



BEACON CHARTER SCHOOLS
Woonsocket, RI

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Superintendent's Message

Dear Beacon Charter Schools Community,

It has been more than five hundred days since our schools were first impacted by the COVID-19 pandemic. In that time, our teachers, staff, and principals have worked tirelessly to continue to offer our student artists the best possible experience, both virtually or in-person.

As we approach a new school year, COVID-19 continues to impact decisions at the federal, state, and local levels. The Beacon team has been hard at work since the end of the school year crafting plans for a smooth, safe full reopening of our schools in the fall. During the second half of last year, a number of students at both schools successfully returned in-person, and we saw a corresponding improvement in student performance. This also provided us with valuable experience as we looked to build the plan for this fall. In addition, we have gathered input from students, teachers, and families in an effort to understand their needs and concerns. Your voices have been heard. We have worked closely with the Rhode Island Department of Education to ensure that our plan meets with their expectations. We are grateful for their support and assistance.

Here are key elements of our plan:

1. All students are scheduled to return to campus to start the school year. There are no options in place for virtual learning. This is in alignment with the guidance and directives provided by the Rhode Island Department of Education.
2. Masks are required for all students, faculty and staff regardless of vaccination status at all times while indoors at our schools. This follows CDC and RIDOH recommendations and our board passed this policy on August 4, 2021.
3. We encourage all eligible members of our school community to get vaccinated. Anything we can do to increase vaccination rates in our schools will help lessen the spread of the disease.
4. Staff and parents/guardians are strongly encouraged to monitor their children for symptoms of infectious illness every day through home-based symptom screening. This approach relies on students and their caregivers to identify when the student might have symptoms of infectious illness and to act (such as staying home and potentially consulting with their health provider).
5. Students and staff should stay home if they are sick. It is critical that we pay close attention to symptoms in all members of our school community.
6. We are working to implement testing in our schools to help limit the spread of infection. More information on this as it becomes available.

In developing this plan, ensuring the safety of our student artists and staff has been, and will continue to be, our top priority. Also, it is critical that we maximize learning opportunities every

day of the school year. It is essential that we engage all students, on campus, in deeper and more meaningful ways. This is going to require tremendous flexibility on the part of our teachers, administrators, students and families.

We will also be closely monitoring the public health information throughout the fall and its potential impact on our schools as we start school on August 31st.

I thank you for your continued support and flexibility as we work to ensure the safety of the entire school community while we strive to best meet the needs of our student artists and their families during this challenging time. Should you have any questions, please reach out to Kelli DiDomenico at kdidomenico@beaconart.org or (401) 671-6261, extension 2001.

Respectfully,

A handwritten signature in blue ink, appearing to read 'MS', followed by a horizontal line extending to the right.

Michael Skeldon, Ed.D
Superintendent

Vision and Guiding Principles for Back-to-School Operations

Vision

Beacon Charter Schools will equitably offer robust, personalized learning for our student artists in grades 6-12 in the fall of 2021. We will maximize learning opportunities for all members of our school community as we prioritize filling in learning gaps as well as services for higher need students. As with all that we do, our student artists will accept others, create original work, and achieve academically. #AcceptCreateAchieve

Core Values

As outlined in our strategic plan, we will approach this new school year with equity as a top priority. Reimagining our schools for this crisis has allowed us to consider how we deploy resources to our student artists.

We have aligned our Back2School core values with the priorities identified by the Learning, Equity @ Accelerated Pathway (LEAP) Task Force:

- We will make concerted efforts to re-engage students who have been chronically absent and/or who are undercredited. Our summer 2021 programming sought to help close the gaps for students at our schools who, due to absences or other circumstances, fit that profile. This work will continue in the fall through in-school and, potentially, after-school programming.
- We will ensure that all students have access to high-quality instruction and personalized support. We have adopted state-approved curricula in Math, ELA, and Science in our schools and are supporting our teachers with implementation of the new curriculum, while providing students with robust supports as they engage with these materials. Our small class sizes and increased number of instructional support personnel will help us meet the individual needs of all students.
- We will continue to use universal screening tools, including the STAR assessments in reading and math, to determine what resources are required to meet student needs.
- We will fully utilize our Individual Learning Plans to identify and develop goals for smooth transitions from grade to grade, especially with the transition from middle school to high school.
- We have greatly increased the number of chromebooks in our schools to ensure that students have access to technology as needed for all academic and arts courses.

In addition, our schools place high value on student and family engagement. Productive interactions with faculty are essential. To protect any students, faculty and staff in our building, we must maintain the safest possible conditions for all.

Hopes and Aspirations for the Fall

It was our hope that this pandemic would have subsided enough that it wouldn't be a huge consideration for us in planning activities for the fall. Unfortunately, this is not the case. This provides us with the opportunity to engage our community in many unique ways. We hope to build upon what we learned over the past five hundred days to bring a more robust and supportive program to our schools in the fall.

As a small charter school it is not possible to always maintain recommended social distancing. We will implement all required safety measures (e.g., masking) as well as stable pods in our middle school. It is truly our hope that a return to full in-person learning will result in increased growth for all of our students throughout the school year.

We also know that our unique school culture is an essential part of our success. Being able to celebrate the diversity and achievements of our student artists will help us reinvigorate our community.

Process of Building the Plan

The school's leadership team, in conjunction with members of the faculty, looked at the data from our virtual and hybrid experiences over the past year and a half to help guide preparation of this plan. This included classroom performance data and survey data from stakeholders across our schools, including students, parents, and our faculty.

The senior leadership team, working closely with members of the faculty, developed our plan in order to best meet the needs of our student artists and their families. School principals completed the academic plans for each of their schools, coordinating with each other to ensure that the plans include rigor, support, and opportunities to build relationships and school culture. The leadership team will continue the work with a dedicated group of teachers to ensure that we implement the best plan possible with current health conditions.

Reinforcing the need to be Agile and Flexible

As we learned in March 2020, things can change rapidly. The entire Beacon community rose to that challenge and, over the last year and half, has succeeded on many levels. Knowing that there is potential for rapid changes to public health conditions, it is part of our plan to ensure that we have regular check-ins with our student artists and their families to review the ever-changing needs of our school community.

Timeline

- | | |
|-------------|---|
| August 1-26 | Planning, training and implementation for administration, faculty and staff to ensure smooth opening. Annual faculty PD is scheduled to occur during this time. |
| August 27 | Plans submitted to RIDE, shared with faculty and staff, and posted on website.. |
| August 31 | Opening of school! |

Guiding Principles

To support all stakeholders in reopening schools, Beacon Charter Schools will follow five guiding principles developed by RIDE for the planning, decision-making, and execution of returning to school:

1. **We will put safety first.** We will leverage science, data, and public health leadership to inform the choices we make.
2. **We will be transparent.** We will share what we know and what we do not know. We will be clear about what we can control and what is outside of our control.
3. **We will be equitable.** We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19. We will remember that equitable does not mean equal, and we will strive to give students, families, educators, and communities what they need, knowing that our communities have been hit by the virus at different magnitudes.
4. **We will listen.** We will bring together diverse stakeholders and experts to understand the realities on the ground and develop and share creative solutions.
5. **We will be decisive.** Given the size and scope of the challenge, we must move deliberately and make tough choices. We will need to be flexible and nimble, and we will adapt quickly as variables on the ground change.

Strengths and Challenges from the 2020-2021 School Year

Strengths

There is no question that the single greatest strength we had going into virtual education mode in the spring of 2020 was the commitment and dedication of our amazing faculty and staff. They were faced with the challenge of reinventing teaching and learning at our schools and they accomplished great things with our student artists. Their commitment and drive is the single greatest factor in the success of our students over the last year and a half. The support of our families as they understand the challenges we face has been a tremendous asset as well.

These experiences have provided us with an incredibly expansive educator toolkit as we face the challenges of resuming full in-person instruction for 2021-2022.

Challenges

Throughout this difficult time, a key challenge we faced was reaching students who needed extra support but were not adequately accessing that support. Finding time in the day to support our teachers sometimes proved difficult. As we moved our schools into hybrid learning, we found additional opportunities to support those students and teachers. Collegiality made the transition back into the building easier for our teachers and additional supports, including additional remediation through the summer, positively impacted student results.

Feedback from families overwhelmingly supported a return to school and the need for sustained supports, both academic and social emotional, for our students. This was particularly true for our middle school students. Moving forward, we have included specific structured times throughout each day for our students to increase their chances for success.

In surveying our students, we found that the single most challenging aspect of their experience was the inability to interact with their peers on a regular basis. During virtual instruction, while some students held informal chat sessions online, others often felt isolated. Our hybrid experiences saw the power of socialization have positive impacts on students, particularly at the middle school level. We must ensure that we prioritize social emotional needs while providing students with the rich academic support they need.

While our communication within our school community during this time was a strength, we can do better utilizing the tools we have at our disposal, including our school's database to text critical information to families and rely less heavily upon email.

Conclusions

While we saw effective teaching and learning continue during our hybrid and virtual learning experiences, we learned much about the model and about our student artists that will make this plan more rigorous and replete with resources to support students, teachers, and families.

Critical Components of the Back-to-School Plan

Health and Safety Plan

Assurances

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan.

X	<i>Plan and execute promotion of COVID-19 vaccination to school community, including teachers, staff, household members, and eligible students.</i>
X	<i>Develop and enforce policies on general spacing and movement to increase the occurrence of stable groups, especially in grade levels not yet eligible for vaccination. Include policies for both during the school day and before and after school programming.</i>
X	<i>Adjust policies for stable and non-stable group movement and spacing in alignment with recommendations in Health and Safety guidance</i>
X	<i>Document where physical distancing of at least 3 feet may not be possible and outline layered mitigation measures for these circumstances.</i>
X	<i>Distribute physical distancing instructions to staff and students and post physical distancing instructions/signage for visitors.</i>
X	<i>Inform students, staff, and visitors of the recommendation for mask use in crowded outdoor settings and indoors for unvaccinated individuals.</i>
X	<i>In the case of universal mask policies, ensure exceptions for specific categories of people as outlined in Health and Safety guidance. Refer to <u>CDC guidance</u> for the use and care of masks</i>
X	<i>Communicate with staff and students the need to stay home when sick, if they test positive for, have been exposed to, or have symptoms of COVID-19. Monitoring for symptoms of infectious illness every day through home-based screening is encouraged.</i>
X	<i>Post <u>Symptom Signage</u> at the entrance(s) of school and district building. Schools with more comprehensive screening methods (verbally, by app, by phone, or by another method).</i>
X	<i>Utilize CDC guidance for <u>cleaning</u>, <u>disinfection</u>, and <u>hand hygiene</u>.</i>

X	<i>Schools should revise/continue to follow sick policies in alignment with <u>The Outbreak Response Protocols: PreK-12</u> and communicate it to staff, students, and families.</i>
X	<i>Align your plan for managing staff and students if or when a someone in the building tests positive for COVID-19 with the CDC's <u>What to do if a Student Becomes Sick or Reports a New COVID-19 Diagnosis at School</u> flowchart.</i>
X	<i>Share information with staff and students to remind them to stay home if they are sick and inform them of updated sick-time and attendance policies.</i>
X	<i>Post signs or posters describing the district's rules for wearing of masks, physical distancing, and specifying, at the entrance of facilities, that sick individuals should stay home.</i>
X	<i>Determine the steps you will take to prevent the spread of COVID-19 upon learning of a staff or student who has tested positive for COVID- 19, including how you will work with RIDOH to identify which other staff or students will need to be quarantined and how you will communicate this information to the other community members while respecting health privacy laws.</i>
X	<i>Communicate information to staff, students, and families in their preferred language or easiest mode of communication.</i>
X	<i>Discuss with or distribute information to staff and students about how the district will address staff, student, or family concerns.</i>

Evidence

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Assign a minimum of one representative to work with RIDOH on testing staff and students, contact tracing, case investigation, isolation and quarantine, and any other follow-up related to outbreak containment. Identify this representative to RIDE by providing contact information.

<i>Full Name</i>	<i>Email Address:</i>
<i>Mary Hoyle</i>	mhoyle@beaconart.org
	<i>Cell Phone Number:</i>
	508.654.1617

2. Submit COVID-19 Mitigation Strategies by August 13, 2021 to <https://forms.office.com/g/ESjpgYmqb> and post publicly with completed Back-to-School Plan by August 27, 2021. Indicate the public URL where your LEA will post the Back-to-School plan.

<https://beaconart.org/>

Instructional Plan

Assurances

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	<i>Develop a plan for how services and educational programming will be provided if a student must remain home for short periods of time due to illness, isolation, or quarantine.</i>
X	<i>Develop methods for assessing student engagement and mastery. Be sure to prioritize vulnerable students for re-engagement.</i>
X	<i>Develop a system to continually monitor learning progress and loss.</i>
X	<i>Determine changes, if any, to testing, grading, report cards, attendance, and promotion policies from SY20-21 to SY21-22.</i>
X	<i>Inventory intervention programs and services that are available to students, especially those transitioning back to in-person instruction from distance learning.</i>
X	<i>Develop a plan to revisit students’ Individualized Education Plans in partnership with teachers and parents to reflect evolving needs.</i>
X	<i>Develop professional development plan on curriculum implementation and instruction that considers developmental appropriateness.</i>
X	<i>Assess professional learning needs for administrators, educators, support staff, nurses, and non-certified staff members.</i>
X	<i>Refine the school-level parent communication strategy to keep parents informed on (1) student progress and (2) changes in health and safety guidelines.</i>
X	<i>Develop plans to reestablish student and classroom culture through emphasizing relationships with students and parents.</i>

Evidence

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop a plan for assessing students' learning progress and loss that includes multiple forms of assessment (diagnostics, formative, student work) for all students. This plan must include an assessment of learning for multilingual learners and differently-abled students.

Throughout last academic year and this summer, we have used diagnostic assessments to measure student academic growth as well as learning loss. With the start of the 2021-2022 school year, we will be using STAR for all students to kick off the year, to be followed by midyear and end-of-year administrations as well. This data will help inform instructional planning for ELA, math, and other subjects across the curriculum.

In each unit for ELA, math, and science, teachers will give a pre-assessment aligned to their specific curricular goals. Math, ELA, and Science have these already created. The push is for all other subjects to follow this same model. Every teacher will have access to these common assessments and the Director of Curriculum, Instruction, and Assessment will lead a data dig after each unit. The data will be used to develop interventions, in conjunction with classroom data from 2020-2021. Additionally, other diagnostic tools will be used, including IXL to help reinforce skills at each student's level. Teachers have been told that it is critical that they reintroduce, reteach basic skills from the previous year and each curriculum allows for past skills to be addressed when gaps are realized.

2. In alignment with LEAP Task Force Priorities and Recommendations, identify how to account for learning loss (reteaching, ability grouping, adjust pacing guides, increased focus on core subjects, etc.) for all students. Plans should include specific detail for multilingual learners and differently abled students as well as the information for all students generally.

Our schools used summer 2021 to begin in earnest the task of addressing learning loss that occurred throughout the pandemic. Many students who were chronically absent in 2020-2021 attended our individualized remediation program in the summer and saw significant gains. In addition, we have implemented specific strategies at the middle school and high school levels to continue to address learning loss. At our high school, we have created additional sections of course that will close the skills gaps for students who have missing skills and/or credits. We have increased supports by adding a dedicated high school reading specialist and hired a curriculum director with a strong math background. At the middle school, we now have a dedicated reading specialist as well as the shared curriculum support. In addition, we have revamped the school's schedule to include a daily "What I Need Now" (WINN) block at the end of each day. This was implemented to specifically address learning loss and slower than expected student growth.

The start of the school year includes opportunities for reteaching across the curriculum as well as a strong focus on rebuilding relationships among students and between students and faculty and staff.

The ELA curriculum includes a pre unit that teaches specific skills to students for success in what is ahead. Math and Science include two weeks of review and reteaching before they are

asked to dig into the first unit. “Go slow to go fast” is the message; it’s about learning, not getting through.

Our curricula across the school includes additional resources for English language learners and students who are two or more grade levels behind. MLL and Special Education support staff will work closely with students needing this additional support in and out of the classroom.

3. Develop a process for identifying students potentially in need of additional supports (academic or social/emotional) and a process to determine when students may no longer need additional services (entrance and exit criteria for interventions). In alignment with LEAP Task Force Priorities, interventions specific to multilingual learner, differently-abled students, and other student groups that have been historically marginalized should be noted in the plan.

Beacon Charter Schools has a strong track record of reaching out to students to support their social/emotional well-being as well as their academic needs. The pandemic has only reinforced our beliefs in the power of supporting students strongly in these areas. Only by doing this can we expect them to meet rigorous academic goals.

Throughout the year, we implement a “connections” survey to assess each student’s connections to peers and staff to identify kids who need some more social/emotional support. We are also continuing high school advisory as a blended model. At both schools we will implement SEL lessons with students in all grades. At the middle school level, we will utilize Character Strong curriculum in advisory.

Special education teachers and the MLL teacher will work with classroom instructors in a push-in and pull-out model to support the needs of their specific population. Each of these specialists will work to modify instruction and materials as necessary to ensure the success of every student.

We will continue to use six-week intervention cycles to help close learning gaps. We will use diagnostic assessments such as STAR to measure progress and determine when students should be exited from an intervention.

We are once again ramping up our MTSS work in both schools to comprehensively examine the academic and social/emotional needs of all students.

4. Gather feedback from families, students, teachers, and leaders on the SY20-21 experience and hopes for SY21-22. Incorporate feedback into LEA Back-to-School Plan. Provide to RIDE evidence that data has been collected and key takeaways from the responses.

Throughout the pandemic, Beacon Charter Schools regularly surveyed members of the our school community to determine the effectiveness of our plan. We asked questions related to the elements of their experience that they felt were successful as well as those areas that needed further improvement. Overwhelmingly, communication was cited as our greatest strength. Other

areas of strength that were identified included maintaining safety, parental support, and efficient response time. Areas for potential improvement included: more opportunities for teacher-student interaction, increased time in academics, and improved communication when a student is struggling. This feedback has been incorporated into the plan for the upcoming school year.

Social-Emotional and Mental Health Support Plan

Assurances

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	<i>Establish or maintain a support team focused on student and staff mental health and wellness.</i>
X	<i>Assess mental health resources - develop a plan to access additional, external supports to address staff and students’ mental health and wellbeing.</i>
X	<i>Screen or evaluate students for mental health needs.</i>
X	<i>Establish ongoing reporting protocols for staff to evaluate physical and mental health status of students and report concerns.</i>
X	<i>Establish ongoing reporting protocols for staff to evaluate their own physical and mental health status and report concerns.</i>
X	<i>Provide resources for staff self-care, including resiliency strategies and RIDE’s menu of mental health resources.</i>

Evidence

Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. *Designate a mental health liaison for the LEA who will work with the district, RI Department of Health, and community partners.*

Lilliane Murgo, lmurgo@beaconart.org, 401.671.6261 x403

Re-opening Operation Plan

Assurances

Instructions: Provide assurances by marking an “X” in each box next to each item to demonstrate that you have incorporated it into your reopening plan

X	<i>Audit necessary materials and supply chain for cleaning, disinfecting, and preventing spread of disease. Determine the need for cleaning materials and who will be responsible for the ongoing procurement and distribution of these materials.</i>
X	<i>Meet with school-based staff (including custodial staff) to review cleaning and disinfection policies.</i>
X	<i>Determine if additional staff is needed to meet cleaning requirements and the cost of that additional staff.</i>
X	<i>Establish procedures for entering the school building for teachers, students, visitors, vendors. (e.g., which entrances, in what manner [e.g. staggered arrival], compliance with screening policies).</i>
X	<i>Develop a high-level picture of the district budget for this upcoming schools year. Consider: change in revenues, change in expenditures, spring budget holdovers – costs or revenues, COVID specific funding (CARES Act, ESSER Funds, emergency funding, etc.)</i>
X	<i>Determine food service needs, being mindful of social distancing and infection prevention guidelines (location of meals, food service structure, facilities/ equipment adjustments, staffing needs, staff training, etc.)</i>
X	<i>Develop a plan that responds to workforce shortages due to quarantine and isolation in key operational staff, including but not limited to substitute teachers and custodial staff.</i>
X	<i>Assess student arrival protocol (school bus drop off, parent drop off, etc.).</i>
X	<i>Develop bus procedures for bus drivers and students based on guidance from RIDE and RIDOH. Provide training as needed.</i>
X	<i>Designate a lead technology point of contact.</i>
X	<i>Develop a return to school technology plan.</i>

X	<i>Assess software, hardware, and connectivity needs for fall learning (for staff and students) and compare with existing resources to identify gap in technology needs.</i>
X	<i>Survey families to determine technology needs.</i>
X	<i>Develop and revise process for inventory of technology.</i>
X	<i>Identify the key stakeholder groups to be included in ongoing communication. Consider: school leaders, school-based staff, school board, students, families, community members, central office staff, etc.</i>

Evidence

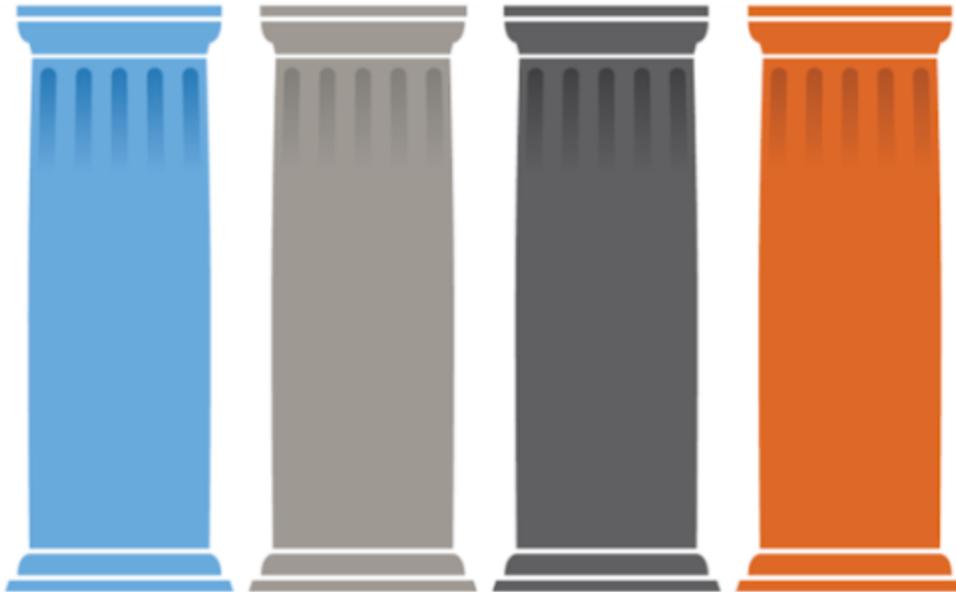
Instructions: Complete the following fields with narratives or attach/link to relevant documents or artifacts. Please provide responses assuming a full in-person return and note how those plans would need to be adjusted/modified for partial and limited in-person scenarios.

1. Develop plan to periodically review the Back-to-School Plan no less than every six months through September 30, 2024, revise plan as appropriate, AND seek public input on revisions from students, families, school and district administrators, teachers, other school staff, unions, and other stakeholders.

The Back2School Plan will be reviewed, at a minimum, each quarter. In consultation with the faculty, school improvement team, the district leadership team will determine if revisions to the plan are warranted. At least twice per year, surveys will be sent to families, teachers, and students. Review dates are: November 8, 2021, January 26, 2021, April 6, 2021, and at the conclusion of the school year. A thorough analysis of the effectiveness of our efforts during the 2021-2022 school year will take place in the summer of 2022.

Appendix

Strategic Plan 2020-2025



Accept. Create. Achieve.

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Background and Approach

Mission

Strategic Planning Process

On Equity

Our Vision of Success

The Four Pillars of Our Strategic Plan

Pillar I: Student Achievement and Postsecondary Success

Pillar II: Building Community through Effective Engagement of All Stakeholders

Pillar III: Empowering Student Artists by Providing Multiple Learning Pathways

Pillar IV: Strengthening Resources and Infrastructure through Effective Planning

BACKGROUND AND APPROACH

Our Mission

The mission of Beacon Charter Schools is to develop artistic thinkers by nurturing self-expression while preparing our students with the skills necessary for sustained post-secondary success.

Strategic Planning Process

During the 2019-2020 academic year, the Beacon Board of Directors assembled a team to draft this strategic plan to build upon the strengths of our community, while identifying areas of improvement throughout the organization. This plan includes input from across the Beacon community - faculty, staff, administration, students, families, alumni, and community partners, as well as that of the Board of Directors.

Beacon Charter Schools is grateful to the entire Beacon community for sharing their insights as well as their continued support of our schools. We would also like to thank the members of the strategic planning team:

Ann Fitzgerald

Daishannay Francis

Cindy Giroux

Kim Holmes

John McElroy

Robin Murphy

Beth Newberry

Michael Skeldon

Cole Stanley

Chris Terzigni

Frank Tweedie

Jennifer Wall

On Equity

Beacon Charter Schools is committed to challenging and supporting our administration, faculty and staff in a continuous learning process to develop competence and resilience to address individual and collective racism that contributes to inequity.

We believe that to achieve educational equity, we must equip all of our board, administration, faculty and staff with tools and mindsets to advance equity and dismantle systemic oppression.

A working draft of this plan was then shared with two committees formed to ensure the plan addresses diversity and equity across all aspects of our schools. One committee has reviewed the plan through the lens of racial and ethnic identity and the other focused on non-dominant gender identities, LGBTQ status, and people with disabilities. At the conclusion of the strategic planning process, these committees will be merged into a standing committee, to be actively utilized as a resource when addressing matters of equity and diversity throughout the organization.

It is essential for Beacon Charter Schools to provide access and opportunity for all students no matter their race, ethnicity, gender, sexuality, class, religion, ability, etc.

Our Vision of Success

Our student artists **accept** others, **create** original work, **and achieve** academically.

PILLAR I: ACADEMIC ACHIEVEMENT AND POSTSECONDARY SUCCESS

Summary

Academic achievement and postsecondary success result from creating the conditions of success. By improving the support of our students' social-emotional needs and teaching in a culturally responsive way, students will more readily engage with a well-aligned curriculum.

Five-Year Goals

- Improve the diversity of our faculty, staff, and board to more closely reflect the diversity of our students and families.
- Improve the cultural responsiveness of our faculty and staff.
- Further develop faculty and staff understanding of the social emotional needs of our students at both schools so that they may better assist students in accessing the curriculum.
- Ensure that grading and assessment policies and practices more closely reflect content mastery.
- Identify, acquire, and implement curriculum resources for all grades, utilizing state guidelines and mandates for curriculum selection.
- Increase vertical standards-based alignment of our curriculum between the schools.

Key Strategies

- Develop and nurture collaborations with educator training programs and organizations committed to educational equity and diversity to improve the diversity of candidates for available positions in our schools.
- Increase professional development for all faculty and staff in the areas of implicit bias, culturally responsive teaching and further creating safe spaces for members of the LGBTQ+ community.
- District-wide initiative to increase representation across curricula/materials in every discipline as well as in seeking guest artists and speakers at events that represent diverse backgrounds and viewpoints.
- Pursue artistic endeavors highlighting the diversity of our school community.
- Develop partnerships with organizations that specialize in meeting the needs of LGBTQ youth.
- Review and update our faculty and student orientation programs and handbooks immediately to ensure that they appropriately address racial, social emotional, cultural, and LGBTQ+ considerations. Infractions should have consequences that reflect the gravity of these violations and that have restorative justice at their heart. The standing committee will be engaged in supporting this work throughout the life of this plan.
- Develop district grading policies based on mastery.
- Create opportunities for active antiracism discussions amongst teachers and students through advisory and/or other mechanisms.
- Allocate financial resources to provide necessary professional development.
- Complete a curriculum alignment analysis and a plan to improve alignment across the grades.
- Explore state-approved curriculum resources for all grade levels and subjects.
- Highlight student academic successes publicly and display achievements at both schools.

- Develop multiple opportunities for self reflection (academic, behavioral data, etc.). This group looks at disproportionality throughout all aspects of school life and shares with the faculty.

PILLAR II: BUILDING COMMUNITY THROUGH EFFECTIVE ENGAGEMENT OF ALL STAKEHOLDERS

Summary

Strengthening our community allows for our district to be more responsive to the ever-changing needs of our students. Our school community must reflect the families and communities that make up our schools. Only by increasing awareness of what we do may we truly engage people in those efforts.

Five-Year Goals

- Prioritize diversity in filling all board vacancies, to ensure that the board better reflects the diversity of our students and families.
- Create a blended model of family engagement, that allows additional opportunities for participation of families from around the state.
- Increase faculty, board, student, alumni and family connectedness to the schools.
- Improve communication throughout the organization that continually reflects our mission and vision.

Key Strategies

- Build relationships with community-based organizations and educational institutions to build a pool of diverse and passionate board candidates.
- Increase the involvement of our families through virtual and in-person meetings and trainings which provide resources that meet identified needs.
- Strengthen the connection between the arts at Founders and Beacon through collaboration and planning.
- Create a formal, mission-driven onboarding process for board members, administrators, faculty and staff.
- Develop opportunities for alumni involvement.
- Develop a streamlined communication plan that across the organization through the use of multiple communication methods.
- Develop a list of internal and external resources to increase supports for students and faculty.

PILLAR III: EMPOWERING STUDENTS BY PROVIDING MULTIPLE LEARNING PATHWAYS

Summary

It is incumbent upon our schools to ensure that all students are supported and challenged. With small schools, this necessitates using meaningfully differentiated instruction and incorporating as many external resources and supports as possible to meet the needs of all learners.

Five-Year Goals

- Provide opportunities for challenge and support to all students.
- Increase choice and voice of students in their learning across the curriculum and in other aspects of their campus life.
- Develop personal learning plans for all students.

Key Strategies

- Provide additional training and support to teachers, so that they are eligible to offer AP and other college credit-bearing opportunities.
- Build our professional development and experience around utilizing online tools for teaching.
- Ensure that our budget includes the resources needed to provide AP and online courses.
- Create additional opportunities for common planning between subject area teachers and special education teachers to allow for greater differentiation of lessons.
- Increase advanced placement and dual enrollment offerings to our high school students.
- Increase the number of online courses available to our middle and high school students.
- Restructure town meetings to focus on student voice.
- Create opportunities for student-led conferences and student goal-setting.
- Develop internships and other opportunities outside of traditional classroom time, especially for students who are interested in CTE and/or trades.
- Incorporate the use of models of personalized learning, like project-based learning, playlists, arts integration and other tools across the curriculum.
- Develop common language around personalized instruction and incorporate it into personal learning plans for all students.

PILLAR IV: STRENGTHENING RESOURCES AND INFRASTRUCTURE THROUGH EFFECTIVE PLANNING

Summary

We must ensure that we provide the resources and infrastructure to carry out our mission and meet the diverse needs of our student artists, faculty, and staff. Our facilities must reflect the mission of our organization and the passion of our student artists. We must ensure that each building remains an inviting and inspiring space.

Five-Year Goals

- Develop a plan for the renovations of the 1 Federal Street property.
- Complete facility upgrades that enhance program offerings at all facilities.
- Maintain strategic capital reserve funding adequate to address the above as well as any unforeseen priorities.

Key Strategies

- Identify grants, benefactors, campaigns and other resources necessary to complete the renovation of the church property.
- Proactively manage facility maintenance and upgrade needs, to meet the needs of all students, faculty, and staff.
- Increase the amount of student-created artwork at all facilities and ensure that it represents the students who currently attend our schools.
- Create a capital needs projection summary and review semiannually with the building committee.
- Highlight investments made in infrastructure via communications across the school community.