



DISTRICT STRATEGIC PLAN

2007/2008

MAY 2007

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District Profile

Beacon Charter High School for the Arts

Chartered on August 2003

Charter Renewal in June 2008

October 1, 2006 enrollment: 140

Total instructional staff: 14

Student: Teacher ratio: 8:1

Student demographics:	<i>Number</i>	<i>Percentage</i>
White	106	76%
African-American	13	9%
Hispanic	9	6%
Asian/Pacific Islander	2	2%
Native American	0	0%
<u>Multi-response</u>	<u>10</u>	<u>7%</u>
	140	100%

Free and reduced lunch eligibility: 62 or 44%

Number of special needs students: 27 with IEP's, 6 with 504's

Number of school days: 180 Sept. through June

Attendance rate: 87%

Average per pupil subsidy: \$10.053 Dropout rate: 6% in 05/06 (1 of 17)

School Information

School Name:	Beacon Charter High School for the Arts
Principal:	Robert Pilkington
Phone:	4016716261
Fax:	4016716264
Email:	workprep@aol.com
School Improvement Team Chair:	Mike Skeldon
Phone (if different from school):	
Fax (if different from school):	
Email:	mrskeldon@aol.com

School Improvement Team

School Improvement team members participating in the development of this plan:

<u>Name</u>	<u>Shareholder Category</u>
Robert Pilkington	Principal
Mike Skeldon	SIT Chair
Dawn Souza	SIT Secretary
John Butler	Teacher
Carolyn Taylor	Teacher
Christina Go	Admissions/Operations
Robin Murphy	Dean of Students

Holly Brewer
Carol Mowry

Teacher
Teacher

School Vision Statement

The school's potential to grow into a sustainable small school that benefits the economic vitality of the Northern Rhode Island region by serving as both a cultural landmark and an educational facility for all ages is achievable within the short term. As the only alternative high school in the region, and the only state-wide charter high school and art school, Beacon is virtually without competition. The addition of a music program to complement the current art offerings, as well as the formation of a middle school and the purchase of our presently leased facility, would solidify the school vision of sustainability.

School Mission Statement

Beacon Charter High School for the Arts prepares young student-artists for advancement through secondary and post-secondary education while immersing each student in the art discipline of their choice and providing them with the practical business experience needed to be successful in the sustained practice of their art.

Statement of the Use of the Examination of NSRE Data

From examining the spring 2006 results for the NSRE in math and ELA, the school improvement team has designed a professional development schedule with topics designed to increase teacher instructional efficacy in the skill areas where the students achieve less than 50% rate for meeting the standard. This effort accomplishes three goals; Identifies where Beacon students are not achieving to high levels, designs and delivers targeted PD teachers and sets clear goals for student achievement.

The fall 2006 NSRE assessment results are the most recently available data sets available to the school's SIT.

Description of NSRE data from the test results released in the fall of 2007

Fall 2007 NSRE Analysis

Test	School % meeting standard	School % nearly meeting	Rank of priority
Writing Effectiveness	21	70	1
Math Concepts	27	45	2
Math problem solving	36	12	3
Math skills	36	21	3
Reading A&I	45	36	4
Reading Basic Comp	44	48	4
Writing conventions	58	27	5

Strategies for improvement

Professional development schedule designed to address remedial priorities in our NSRE assessments as determined by the SIT.

By the end of the 2007/2008 school year the following results will be achieved: While Beacon aspires to be deemed a high performing school by virtue of having at least 50% its student body meeting the standard in either the NSRE or NECAP exams for 11th graders, our stated school goals for 2007/2008 are to achieve a gain of at least 3% in each the seven assessments described above.

Logistics:

Major steps or events that will be completed to achieve the result.	Persons responsible for completing each major step or event.	Resources (time, people, and money) dedicated to each major step or event.	Completion date for each major step or event.
Step 1. Examine test data; set priorities	SIT	Monthly meetings, SIT chair, secretary, admin, teachers and parents	May 1, 2007
Step 2. Schedule and plan PD days and weekly sessions	Robert Pilkington, Mike Skeldon, Robin Murphy, Lead Teacher	June 25; July 30, 31; August 1; September 4. Weekly one hour PD for teachers; 15 dollars per hour for 14 teachers for 40 weeks. Lead teacher at 15 dollars per hour for 2 teachers	Schedule by May 1, 2007 Events until

		for 40 weeks. Local funds and Title IIA.	6/08
Step 3. Develop schedule of offerings for PD aligned with RI Quality Standards and NCLB PD definitions	Robert Pilkington, Mike Skeldon, Dawn Souza, John Butler, Amy Harrington, Holly Brewer, Robin Murphy	Monthly meetings, SIT chair, secretary, admin, teachers and parents	June 30, 2007
Step 4 Include teachers in PS series for Parents	Robert Pilkington, Mike Skeldon	All 14 teachers to attend PD sessions by Dunn Institute; bi-monthly, six meetings. one hour at \$25 per hour	September though May
<p>Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?</p> <p>Increase in student achievement in prioritized areas of concern as shown in either NSRE or NECAP assessments</p> <p>Agendas, minutes, attendance sheets, feedback forms, workshop reports and timesheets of PD activities listed above</p>			
<p>Summative Evaluation: Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? Yes, the above outlined PD schedule and its relationship to assessment scores can be evaluated through action research done by the graduate school of education of our sponsor, Johnson and Wales University</p>			

Action plan for improvement

Activity	Persons responsible	Dates	Resources	Accountability
Workshop standards alignment	Kristin LeHoullier, Dunn Institute	June 25, 2007	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
Workshop on Schoolwide essay /writing organization	Holly Brewer, Amy Harrington, Carolyn Taylor	July 30, 2007	Title IIA	Agenda, minutes, attendance, faculty work product, integrated lessons
Workshop on inclusion strategies for FIRES (facts, incidents, reasons, examples and statistics) in writing	Amy Harrington	July 31, 2007	Title IIA	Agenda, minutes, attendance, faculty work product, integrated lessons
Workshop on integrating math problem solving and writing	Amy Harrington, Holly Brewer, John Butler	August 1, 2007	Title IIA	Agenda, minutes, attendance, faculty work product, integrated lessons
Follow up workshop to 7/30,31 and 8/1	Amy, Holly, John, Mike and Rob	September 11, 2007	Title IIA	Agenda, minutes, attendance, faculty work product, integrated lessons

Weekly PD designed to give teachers opportunities to use various forms of data to design research based instructional strategies and integrate lessons	Mike Skeldon, Lead Teacher	One hour per week mid September through June	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons. All 14 teachers are participating
Bi-monthly PD sessions with parents	Robert Pilkington, Mike Skeldon	One hour every other month, night meeting	Local funds	Agenda, minutes, attendance sheets
Designation of Lead Teacher position of rotation	Mike Skeldon, Robert Pilkington	Two hours per week mid Sept. through May to organize accountability process for PD	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons. All 14 teachers are participating

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Email:	mrskeldon@aol.com

School Improvement Team and Parent's Association

School Improvement team and community members participating in the development of this plan:

<u>Name</u>	<u>Shareholder Category</u>
Robert Pilkington	Principal
Christina Go	Operations/Admissions
Cam Martins	Parent
Anne Hoyle	Parent
Paul Galley	Parent

School Vision Statement

The school's potential to grow into a sustainable small school that benefits the economic vitality of the Northern Rhode Island region by serving as both a cultural landmark and an educational facility for all ages is achievable within the short term. As the only alternative high school in the region, and the only state-wide charter high school and art school, Beacon is virtually without competition. The addition of a music program to complement the current art offerings, as well as the formation of a middle school and the purchase of our presently leased facility, would solidify the school vision of sustainability.

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Statement of the Use of the Examination of SALT Data

From examining the 2006/2007 school year SALT survey results for Parent Engagement, the school and parent's organization will design a professional development series for families and parents. This effort accomplishes three goals; engage parents with the PTA, deliver high quality PD to parents and attract a wider audience than just Beacon parents as efforts to invite other schools will be included

Description of SALT Data from the 2007 Survey – Results Published April 2007

SALT Survey for Parents 2007

B.1 Total percent responding: 59 in 05/06 and 49 in 06/07. Down 10 surveys or 17%

B.2 This school has an active parent association: 70% strongly agreed in 05/06 and 62% strongly agreed in 06/07. 8% drop

B.2 I could help my teen if the school gave me more ideas: 6% strongly agree in 05/06 and 22% agreed in 06/07

B.3 Went to PTA meetings: 53% responded never in 05/06 and 60% responded never in 06/07

B.4 Helps me understand my teens development: 51% responded does well in 05/06 and 49% responded does well in 06/07

B.4 Invites me to PTA meetings: 83% responded does well in 05/06 and 74% responded does well in 06/07

Planned Activity to Address Parent Engagement Needs

Administration, working collaboratively with the school's parent organization, will design and implement a series of workshops for teachers with parents as invited partners. The workshops will be held on the first Tuesday of October and December of 2007 and February, April and May of 2008. The most recent SALT data clearly evidences that attendance has decreased and that parents are requesting more meaningful activities that help them with their student. The Bradford L. Dunn Institute for Learning Differences is the selected professional developer/in-service training organization for these activities.

Task	Relation to goal	Resources/budget	Person(s) responsible	Target
Meet with parent's group to discuss data Completed April 2007	Identify concerns of the parent's group	\$0, conversation at PTA meeting, faculty on own time	Rob, Tina, Cam, Paul and Robin	Come to consensus on method to both educate and attract new parents: PD offerings every other meeting chosen.
Decide on which workshops to present Completed May 2007	High interest would ensure greatest participation	\$3,000 in 07/08 CRP	Rob, Tina, Cam, Paul, Anne and Robin	Chose high interest workshops and decide on dates/frequency

<p>Contact professional developer and solicit estimate for series</p> <p>Completed May 2007</p>	<p>Presenters needed</p>	<p>\$3,000 in 07/08 CRP</p>	<p>Rob and Cathy Sanford from Dunn</p>	<p>Arrange for dates and prices in advance of June 1, 2007 CRP submission</p>
<p>Include request and back-up in CRP</p> <p>Target June 1, 2007</p>	<p>Access funds needed</p>	<p>\$3,000 in 07/08 CRP</p>	<p>Rob, Robin, Tina, Mike, Carolyn</p>	<p>June 1, 2007</p>
<p>Make final arrangements with Dunn and publicize</p> <p>Target August 15, 2007</p>	<p>Critical to ensuring high attendance</p>	<p>\$3,000 in 07/08 CRP</p>	<p>Rob, Tina, Robin, Mike, Carolyn, Cam, Anne, Paul and Cathy</p>	<p>Five workshops between September 2007 and May 2008</p>

Topic, Date and Presenter	Description of workshop
Organized for Learning, October 4, 2007 by Rose Mary Grant	This workshop will examine the organizational demands of learning and how this impacts children with different learning styles. Participants will leave with strategies for helping children become more organized with time and materials.
Understanding Learning Styles, December 6, 2007 Rose Mary Grant	This workshop - a series of hands-on learning activities - is designed to introduce participants to the neuro-developmental framework as they explore strengths and weaknesses in learning. Each activity demonstrates a system of the neuro-developmental framework, presenting general concepts on which to build future understanding.
Transitions to Higher Education, February 2, 2008 by Susan Hanflik	As students with learning differences move from high school to college and other post secondary placements, careful planning becomes critical in maintaining student success. This workshop will focus on providing the information parents and students need to take the next educational steps. Topics covered will include an exploration of the differences in service between high school and higher educational settings, types of services available, and managing the College Selection and Application process.
Quirky Kids, April 6, 2008, DR. Eileen Costello	This workshop is devoted to demystifying quirky kids and defining what caring adults can do to support them. We all know young children who just don't seem to fit in. They may be out of sync with their peer group, have difficulty managing their emotions, struggle with anxiety, have unusual interests or demeanors, or have a specific developmental delay or diagnosed special need. Together we will develop a deeper understanding of these children and learn strategies to support their optimal development.
Teaching a Child with Learning Differences, May 4, 2008, Kim White	This workshop will provide information and strategies for teachers who support children with learning differences. The strengths-based model will help teachers analyze their expectations and offer guidance in the process of setting boundaries, fostering independence, maintaining discipline, and nurturing academic curiosity and skill development at home.

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Email: mrskeldon@aol.com

Administrative Planning Guide: Program Expansion and Charter Renewal

Administrative team members participating in the development of this plan:

<u>Name</u>	<u>Shareholder Category</u>
Robert Pilkington	Principal
Christina Go	Operations/admissions
Robin Murphy	Dean of Students
Mike Skeldon	Academic Dean

School Vision Statement

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Growth for Sustainability

For the Beacon School, 2007/2008 is a very important year. It is the fifth year of the school's charter, obtaining an ownership stake in its present facility is a board priority and recent experience has demonstrated that new art programs, a middle school, a virtual learning academy, an alternative diploma program and an adult ed evening academy would meet the demand of both a student and community need.

Continued operations of the current 9 through 12 college prep program with three intensive arts magnet programs and senior filmmaking experience is the primary goal. Thus, charter renewal must be prepared for and attained.

However, while teacher salaries rise faster than the per pupil allocation, and the Beacon School operates on the lowest per pupil of any RI charter school, administration and board should proactively pursue new opportunities that will shift economies of scale back into the primary program's favor. Attracting new students with new programs, establishing alternative and efficient pedagogical delivery systems and expanding customer base through evening programming for adults are potential strategies for program expansion.

By the end of 2007/2008 school year, the following policies, practices, and other capacities will be established:

- A definitive answer regarding the school's housing would be reached; does the school purchase and stay or complete the lease and move?
- A charter amendment, if approved by the board, will be submitted to the commissioner on or before December 1, 2007 for a middle school and/or high school completion program slated to open in September of 2008.
- The potential of a music program as a new art magnet program within the school will be deliberated at the board level and a needs assessment/cost-benefit analysis will be conducted.
- If approved by the board, as an option for non-traditional students, school administration will design an Alternative Diploma Program that utilizes evening classes using a cohort model and distance learning performed individually.
- If approved by the board, classes in one or more of the school's art disciplines will be offered to the community during the evening as part of an experimental program to develop a "learning connection" type program
- Charter fulfillment committee is formed and engages the charter school sub-committee of the board of regents in the renewal process prior to the end of summer 2007.

By the end of this school year (or some similar short-term time), the following results will be achieved:

- ✓ Board policy on long term housing for the school
- ✓ If approved by the board, a charter application for a middle level program presented to the commissioner on or before December 1, 2007 for opening in September 2008.
- ✓ A white paper presented to the board investigating the feasibility of a school of music being added to the school's program.
- ✓ If approved by the board for the second semester, a pilot program for non-traditional students using alternative pedagogy during non-traditional instructional times will be planned and ready to implement by school administration.
- ✓ If approved by the board, low cost tuitioned course offerings in all or any of the school's art disciplines will be made available to the public during the evening
- ✓ The school's charter is renewed by the board of regents for another five years

Logistics:

Major steps or events that will be completed to achieve the result.	Persons responsible for completing each major step or event.	Resources (time, people, and money) dedicated to each major step or event.	Completion date for each major step or event.
<i>Step 1.</i> Board determines order of	R. Pilkington, P. Hawkrige, C. Boyle, et.	Zero; admin and board time	August 2007

priorities	al.		
<i>Step 2.</i> Establishes or re-engages working committees for each priority	R. Pilkington, P. Hawkrige, C. Boyle, et. al.	Zero; admin and board time	August 2007
<i>Step 3.</i> Formally communicates intent to RIDE (commissioner and K. Oliveira)	R. Pilkington, P. Hawkrige, C. Boyle, et. al.	Zero; admin and board time	September 1, 2007

Evaluation:

Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?

- ✓ Active board participation in moving towards board approval of a long term housing plan; finance committee has regular meetings
- ✓ School principal oversees charter application process and reports monthly to the board
- ✓ Needs assessment and survey of students and community submitted to the board on music program feasibility
- ✓ Monthly reports to the board by administration on establishment of alternative studies plan

- ✓ Monthly reports to the board by administration on establishment low-cost courses are offered to the community; goal is to offer at least one four week course as a pilot
- ✓ Charter renewal sub-committee meets regularly and reports progress to the board

Summative Evaluation: What evidence will we use to evaluate the progress we will have made at the end of our timeline?

- ✓ Board approval of a long term housing plan
- ✓ Charter application submitted in a timely fashion
- ✓ White paper submitted to the board on music program feasibility
- ✓ For students needing an option at mid-year, distance learning and work-study options are available to students who meet specific criteria
- ✓ Low-cost tuition based courses are offered to the community
- ✓ Charter renewal

Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? Yes, the above outlined growth and sustainability initiatives can be evaluated through action research done by the graduate school of education of our sponsor, Johnson and Wales University

Long term housing issue

Activity	Persons responsible	Dates	Resources	Accountability
Open negotiations with ARC	Pilkington, Boyle, Dickinson	September 1, 2007	Zero, admin and board time	Report to board of trustees
Notify regents of school's intent to open negotiations for purchase of 320 Main St.	Pilkington, Boyle, Dickinson	September 15, 2007	Zero, admin and board time	Report to board of trustees
Meet with RIBEC and RIDE to clarify housing reimbursement issue	Pilkington, Hawkrige, Boyle, et. al.	November 1, 2007	Zero, admin and board time	Report to board of trustees
Appraise facility	Beacon and ARC	March 1, 2008	1,000 to 2,000 in local funds	Report to board of trustees
Negotiate purchase price	Beacon and ARC	April 1, 2008	Zero, admin and board time	Report to board of trustees
Enter into agreement or begin re-location planning	Pilkington, Hawkrige, Boyle, et. al.	July 1, 2008	Zero, admin and board time	Report to board of trustees
Draft P&S	Beacon and ARC attorneys	September 1, 2008	TBD by scope of work	Report to board of trustees

Middle Level Program Development

Activity	Persons responsible	Dates	Resources	Accountability
Open discussions re: local need with RIDE and WED	Pilkington, Boyle	September 1, 2007	0	Report to board of trustees
Board approval for formulation of plan	Patricia Hawkrige	October 15, 2007	0	Report to board of trustees
Investigate models and develop financial plan	Pilkington, Salvatore	October 15, 2007	0	Report to board of trustees
Charter application/amendment draft complete	Pilkington, Boyle, Go, Murphy, Skeldon	November 15, 2007	0	Report to board of trustees
School-wide meeting showcasing planned middle level program	Pilkington, Go, Murphy, Skeldon			Report to board of trustees
Submission to commissioner	Pilkington, Boyle	December 1, 2007	0	Report to board of trustees
Charter approval process at RIDE	RIDE	December 1, 2007 through June 15, 2008	0	Commissioner
Opening of program or apply to receive charter school program start up funds	Beacon/RIDE	March 2008 through September 2008	0	Report to board of trustees, commissioner

Music Program Development

Activity	Persons responsible	Dates	Resources	Accountability
Needs assessment for music program	T. Go, R. Pilkington	October 1, 2007	Zero; admin time	Report to board of trustees
If need found, engage RI Philharmonic School as TA role	T. Go, R. Pilkington	November 1, 2007	Zero; admin time	Report to board of trustees
Design program w/ cost analysis	T. Go, R. Pilkington	February 1, 2008	Zero; admin time	Report to board of trustees
Present plan to Beacon board	T. Go, R. Pilkington	March 1, 2008	Zero; admin time	Report to board of trustees
Form partnership with outside agency or open new program (daytime or PM)	T. Go, R. Pilkington	Summer 2008	TBD by scope of plan	Report to board of trustees

Alternative Programs/Distance and Service Learning

Activity	Persons responsible	Dates	Resources	Accountability
Report to board on need analysis	Pilkington, Go, Murphy, Skeldon	November 1, 2007	Zero; admin time	Report to board of trustees
Investigate models and design program	Pilkington, Go, Murphy, Skeldon	January 1, 2008	Zero; admin time	Report to board of trustees
Submit plan to board for deliberation and approval	Pilkington, Go, Murphy, Skeldon	January 15, 2008	Zero; admin time	Report to board of trustees
If accepted, pilot program begins 2 nd semester	Pilkington, Go, Murphy, Skeldon	January 25, 2008	Zero; admin time Estimate \$1,000 per student	Report to board of trustees
Evaluation of pilot program	Pilkington, Go, Murphy, Skeldon, Boyle	Summer 2008	Zero; admin time	Report to board of trustees

Evening Educational Programming for the Community

Activity	Persons responsible	Dates	Resources	Accountability
Needs assessment	R. Pilkington, T. Go, R. Murphy, M. Skeldon	December 1, 2007	Zero; admin time	Report to board of trustees
If need found, form Community School Committee	R. Pilkington, T. Go, R. Murphy, M. Skeldon	January 1, 2008	Zero; admin time	Report to board of trustees
Design of Program	Community School Committee	February 1, 2008	\$500 in funds to facilitate design process	Report to board of trustees
Presentation of program design to board	Community School Committee	April 1, 2008	Zero; admin time	Report to board of trustees
Implement for fee program in evenings	R. Pilkington, T. Go, R. Murphy, M. Skeldon	May 1, 2008 to June 1, 2008	TBD; self funded	Report to board of trustees
Final report to board	R. Pilkington, T. Go, R. Murphy, M. Skeldon	July 2008	TBD; self funded	Report to board of trustees

Charter Renewal

Activity	Persons responsible	Dates	Resources	Accountability
Communicate with regents re: scope of process	Pilkington, Boyle	September 1, 2007	Zero; admin and board time	Report to board of trustees
Prepare Annual Report w/ eye on 5 yr. renewal	Pilkington, Hawkrige	November 1, 2007	Zero; admin and board time	Report to board of trustees and commissioner
Host visits for regents and general assembly members	Pilkington, et al	September 2007 through May 2008	Zero; admin and board time	Report to board of trustees
Bi-monthly meetings of charter fulfillment committee resume	P. Hawkrige	September 2007 through May 2008	Zero; admin and board time	Report to board of trustees
Report to regents with final deliverable	Pilkington, et al	May 15, 2008	Zero; admin and board time	Report to board of regents

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Fax (if different from school):	
Email:	mrskeldon@aol.com

Board sub-committee on health and wellness

Board and administration members participating in the development of this plan:

<u>Name</u>	<u>Shareholder Category</u>
Patricia Hawkrige	Board Chair, parent
Robert Pilkington	Principal
Robin Murphy	Dean of Students

School Vision Statement

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Statement on the goals of the sub-committee on Health and Wellness

In support of the mission of the sub-committee clear and attainable goals will be met regarding drink and beverage policies, employment of health and wellness support personnel, curriculum integration on health and wellness issues, improved food service vendor product and engagement with a CBO for health and fitness facilities for both staff and students.

Priorities of the Health and Wellness Sub-committee of the Board

By the end of the 2007/2008 school year, the following policies, practices, and other capacities will be established:

- New beverage policy deliberated upon and approved by the board of trustees
- Creation of a new FTE (5/5) certified in physical education as well as health education
- Curriculum/program addition that targets healthy choices, avoiding peer pressure and high school transition issues and continued relationship with Plaza Psychiatry
- Strategic planning with food service vendor on improving school breakfast and lunch menu for 2007/2008

By the end of this school year the following results will be achieved:

- Memberships at the YMCA located across the street from the school for all students enrolled in health class

and adults employed at the school and their participation rates tracked

Logistics:

<i>Major steps or events that will be completed to achieve the result.</i>	<i>Persons responsible for completing each major step or event.</i>	<i>Resources (time, people, and money) dedicated to each major step or event.</i>	<i>Completion date for each major step or event.</i>
<i>Step 1.</i> Board action to create new phys ed/health position	Robert Pilkington, Robin Murphy, Pat Hawkrige	Zero dollars, admin and board time	April 2007 <i>Completed</i>
<i>Step 2.</i> Research by board on available school beverage guidelines	Robert Pilkington, Robin Murphy, Pat Hawkrige	Zero dollars, admin and board time	July 2007
<i>Step 3.</i> Engage Sodexo on methods to improve nutritional value and selection of offerings. Contract with YMCA	Robert Pilkington, Robin Murphy, Christina Go	Zero dollars, admin time	July/August 2007

for group rate memberships and admin tracking services.			
<i>Step 4.</i> Research and purchase curricula that promotes health and wellness to be used in health/advisory	Robert Pilkington, Robin Murphy	1,500 budgeted with 901 available through the CRP. Local funds to cover remaining 599.	July/August 2007
<i>Step 5</i> Enter into agreement with YMCA administration for school use	Robert Pilkington, Robin Murphy, PE/H teacher	Student bulk rate memberships at \$5 per month; adults at \$10. Local funds	August 2007
Evaluation:			
Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result? Board beverage policy Implemented, nutritional value and variation of selections offered through Sodexo increased, phys. Ed. /health teacher hired, new curricula adopted and group memberships at YMCA established.			

The possibility exists of changing food service vendors if school guidelines cannot be met by the current provider.

Summative Evaluation: Should an outside party work with the district and/or RIDE to evaluate part or all of this effort? Yes, the above outlined health and wellness initiatives can be evaluated through action research done by the graduate school of education of our sponsor, Johnson and Wales University