immersion program, which may have greater appeal to ELL students with Spanish as a home language. Spanish is the dominant second language for ELL students in our region.

- Economically Disadvantaged: There was a 0.5% increase in the percentage of Economically Disadvantaged students to 16%. PVCICS’s Economically Disadvantaged numbers are comparable to its host community of Hadley. Students coming from urban centers with far higher low-income numbers tend to be further away from the school campus.

Additionally, PVCICS has only recently been provided access to the MA Executive Office of Health and Human Services databases that will help school staff to identify and support economically disadvantaged students, who have not exercised their right to enroll for state and federal services. PVCICS staff have recently identified eight students eligible for free lunch, who are not in the state database.

#### **General Recruitment Activities Undertaken Each Year Which Apply to All Students**

PVCICS will advertise its information sessions and its public website address on radio stations covering PVCICS’s region of service. PVCICS will use targeted emails and literature drops to after-school programs, enrichment organizations, heritage language schools, community organizations and public libraries.

<b>Recruitment Plan –Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b>5.9%  <b>GNT percentage:</b> 9.6%  <b>CI percentage:</b> 13.9%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p><b>(b) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will work to make explicit in the school’s recruitment efforts the special education, social, emotional and academic support services available at PVCICS.</li> <li>• PVCICS website and recruitment flyers state that “Children with special needs are welcome at PVCICS”.</li> <li>• Services are described at information sessions and on the public website.</li> <li>• A special education teacher hosted at an information session</li> <li>• Information sessions included time for parents and students to receive additional information about special education services.</li> <li>• PVCICS recruited a full time licensed special education administrator and updated the information session presentation to reflect this fact.</li> <li>• Information sessions direct prospective families to the school website and SEPAC page for contact information and details about programs, events, and special needs services.</li> <li>• PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> <li>• PVCICS information sessions will publicize the fact PVCICS has a higher ratio of special education staff to special education students than most public schools.</li> </ul>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Pick-up and drop-off bus service to Springfield will be non-stop.</li> <li>• PVCICS will add a bus stop in a district with a higher percentage of students with disabilities.</li> </ul>
<b>Limited English-proficient students/English learners</b>	

<p><b>(a) CHART data</b></p> <p>School percentage: 2.8%</p> <p>GNT percentage: 3.8%</p> <p>CI percentage: 6.2%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support for Limited English-proficient students available at PVCICS.</li> <li>• Services are described at information sessions and on the public website. Google translator works with PVCICS’s website.</li> <li>• As occurred last year, an English language learner teacher will host an information session;</li> <li>• Information sessions will include time for parents and students to receive additional information about services for limited English-proficient students.</li> <li>• PVCICS will continue distribute flyers at Centers for New Americans and at the International Language Institute of Massachusetts.</li> <li>• Services include reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a higher percentage of Limited English-proficient students.</li> <li>• PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> <li>• Students eligible for free lunch will also receive free bus service on the supported routes.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Pick-up and drop-off bus service to Springfield will be non-stop.</li> <li>• PVCICS will add a bus stop in a district with a higher percentage of Limited English-proficient students.</li> </ul>

**Students eligible for free or reduced lunch (Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 16.0%</p> <p>GNT percentage: 21.9%</p> <p>CI percentage: 41.9%</p> <p>The school is <u>above</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and financial support provided to students who are eligible for free or reduced lunch.</li> <li>• Services include reduced cost for student bus service to and from Holyoke, Springfield and Greenfield, which have a high percentage of students eligible for free or reduced lunch.</li> <li>• Supports for students who are eligible for free or reduced lunch are described at information sessions and on the school’s website.</li> <li>• PVCICS will continue to post flyers at regional Community Action centers, public libraries and the area survival centers.</li> <li>• Information sessions will continue to include time for parents and students to receive additional information about services for students eligible for free or reduced lunches.</li> <li>• PVCICS will provide flyers to at least two YMCA programs that tend to service lower income families and their children.</li> <li>• PVCICS information sessions will publicize the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> </ul>
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	<ul style="list-style-type: none"> <li>• PVCICS will participate in future Springfield Area Charter School Showcase organized by the Massachusetts Charter Public School Association.</li> <li>• Students eligible for free lunch will also receive free bus service on the supported routes.</li> </ul> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Pick-up and drop-off bus service to Springfield will be non-stop.</li> <li>• PVCICS will add a bus stop in a district with a high percentage of economically disadvantaged students.</li> </ul>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• Supports for students who are sub-proficient are described at information sessions and on the public website.</li> <li>• Additionally, PVCICS distributed flyers at local after-school enrichment and tutoring centers.</li> <li>• PVCICS will be explicit about how its programmatic elements (e.g., two teachers in all K-5 classes and extended school day) are beneficial to students who have struggled academically and/or may need more intensive support.</li> </ul>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students at risk of dropping out of school. Supports for students at risk of dropping out of school are described at information sessions and on the public website.</li> </ul>
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will work to make explicit in the school’s recruitment efforts the social, emotional and academic support provided to students who have dropped out of school. Supports for who have dropped out of school are described at information sessions and on the public website.</li> </ul>

## Retention Plan 2017-2018

### Implementation Report on 2017-2018 Retention Plan

PVCICS has licensed staff and procedures to support the needs of diverse learners, including those with special education and English language learner needs. See the “Program Delivery” section under the “Academic Program Success” heading of this document for staffing details. PVCICS has dedicated space for students who need special instruction or services. The school provides small group instruction for students who need additional academic support in core academic subjects including Chinese.

In 2017-2018, PVCICS was in its seventh year implementing a robust Response to Intervention (RtI) process that uses a multi-tiered approach for delivering academic, social and/or emotional support to students. RtI is a regular education initiative of differentiated instruction to improve learning outcomes for students without a requiring a diagnosed disability. PVCICS’s RtI team of teachers, instructional support staff and specialists, met monthly to consistently monitor information showing how a student is progressing and make recommendations on the use of specific teaching techniques, the collection of data, and additional support.

If the student continues to have difficulties, the student is referred to the Student Support Team (“SST”) which will either recommend that additional interventions be implemented or makes a referral to special education. The school has a certified full-time special education administrator who advises the Student Support Team (SST), coordinates in-house and contracted special education services, and provides professional development regarding special education for staff. Similarly, PVCICS has established procedures designed to identify, support and evaluate students who are English language learners.

The Education Reform Act of 2010 mandated backfilling students, potentially with no fluency in Chinese, into grades where core curriculum is taught in Chinese in classrooms principally populated with students who have studied Chinese in an immersion setting for years. PVCICS used RtI to provide Chinese Language Learner (CLL) support (akin to the supports offered to English Language Learners) to roughly 12% of its students in 2017-2018 to help retain these state-mandated late-entry students and other students requiring support for Chinese.

The PVCICS staff believes that the robust RtI program reduces the percentage of students referred for Special Education. In 2017-2018 roughly 24.1 % of PVCICS students received RtI interventions. In 2017-2018 roughly 12% of PVCICS students had 504’s. One indication of the effectiveness of our robust RtI program is the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.

The 2017-2018 goal for student retention was 91.5%. The actual student retention was 91.5%. Student retention at PVCICS was higher than the state average of 91.4% and the comparison median of 90.7% reported for “all students”.

PVCICS experienced 25.0% attrition for English Language Learners (ELL), which well above the state average of 12.9% and the comparable median of 10.9%. However, the attrition was comprised of four students, three of whom moved to eastern Massachusetts, and one of whom graduated from ELL services.

Roughly 14.8% of Students with Disabilities left PVCICS. The attrition rate of students with disabilities was above the state average of 9.6% and the comparable median of 9.6%. However, the attrition was

comprised of four students, one of whom was moved to foster care by DCF and two of whom went to a larger high school after completing PVCICS's K-8<sup>th</sup> grade program. One student was at PVCICS for one year.

The attrition rate of Economically Disadvantaged students was 5.0% well below the state average of 10.6% and the comparable median of 10.8%.

When one examines attrition of "High Needs" students, which includes Students with Disabilities, English Language Learners and Low-Income students, PVCICS is at 10.4%, which is quite close to the state average of 10.1% and the comparable median of 10.2%.

The highest level of attrition for "All Students" was at high school and to a lesser degree during middle school transition points. Some of this reflects a decision by students and parents/guardians to place greater priority on extracurricular activities that PVCICS is currently too small to support. Some the attrition may also reflect a decision not to devote such a large portion of the school day to language learning. PVCICS believes this rate will decline as the high school program grows and matures. It is already establishing a record of successful student outcomes.

The highest levels of attrition for "High Needs" students occurred in middle and high school. Once again, these decisions can reflect a change in the priorities of students and parents/guardians. Some students may no longer wish to devote a large portion of the day to language learning while others may prefer a larger school with more extracurricular activities. PVCICS needs to ensure the fact that it exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students is understood by the parents of "High Needs" students.

Unusually high attrition in PVCICS's special education population may also have been caused by the vocal criticism of the school's special education program by some former parents. The criticism was not supported by the results of external reviews, academic outcome data or data on our allocation of resources for special education. PVCICS has a higher ratio of special education staff to special education students than most public schools. Despite the data, the allegations received considerable press coverage and could easily have played a role in the decisions of some parents.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	92.0%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 14.8%</p> <p><b>Third Quartile:</b> 15.2%</p>	<p><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced strategies described below.</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support for special education students.</li> <li>• PVCICS uses the RtI model for early academic intervention and has reading specialists, counselors, SPED teachers and other specialists</li> </ul>

<p>The school is below third quartile percentages.</p>	<p>(SLP, OT, PT) on staff. The RtI process employs progress monitoring, escalating intervention, and referral to SPED, as needed.</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to maintain a full range of services for students on IEP's.</li> <li>• PVCICS will continue to build skill by providing teacher training.</li> <li>• PVCICS believes that by delivering appropriate IEP services, IEP student retention will be raised.</li> <li>• PVCICS hired a full time licensed special education administrator.</li> <li>• PVCICS will publicize to our parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> <li>• PVCICS will publicize to our parents/guardians the fact PVCICS has a higher ratio of special education staff to special education students than most public schools.</li> </ul> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no additional and/or enhanced strategies needed</p>
<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 25.0%</p> <p><b>Third Quartile:</b> 16.7%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support for Limited English Proficient (LEP) students.</li> <li>• PVCICS uses the RtI model for early academic intervention and has two licensed ELL teachers available to provide ELL services. PVCICS is sending staff for RETELL training to ensure compliance with the new regulatory environment.</li> <li>• The RtI process employs progress monitoring and escalating intervention, as needed.</li> <li>• PVCICS believes that by delivering appropriate ELL services, LEP student retention will increase.</li> <li>• PVCICS will publicize to its parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> </ul> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <ul style="list-style-type: none"> <li>• PVCICS will publicize that 30.8% of our Limited English-proficient students graduated from receiving services in the 2017-2018 school year.</li> </ul>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 5.0%</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced strategies needed.</p>

<p><b>Third Quartile: 15.8%</b> The school is below third quartile percentages.</p>	<ul style="list-style-type: none"> <li>• PVCICS will continue to offer eligible students free or reduced price lunch, reduced bus rates as well as social, emotional and academic support.</li> <li>• PVCICS will send an informational flyer to all incoming parents on the New England Farm Workers program to provide childcare vouchers.</li> <li>• PVCICS is eligible for Title I funding and will use these funds to support a reading specialist.</li> <li>• PVCICS will publicize to our parents/guardians the fact PVCICS exceeded the state's 2016 target for progress toward narrowing the proficiency gap for "High Needs" students.</li> <li>• Students eligible for free lunch will also receive free bus service on the supported routes.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies)</b></p> <p><input checked="" type="checkbox"/> Below quartile: no enhanced strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support to students who are sub-proficient.</li> <li>• PVCICS uses the RtI model for academic intervention and has reading specialists, counselors, SPED teachers and other specialists on staff.</li> <li>• The RtI process employs progress monitoring and escalating intervention, as needed.</li> <li>• PVCICS will continue to build skill by providing teacher training.</li> <li>• PVCICS is eligible for Title I funding and will use the funds to support a reading specialist.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• PVCICS will continue to provide social, emotional and academic support to students who are at risk of dropping out.</li> <li>• PVCICS uses the RtI model for academic intervention and has reading specialists, counselors, ELL teachers, SPED teachers and other specialists on staff.</li> <li>• The RtI process employs progress monitoring and escalating intervention, as needed.</li> <li>• PVCICS will continue to maintain a full range of student services.</li> <li>• PVCICS will continue to build skill by providing teacher training to assist in early identification and support for students at risk of dropping out.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li>• To date, no students who have enrolled have previously dropped out.</li> <li>• If a student who had dropped out of school were to enroll, PVCICS would use the RtI process to identify social, emotional and academic interventions needed to support students who have dropped out of school.</li> <li>• PVCICS would work with area agencies to provide other services and support outside of school if necessary.</li> </ul>

## Appendix C: School and Student Data Tables

Student demographic information can be found on the Massachusetts Department of Elementary and Secondary Education’s website at the following link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04970205&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (Data as of the EOY June 2017 SIF/SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	32	7
Asian	90	18
Hispanic	34	7
Native American	0	0
White	272	55
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	65	13
Special education	28	5.9
Limited English proficient	14	2.8
Economically Disadvantaged	79	16

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date as Admin	End date
Richard Alcorn, Executive Director	The Executive Director is the school’s leader responsible for the strategic management of the organization.	9/2010	N/A
Kathleen Wang, Principal	The Principal is the school’s educational operations leader responsible for the implementation of the instructional program and daily school operations.	5/2007	N/A
Youko Parsons, Office Coordinator	The Office Coordinator assists with day-to-day financial responsibilities.	8/2015	N/A
Christie Fontaine, Special Education Administrator (Coordinator)	The Special Education Coordinator administers the special education program and ensures compliance with all state and federal laws and regulations.	8/2016	N/A
HsiuWen Hsieh, Director of Education	The Director of Education (DE) manages the educational program.	8/2011 <sup>8</sup>	N/A

<sup>8</sup> The Director of Education was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

Marilyn Kusek, Director of Student Services	The Director of Student Services manages support services for students.	8/2011 <sup>9</sup>	N/A
Patrice MacPherson, IB Coordinator	The International Baccalaureate (IB) Coordinator ensures compliance to IB standards and works with high school students to guide them through IB program. (.5 FTE)	8/2015 <sup>10</sup>	N/A
Dorothy Hartman, Middle School Administrator	The Middle School Administrator assists in coordinating middle school educational activities.	8/2015	N/A
David Bulley, High School Administrator	The High School Administrator assists in high school discipline. Note: part-time in 2017-2018.	8/2016 <sup>11</sup>	N/A
Catherine Zatyorka, Director of Operations and Student Activities	The Director of Operations and Student Activities manages school operations and student activities (clubs, before/after school, extracurricular activities etc).	8/2017	N/A
Michael Rooney, Athletic Director	The Athletic Director manages the middle and high school extracurricular athletics programs. Note: part-time in 2017-2018.	8/2015	N/A

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year.</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	70 (see note 1)	3 (see note 3)	14 (see note 4)	See notes as specified.
Other Staff	28 (see note 2)	0	6 (see note 5)	See notes as specified.

Notes:

1. Total number of teachers is an actual count of individuals, not in FTE.
2. Total number of staff is an actual count of individuals, not in FTE.
3. Three teachers resigned for personal reasons, including caring for a newborn and assisting a terminally ill family member.
4. Six teachers moved out of the area (three to other states due to spouse's job and three to their home country on expiration of their work visa). One teacher retired. Two teachers were not renewed. Three teachers resigned to accept employment at other districts. One teacher resigned to be a stay at home parent. One teacher resigned to pursue a non-teaching job.
5. One staff member retired. Two staff resigned to pursue employment at other districts. Two staff were not renewed. One staff member resigned for personal reasons.

<sup>9</sup> The Director of Student Services was a teacher at PVCICS prior to her current administrative role. Her start date with PVCICS was 8/2009.

<sup>10</sup> The IB Coordinator is also a teacher at PVCICS. Her start date with PVCICS was 8/2014 and she moved into the IB Coordinator role in 8/2015.

<sup>11</sup> The High School Administrator was part-time since he was also teaching one high school history class. He also assisted in middle school discipline.

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members <b>as of August 1, 2018</b>	11
Minimum number of board members in approved by-laws	8
Maximum number of board members in approved by-laws	18

<b>BOARD MEMBERS FOR THE 2017-18 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> (including date of election and expiration)
Charles Bagley	Chair		1, served previously	1/30/15 thru 1/29/21
Paula Quinn	Vice-Chair	Trusteeship	1	10/26/2015 thru 10/25/2018
Elizabeth Larivee	Secretary	Personnel	1	3/1/2016 thru 2/28/2019
Roland Mandler	Treasurer	Finance	1	7/1/2017 thru 6/30/2020
Scott Livingstone		Trusteeship, Personnel	1	1/30/15 thru 1/29/21
Chung Liu			1, served previously	1/30/15 thru 8/7/2017 <sup>12</sup>
Rosalie Porter		Trusteeship, Personnel	2	10/11/2012 thru 5/1/2018 <sup>13</sup>
Peter Wood		Personnel	1	7/1/2017 thru 6/30/2020
Dan O'Shea		Finance	1	1/25/2016 thru 1/24/2019
Jiuming Ye		Trusteeship	1	1/25/2016 thru 4/5/2018 <sup>14</sup>
Carol Young		Trusteeship	1	5/2/2016 thru 5/1/2019
Andrew Charlton	Teacher Representative		1	7/1/2017 thru 6/30/2019
Annabelle Mandel	Student Representative		1	9/1/2017 thru 6/30/2018

<sup>12</sup> Resigned

<sup>13</sup> Resigned

<sup>14</sup> Resigned

## Appendix D: Additional Required Information

### Key Leadership Changes

<b>Key Leadership Changes</b> <i>2017-2018 School Year</i>		
<b>Position</b>	<b>Name</b>	<b>No Change/New/Open Position</b>
Board of Trustees Chairperson	Charles Bagley	No Change
Executive Director	Richard Alcorn	No Change
Principal	Kathleen Wang	No Change
Special Education Administrator	Christine Fontaine	No Change
MCAS Test Coordinator	Marilyn Kusek	No Change
SIMS Coordinator	Kathleen Wang	No Change
English Language Learner Director	Marina Jones	No Change
School Business Official	Youko Parsons (former name Cho-Hsing Chang)	No Change
SIMS Contact	Kathleen Wang	No Change

### Facilities

<b>Facilities</b>	
<b>Location</b>	<b>Dates of Occupancy</b>
Hadley, MA	August 1, 2008 – present.

### Enrollment

<b>Enrollment Dates for 2019-2020</b>	
<i>Note: typically PVCICS conducts several lotteries.</i>	
<b>Action</b>	<b>Estimated Date</b>
Student Application Deadline	February 12, 2019
1 <sup>st</sup> Lottery	February 14, 2019

\*\* End of Annual Report \*\*\*