



DISTRICT STRATEGIC PLAN

2009/2010

PRESENTED TO THE BOARD OF TRUSTEES

MAY 2009

Table of Contents

1. District Profile
2. Strategic plan for academic data analysis and professional development
3. Strategic plan for parent engagement
4. Strategic plan for sustainability through school facility acquisition and music enrichment
5. Strategic plan for school-wide health and wellness education
6. New positions in support of school reform efforts and ARRA priorities

District Profile

Beacon Charter High School for the Arts

Chartered on August 2003

Charter Renewal in June 2008

October 1, 2008 enrollment: 187

Total instructional staff: 17

Student: Teacher ratio: 12:1

Student demographics:	<i>Number</i>	<i>Percentage</i>
White	130	69%
African-American	14	8%
Hispanic	34	19%
Asian/Pacific Islander	5	2%
Native American	4	2%
Total	187	100%

Free and reduced lunch eligibility: 55%

Number of special needs students: 47 with IEP's, 6 with 504's

Number of school days: 180 Sept. through June

Attendance rate: 89%

Average per pupil subsidy: \$11,500

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:	John Butler
Phone (if different from school):	
Fax (if different from school):	
Email:	Jdb60@cox.net

School Improvement Team

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

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

Carol Mowry	Teacher
Peter Boland	Teacher
Shayna Fox	Teacher
Nick Jzyk	Chef Instructor
James MacDonald	Teacher
Ann Hoyle	Parent Board member
Felicia Dionne	Parent Board member

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. Development of a long-term housing strategy combined with continued refinement of the school's academic programs, parental engagement activities and charter school partnerships are keys to Beacon school 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 fall 2008 results for the NECAP tests 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 to teachers and sets clear goals for student achievement.

The assessment results for 2008/2009 NECAP exams are the most recently available data sets available to the school's SIT.

Description of NSRE and NECAP data from the test results released in the fall of 2008

Fall 2007 NECAP test scores: percent meeting proficiency

Reading 50%

Writing 41%

Math 10%

Fall 2008 NECAP test scores: Percent meeting proficiency

Reading 73%

Writing 30%

Math 17%

Percent change

Reading 46%

Writing (11%)

Math 70%

Caution areas

Writing

Math

Strategies for improvement

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

By the end of the 2009/2010 school year the following results will be achieved: While Beacon strives to have 100% proficiency levels our stated school goals for 2009/2010 are to achieve a gain of at least 3% in each the three NECAP assessments described above.

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>
Step 1. Examine test data; set priorities	SIT, John Butler	Monthly meetings, SIT chair, secretary, admin, teachers and parents		May 18, 2009
Step 2. Schedule and plan PD days and weekly sessions	Robert Pilkington, Mike Skeldon, Robin Murphy	July 6 to 16 - Stylebook drafting		Schedule by May 18, 2009
		July 20 & 21 - Style book PD		
		July 22 & 23 - class of 2010 & 2012		

		<p>July 22 & 23 - class of 2011 who cannot attend in August</p> <p>July 24 - Debrief of 7/20 & 21 edit manual post trial run</p> <hr/> <p>August 3 to 7 - faculty PD</p> <hr/> <p>8/3 meet new teachers, camp debrief, alignment work</p> <p>8/4 Alignment</p> <p>8/5 Alignment</p> <p>8/6 Math/writing integration</p> <p>8/7 Culture, rules, goals and budget</p> <hr/> <p>8/10 Victory day holiday</p> <hr/> <p>8/11 to 8/14 Summer camp</p> <hr/> <p>Class of 2011 - writing camp mandatory activity</p> <p>Class of 2013 - orientation</p> <hr/> <p>Summer hours for students: 8:30 AM to 11:30 AM</p> <hr/> <p>Summer hours for teachers 8:00 AM to 2:30 PM</p> <p>Lunch on own 11:45 to 12:15</p>		<p>Events until 6/2010</p>
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<p>Step 3. Develop schedule of offerings for PD aligned with RI Quality Standards and NCLB PD definitions</p>	<p>Robert Pilkington, Mike Skeldon, Dawn Souza, John Butler, Robin Murphy</p>	<p>Monthly meetings, SIT chair, secretary, admin, and teachers</p>	<p>June 30, 2010</p>
<p>Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?</p> <ul style="list-style-type: none"> ✓ Increase in student achievement in prioritized areas of concern as shown in NECAP assessments ✓ Agendas, minutes, attendance sheets, feedback forms, workshop reports and timesheets of PD activities listed above 			
<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>			

PD Plan 2009/2010				
Activity	Persons responsible	Dates	Resources	Accountability
Stylebook drafting (committee work)	Carrie Appel/Peter Boland w/ Pilkington and Skeldon	July 6 to 16, 2009	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
Stylebook PD for faculty (whole faculty)	Carrie Appel/Peter Boland w/ Pilkington and Skeldon	July 20 & 21, 2009	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
Stylebook rollout debrief (whole faculty)	Carrie Appel/Peter Boland w/ Pilkington and Skeldon	July 24, 2009	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
Work on GSE alignment	Mike Skeldon	August 3 to 5, 2009	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
Math and writing integration workshops	John Butler, Carrie Appel, & Shayna Fox	August 6, 2009	Local funds	Agenda, minutes, attendance, faculty work product, integrated lessons
PD – culture, conduct and budget	Pilkington, Murphy,	August 7, 2009	Local funds	

	Skeldon and Go			integrated lessons
Twice weekly CPT/PD designed to give teachers opportunities to use various forms of data to align lessons and assessments to GSEs	Mike Skeldon, Lead Teacher	two hours per week mid September through June	Title IIA	Agenda, minutes, attendance, faculty work product, integrated lessons. All 19 teachers are participating
Bi-monthly PD sessions with parents	Robert Pilkington, Mike Skeldon, PEC	Two hours 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 16 teachers are participating

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Phone (if different from school):	
Fax (if different from school):	
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
John Butler	SIT Chair
Dawn Souza	SIT Secretary
John Dionne	President BMW
Felicia Dionne	Board member (parent)
Ann Hoyle	Board member (parent)

School Vision Statement

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Statement of the Use of the Examination of SALT Data

From examining the 2007/2008 school year SALT survey results for Parent Engagement the school and parent's organization (BMW) will design a professional development series for families and parents. This effort accomplishes three goals; engage parents with the BMW, 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 2007/2008

B.1 Total percent responding: 49 in 06/07 and 29 in 07/08. Down 20%

B.2 This school has an active parent association: 62% strongly agreed in 06/07 and 57% strongly agreed 07/08, 5% drop

B.2 I could help my teen if the school gave me more ideas: 22% strongly agreed in 06/07 and 10% strongly agreed in 07/08. Down 12%

B.4 Invites me to PTA meetings: 26% responded never/could do better 06/07 and 39% responded never/could do better in 07/08. Down 13%

B.4 Helps me understand my teen's development: 51% responded does not do/could do better 06/07 and 41% responded does not do/could do better 07/08. Plus 10%

Planned Activity to Address Parent Engagement Needs

The full-time position of Parent Engagement Coordinator has been created with a budget of \$50,000 for salary and benefits and \$10,000 for materials, workshops and supplies. Administration, working collaboratively with the school's parent organization, will adapt the current job description and implement a revamped job description for this newly created position. A continuation of the series of workshops for teachers with parents is a goal. 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. At this time, the Bradford L. Dunn Institute for Learning Differences is the selected professional developer/in-service training organization for these activities. The search and interviews prior to hiring will be held in the late spring/early summer of 2009.

Task	Relation to goal	Resources/budget	Person(s) responsible	Target
Meet with faculty, board and parent's group to discuss Parent Engagement Coordinator (PEC)	Identify responsibilities of the PEC; approve job description	\$50,000 for salary and benefits, \$10,000 budget for workshops, materials and supplies. Conversation at PTA meeting, faculty on own time	TBD w/ board/BMW	Build job description for PEC, come to consensus on method to both educate and attract new parents: PD offerings every other meeting chosen.
Hire full time PEC	Move to one FTE in PEC category	25,000 for salary and benefits requested in FY10 CRP	Rob Pilkington/BMW President, et al.	June 15, 2009
Decide on which workshops to present	High interest would ensure greatest participation	\$5,000 in FY10 CRP	TBD w/ board/BMW	Chose high interest workshops and decide on dates/frequency
Contact professional developer and solicit estimate for series	Presenters needed	\$5,000 in FY10 CRP	PEC and Cathy Sanford from Dunn	Arrange for dates and prices in advance of June 15, 2009 CRP submission
Include request and back-up in CRP	Access funds needed	\$5,000 in FY10 CRP	Rob Pilkington	June 15, 2009

Make final arrangements with Dunn and publicize	Critical to ensuring high attendance	\$5,000 FY10 CRP	PEC/BMW President/Robert Pilkington	Five workshops between September 2009 and May 2010, plus classes during the school year.
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The suggested topics on 08/09 were scheduled to include the following list. The schedule for 2009/2010 may include some or none of the workshops listed below, however, all workshops will be related to parent and teacher interest as identified by SALT and other internal surveys.

Topic, Date and Presenter	Description of workshop
Organized for Learning, October 4, 2008 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, 2008 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, 2009 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, 2009, 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.
Teaching a Child with Learning Differences, May 4, 2009, 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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Administrative Planning Guide: Program Expansion

Administrative team members participating in the development of this plan:

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

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Growth for Sustainability

Obtaining an ownership stake in a 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 meet the real demand of both a students and community. 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.

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
- ✓ Quarterly reports to the board by administration on establishment of music program plan
- ✓ Quarterly reports to the board by administration on establishment low-cost courses are offered to the community

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
- ✓ White paper submitted to the board on music program feasibility
- ✓ Low-cost tuition or fee free based courses are offered to the Beacon community

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	R. Pilkington, E. Tweedie, F. Tweedie, T. Dickinson	September 1, 2009	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.	R. Pilkington, E. Tweedie, F. Tweedie, T. Dickinson	October 1, 2009	Zero, admin and board time	Report to board of trustees
Meet with RIBEC and RIDE to clarify housing reimbursement issue	R. Pilkington, E. Tweedie, F. Tweedie, T. Dickinson	November 1, 2009	Zero, admin and board time	Report to board of trustees
Appraise facility	Beacon and ARC	October 1, 2009	1,000 to 2,000 in local funds	Report to board of trustees
Negotiate purchase price	R. Pilkington, E. Tweedie, F. Tweedie, T. Dickinson	April 1, 2009	Zero, admin and board time	Report to board of trustees
Enter into agreement or begin re-location planning	R. Pilkington, E. Tweedie, F. Tweedie,	July 1, 2010	Zero, admin and board time	Report to board of trustees

	T. Dickinson			
Draft P&S	Beacon and ARC attorneys	September 1, 2010	TBD by scope of work	Report to board of trustees

Music Program Development

Activity	Persons responsible	Dates	Resources	Accountability
Proposal for scope of program	J. Butler, R. Pilkington T. Go M. Skeldon D. Souza J. LeClair	August 2009	Zero; admin time	Report to board of trustees
Engage RI Philharmonic School as technical advisor	J. Butler, R. Pilkington T. Go M. Skeldon D. Souza J. LeClair	September, 2009	Zero; admin time	Report to board of trustees
Design actual after school music program	J. Butler, R. Pilkington T. Go M. Skeldon D. Souza J. LeClair	September, 2009	Zero; admin time	Report to board of trustees

Present plan to Beacon board	J. Butler, R. Pilkington T. Go M. Skeldon D. Souza J. LeClair	September, 2009	Zero; admin time	Report to board of trustees
Implement program	J. Butler, R. Pilkington T. Go M. Skeldon D. Souza J. LeClair	October 2009	TBD by scope of plan	Report to board of trustees

Evening Educational Programming for the Beacon Community

Activity	Persons responsible	Dates	Resources	Accountability
Debrief 2008/09 activities and do new needs assessment	R. Pilkington, T. Go, R. Murphy, M. Skeldon, PEC, J. Dionne	August 1, 2009	Zero; admin time	Report to board of trustees
Design of Program	R. Pilkington, T. Go, R. Murphy, M. Skeldon, PEC, J. Dionne	October 1, 2009	\$500 in funds to facilitate design process	Report to board of trustees

Presentation of program design to board	R. Pilkington, T. Go, R. Murphy, M. Skeldon, PEC, J. Dionne	October 15, 2009	Zero; admin time	Report to board of trustees
Implement program in evenings	R. Pilkington, T. Go, R. Murphy, M. Skeldon, PEC, J. Dionne	November 2009 through June 2010	Local funds	Report to board of trustees
Final report to board	R. Pilkington, T. Go, R. Murphy, M. Skeldon, PEC, J. Dionne	July 2010	No cost	Report to board of trustees

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Email:	mrskeldon@aol.com

Board sub-committee on health and wellness

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

Name	Shareholder Category
Robert Pilkington	Principal
Robin Murphy	Dean of Students
Chef Jzyk	Chef Instructor
Mellissa Riccio	Chef Instructor

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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 mental health, physical 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 2009/2010 school year, the following policies, practices, and other capacities will be established:

- Implementation of a new FTE (5/5) Health and Wellness Coordinator
- Planning of redesigned Health, Wellness and PE curriculum for implementation in 2009/2010
- Beverage policy deliberated upon and approved by the board of trustees
- Curriculum/program addition to Advisory for 09/10 and Health, Wellness and PE that targets healthy choices, avoiding peer pressure and high school transition issues with a continued relationship with Plaza Psychiatry
- Strategic planning with food service vendor on improving school breakfast and lunch menu for 2010/2011

By the end of 2009/2010 school year the following results will be achieved:

- Redesigned Health, Wellness and PE program approved by the board and implemented in 09/10
- Health & Wellness program and policies disseminated and implemented school-wide

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 lay off PE teacher for program redesign	Robert Pilkington, Pat Hawkrige	Zero dollars, admin and board time	March 1, 2007 <i>Completed</i>
<i>Step 2.</i> Research by board on available school beverage guidelines	Robert Pilkington, Robin Murphy, Chef Jzyk, Chef Riccio	Zero dollars, admin and board time	August 2009
<i>Step 4.</i> Hire a FTE as Health and Wellness coordinator	Robert Pilkington, Robin Murphy, M. Skeldon, hiring committee	Local funds/ARRA funds	June/July/August 2009

<p><i>Step 5</i></p> <p>Enter into agreement with YMCA administration for school use</p>	<p>Robert Pilkington, Robin Murphy, H&W Coordinator.</p>	<p>Student bulk rate memberships at \$5 per month; adults at \$10. Local funds</p>	<p>August 2009</p>
<p>Evaluation:</p>			
<p>Formative Evaluation: What evidence will we use to evaluate the progress we are making towards this result?</p> <ul style="list-style-type: none"> ✓ New science sequence fully implemented ✓ Curriculum for H&W designed for implementation in 2009/2010 by new FTE. ✓ 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. 			
<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 health and wellness initiatives can be evaluated through action research done by the graduate school of education of our sponsor, Johnson and Wales University</p>			

Newly created position	Funding source	Persons responsible	Anticipated start date
Full time PEC	Title I	Admin, BMW	August 2009
Full time Reading Specialist	Title I	Admin, faculty	July 2009
Educational Measurement Spec.	Title I	Admin, Deans	July 2009
Full time Transition Coordinator	IDEA	Admin, faculty	July 2009
Full time Special Ed Co-Admin	IDEA	Admin, faculty	July 2009