



Soulsbyville Elementary District

(rural one school district)

Strategic Plan for Arts Education

Description of Current Program November 2007

Visioning Session January 2008

Strategic Directions March 2008

Implementation Plan April 2008

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Current Status of Arts Education Programs: Soulsbyville School Grades K-8 (2006 –20070)

Arts Discipline	Standards Based Curriculum	Instruction and Methodology	Student Assessment	Professional Development	Administration FTE teachers	Partnerships and Collaborations	Resources and Facilities	Program Evaluation
Dance	No program	None	N/A	None currently offered	N/A	N/A	Gym	N/A
Music	Curriculum based on Silver Burdett, K-6	Classroom music for grades K-5, once a week 4 th grade recorders 5 th grade beginning band 6-8, Band only Music specialist?	Grade based on good citizenship	None currently offered	Full time music teacher for band and recorders		Music room for K-3; rhythm instruments to share	Principal evaluates the Music teacher
Theatre	None	Drama club after school; Some classroom teachers integrate drama activities	N/A	None currently offered	N/A		N/A	N/A
Visual Arts	No written curriculum	Individual classroom teacher integration across the curriculum; 2 nd grade Art Academy	N/A	None currently offered	N/A	Part time community non-staff instructors	N/A	N/A

Soulsbyville School District == Practical Vision / January 2008

In 5 years, what do we want to see in place in the Soulsbyville School District's Arts Education Program?

ARTS MADE ACCESSIBLE TO ALL STUDENTS	ADOPTED, ARTICULATED CURRICULUM, K-8	AVAILABLE, UP - TO - DATE RESOURCES AND MATERIALS	FOCUSED PROFESSIONAL DEVELOPMENT IN THE ARTS	GOING PUBLIC WITH OUR TALENTS	PR IORITIZED, TRANSPARENT ARTS BUDGET
<ul style="list-style-type: none"> ❖ Art classes schedule integrated with Block Time – 1/2 to Computer and 1/2 to art class ❖ Arts electives for upper grade students ❖ Theatre/talent show class with a 1 or 2 performance outcome ❖ After school arts program ❖ Arts specialists on staff ❖ Parent volunteers trained to be an expert in a few standards based lessons to teach to students ❖ Sparks dance component – teachers choose several lessons to teach to class ❖ Technology is used as another art media ❖ Arts docents with supplies and selected lessons ❖ Computer and/or web-based curriculum that addresses various learning modalities used for arts instruction (such as Renzulli) ❖ Students receive art instruction once a week ❖ The Arts Reach program as used at Soulsbyville is refocused to meet student needs 	<ul style="list-style-type: none"> ❖ Choir as part of the regular curriculum ❖ Articulated curriculum for visual and performing arts, K-8 ❖ The arts are integrated into curriculum mapping ❖ An arts assessment plan articulated across the grade levels ❖ Planning time is made available to develop a focus for grade level music, school-wide assemblies, etc. ❖ Specific and focused training is provided for all four arts disciplines ❖ A sequential arts curriculum for grade level clusters and key lessons for teachers to use 	<ul style="list-style-type: none"> ❖ Art room with a check out system for instructional materials and someone to maintain its organization ❖ A place to store theatre props and materials ❖ Teachers editions for arts instruction are available with accompanying instructional materials ❖ Up dated video recording equipment ❖ Archives: Places to go for plays, songs, readers' theatre resources, etc. ❖ Training to use the kiln; organization of area 	<ul style="list-style-type: none"> ❖ Collaboration with Arts Council and/or local artists for instruction and professional development ❖ Professional Development with release time and/or super minimum days ❖ Teachers expert in several standards based lessons to present to other classes (demo lessons) ❖ The Spectra Visual Art curriculum and selected lessons are demonstrated for teachers ❖ A variety of ways to deliver professional development 	<ul style="list-style-type: none"> ❖ There are places to showcase student artwork on campus ❖ Artwork id displayed on the school web-site ❖ Artwork displayed at various community sites ❖ Annual school-wide art show ❖ Grade level songs for all school assemblies ❖ Increases in grade level performances at all school assemblies ❖ Parent survey to find talent in the community to help at the school 	<ul style="list-style-type: none"> ❖ An on-going budget for musical instruments and repair ❖ An equipment budget for such things as CD players (to support a dance curriculum) ❖ Adequate supplies and materials for art lessons ❖ A specific budget for professional development in the arts ❖ An increased budget for classroom arts supplies ❖ A stipend is paid for facilitation of articulation

What innovative, practical actions will address the obstacles and move us toward our vision?

New Directions

Getting Information, Data from our Broader Community

Design and implement a parent and student survey to determine needs and interests in the visual and performing arts
Curriculum Articulation and Review of New Materials

- **Plan and implement a “materials review” of standards based curriculum (teachers editions and materials)**
- Pilot some lessons from arts and theatre in selected classes as part of selection process
- Include the arts in the school curriculum mapping project – select 2 lessons per trimester to integrate
- Develop a grade level focus for the arts (since we can't do all arts at all grade levels))
- Adopt a visual art, music, and theatre curriculum, formally or informally

Resources – Things and People

- Collect music CD's that connect to curriculum (mood, theme and culture), make available to teachers
- Organize costume boxes, maybe by grade level – clean as appropriate
- Review all arts related resources at the school: organize and list what we have; establish check-out
- Determine what the Arts Reach program should/could be doing to strengthen arts curriculum
- Get new and interesting curriculum resources from the web; find interactive computer program for kids
- Link professional development to the choice of curriculum materials and resources
- Survey “local talent” with an eye to bringing professional development to each grade level

**Establishing &
Connecting Data,
Curriculum and
Resources**

Realize that creativity is more important than NCLB

- **Develop a plan to insure staff buy-in over time; invite all staff to participate; present arts education plan to staff**
Instructional Time, Schedules and Delivery Systems for the Arts Within the School Day

- Visit other districts/schools that have successful arts programs – see how they do it; visit Connections Academy
- Teachers rotate integrated lessons in arts, math, social studies, science, etc. once a month, at grade level or grade clusters
- Provide arts integration as part of history lessons; develop a set of lessons in one or more arts disciplines
- Teach dance unit during PE – (work toward performances)
- Share block time slot: one week computers, one week arts

Organization and Expertise to Keep Program on Track

- **Recruit an arts coordinator or facilitator to organize grade levels, curriculum, resources and keep arts plan on track**
- Hire a roving art teacher for all grades, 2-3 times a week
- Use the Arts Reach program artist-teachers more effectively; see if any would like greater involvement
- Plan to plan a professional development approach in support of the arts for all teachers

**Rethinking &
Launching a New
Approach to Instructional
Time & Arts Leadership**

Arts-Based Activities for kids – Do It!

- Establish art buddies – pair classes, lower and upper grades around art projects/mini-performances, or arts events
- Develop an “Arts Day” so students can rotate through different arts classes/projects/performances
- Establish an “Arts Friday” and/or extend day for electives in the last hour; Friday afternoon arts
- Plan for a dance assembly for particular grade levels; expose students to performing arts through local field trips
- Develop school wide art projects such as side walk chalk drawings and window painting
- Target after school arts activities to kids with special needs; check out the Very Special Arts as an after school approach

Upper Grade Electives

- Survey staff to determine strengths in the arts to tap for creating upper grade arts electives
- Kids should not have to choose between band and other arts electives; offer dance and visual arts for non-band kids
- Develop, over time, an upper grade elective schedule

**Empowering Students
Through Participation &
Celebration of the Arts**

Soulsbyville Elementary Phase One Arts Education Implementation Plan

Phase One: April, 2008 through the summer and 2008 – 2009 Academic year ending June, 2009

Strategic Direction	Action	Budget Implications	Time Frame	Persons Responsible
1. Establishing & Connecting Data, Curriculum and Resources	<u>Collecting data/creating surveys</u> <ul style="list-style-type: none"> • Begin looking at survey templates before the end of the year. (On line, PTA, etc.) • Research the Superintendent's survey-making program • Survey <ul style="list-style-type: none"> Students: to see what their needs and interests are Parents: what they would like to see in the arts Staff: with an eye to tapping talents 	None	April/May, 2008	Arts Committee with assistance of COE Arts Coordinator
	<u>Refining/Defining resources: Arts Reach</u> <ul style="list-style-type: none"> • Review how Arts Reach could be used more effectively • Work with grade level groups to determine what would match selected integrated themes • Invite one or more Arts Reach teachers to discuss taking a lead in organizing arts program • Coordinate the program in line with arts goals • Determine best funding source for Arts Reach (maybe PTA rather than block grant) 	Program is currently \$1,700 per year	Before the end of this semester (April – May, 2008)	Arts Liaison & Arts Committee
	<u>Reviewing Instructional Materials (Teachers Editions) for possible adoption</u> <ul style="list-style-type: none"> • Bring State adopted music, visual art and theatre series to the school site for review • Order sample materials from SRA McGraw Hill – Theatre, K-5 and Visual Arts – Davis Publications and others • Develop a rubric for looking at the materials – for making lesson comparisons • Music teacher should have samples of new music series over the summer (order) 	May be some cost to ordering sample copies (\$400)	Beginning of next school year – 9/08	Arts Committee, COE Arts Coordinator and Superintendent
<u>Pilot lessons</u> <ul style="list-style-type: none"> • Pilot lessons from promising series in selected classrooms Compare notes before any series (teachers editions, supporting materials) is purchased for wider use. 	Time, meetings. If/when a resource is selected, teacher's editions are approximately \$55 each	Fall of the 2008 – '09 school year	As above	

		Budget Implications	Time Frame	Persons Responsible
<p>1. Establishing & Connecting Data, Curriculum and Resources (cont.)</p>	<p><u>Organizing current school site arts resources, materials and supplies</u></p> <ul style="list-style-type: none"> • Find out what belongs to who • Get all usable arts resources, materials and supplies into one place - the new art room • Develop a list and a check out system and inform staff about what is available • Develop a list of music resources (CD's) that connect to curriculum – especially ethnic music • Re-organize the costume box – may involve cleaning 	<p>None – time</p> <p>None – time</p> <p>None – time, OR pay a stipend to a person who will do all of this (budget and amount)</p>	<p>May 2008?</p> <p>Time? Summer?</p> <p>Fall, '08</p>	<p>Arts Committee/Arts Liaison, Music teacher</p>
<p>2. Rethinking & Launching New Approaches to Instructional Time</p>	<p><u>Visit/research other elementary arts programs</u></p> <ul style="list-style-type: none"> • Visit arts programs at other schools/districts particularly to understand how instructional time is provided • Visit the 7-8 arts program at Connections VAPA Charter School (to understand the content offered) • Request the schedules of other county schools that have an art specialist • Find/develop a rubric of what to look for on a school site visit (especially related to instructional time organization) <p><u>Investigate/Pilot enrichment programs in the Arts</u></p> <ul style="list-style-type: none"> • Look into parent docent/community volunteer program structure and content, such as the “Meet the Masters” model (docent model, teachers request visits) • Investigate the possibility of paying an Arts Reach artist to develop this program for the school • If the idea is feasible, develop a budget for the project 	<p>Sub costs for teachers to release teachers for visits: \$120 X 4 = \$480</p> <p>None – time</p> <p>None</p> <p>None</p> <p>Develop budget for training, resources, materials</p>	<p>Begin in the fall semester: October through November, 2008</p> <p>May, 2008</p> <p>May, 2008</p> <p>January, 2009</p>	<p>Arts Committee/Arts Liaison</p> <p>COE Arts Coordinator and Arts Committee</p> <p>Arts Committee</p>
<p>3. Establishing Arts Leadership and Staff Commitment</p>	<p>PROGRAM MANAGEMENT</p> <ul style="list-style-type: none"> • Investigate how the block grant and/or other funding sources could support a limited-time Arts Coordinator for the school. The person could be <ul style="list-style-type: none"> an interested parent with arts background an Arts Reach artist-teacher a retired teacher with an arts background 	<p>Decide upon an amount that could be used to support this position</p>	<p>MAY BE AN ESSENTIAL FIRST STEP</p> <p>Job description developed this year – May, 2008</p>	<p>Arts Committee and Superintendent (would this have to go to the Board?)</p>

	<p>a staff person with interest (and a sufficient stipend)</p> <p>OR</p> <ul style="list-style-type: none"> • Hire a roving art teacher (determine COST, schedule and grade levels) Is this feasible? • Get the VAPA Standards into the hands of teachers at each grade level – both Kids Speak and actual standards at their grade level • Develop an approach to presenting the Arts Education Plan to the whole staff • Get buy-in through connecting the arts content to the curriculum mapping project now underway 	<p>On the high side: 6 hrs per week @ \$30 per hour (\$180) X 30 weeks = \$5,400</p> <p>Cost of laminated posters, about \$6 per classroom</p> <p>None</p> <p>None</p>	<p>Fall, 2008?</p> <p>Time needs to be determined</p> <p>Is this time sensitive?</p>	<p>Principal, Superintendent and Arts Committee</p> <p>Arts Liaison and COE Arts Coordinator</p>
<p>4. Empowering Students Through Participation and Celebration of the Arts</p>	<p>No first phase activities were selected from this category</p> <p>(Might want to reconsider this)</p>	<p>(There might be little or not cost)</p>	<p>(Maybe the spring semester?)</p>	

Soulsbyville Elementary Phase Two Arts Education Implementation Plan
Phase Two: The 2009 – 2010 School Year, ending June, 2010

Strategic Direction	Action	Budget Implications	Time Frame	Persons Responsible
1. Establishing & Connecting Data, Curriculum and Resources	<u>Professional Development</u> <ul style="list-style-type: none"> Plan and implement targeted professional development that supports selected curriculum in the arts – grade level specific Seek professional development expertise from the COE and the Valley Sierra Arts Project (at UOP) <u>Curriculum “clarity” and focus</u> <ul style="list-style-type: none"> Develop a grade level focus for the arts Research arts curriculum for students at risk Formally adopt a music, visual art and theatre curriculum Research complementary interactive arts programs on the internet (for students to work with in computer lab) 	<p>Create a budget for this item. Should be about \$3,000</p> <p>None</p> <p>None</p> <p>Cost of teachers editions already budgeted</p> <p>None</p>	<p>Planning beginning in Sept of 2009 to be implemented at intervals during the school year</p> <p>Fall '09 (or earlier)</p> <p>Fall '09</p> <p>By the end of the school year, June '10</p> <p>Spring, '10</p>	<p>Arts Committee, Arts Liaison, Superintendent</p>
2. Rethinking & Launching New Approaches to Instructional Time	<u>Time and Schedule shifts</u> <ul style="list-style-type: none"> Share block time slot: once a week computer, once a week, an arts choice Develop an “Arts Buddies” program: pair upper and lower grade classes (K-5) for arts projects, activities, performances Extend the day – provide electives in the last hour Offer electives program after school and/or on Friday afternoons <u>Special time arts scheduling</u> <ul style="list-style-type: none"> Plan and implement an “Arts Day” and rotate classes between various choices (including performances) 	<p>To be determined</p> <p>None</p> <p>Feasibility TBD</p> <p>Feasibility TBD</p> <p>None</p>	<p>Time frame not yet discussed with Arts Committee</p>	<p>Not yet determined</p>

	<u>Upper grade electives</u> <ul style="list-style-type: none"> • Find a way that kids do not have to choose between band and other arts electives • Plan and implement a dance program for upper grades • Plan and implement a visual art elective for non-band students • Research and develop a pilot elective schedule for upper grade students 		Time frame not yet discussed with Arts Committee	Not yet determined
3. Establishing Arts Leadership and Staff Commitment	<u>Sustaining momentum for the arts education plan</u>		On-going	Not yet determined, but someone has to be “in charge”
4. Empowering Students Through Participation and Celebration of the Arts	<u>Let's do it! Arts activities for students</u> <ul style="list-style-type: none"> • Plan and implement dance assemblies at selected grade levels • Have a mural in progress each year – theme: “year in review” • Plan and implement selected field trips to community performances or invite performances to the school • Organize a once monthly (or appropriate time frame) sidewalk chalk “festival” 	Cost TBD Materials, visiting artist For the project: budget \$700 Cost of transportation or performances on site; budget \$5-600 per event Cost of sidewalk chinks (budget \$200)	Time frame not yet discussed with Arts Committee	Not yet determined