

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT  
**Approved PreK-12 Arts Education Plan**

	<b>Goals</b>	<b>Implementation Task</b>	<b>Preliminary Budget Implications</b>	<b>Person Responsible</b>	<b>Time Frame</b>
<b>STANDARDS BASED CURRICULUM</b>					
<b>Phase I</b>	1. Develop a visual and performing arts curriculum map.	1. 1 VAPA Mapping Team established.	Title II Funds-Already designated	VAPA Mapping Team, VAPA Coordinator, Director of Professional Development	Summer/ Fall 2004
		1.2 Assess current district curriculum in accordance with new Visual and Performing Arts Framework and Content Standards.			Fall/ Winter 2004-2005
		1.3 Review curriculum from other districts.			Fall/ Winter 2004-2005
		1.4 Develop an initial curriculum map aligned to the State's Framework/Content Standards.			Winter 2005
		1.5 Share draft map with Districts Arts Team and Arts for All Committee. Revise map as needed.			Winter/Spring 2005
		1.6 Review existing materials and resources aligning to new VAPA map. Determine gaps.			Winter/Spring 2005
	2. Develop visual and performing arts curriculum aligned with curriculum map.	2.1 Establish timeline for writing District's VAPA curriculum.	Title II Funds-Already designated		Winter/Spring 2005-06
		2.2 Convene VAPA writing team for 5 one day writing sessions guided by an external consultant.			Spring/ Summer 2005
		2.3 Summer writing to complete and revise district's curriculum.	\$10,000 (10 credentialed teacher and/or specialists @ \$1,000 stipend each)		Chief Academic Officer, VAPA Coordinator, External Consultant, 10 credentialed teacher and/or specialists , Director of Professional Development

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<b>STANDARDS BASED CURRICULUM</b>					
<b>Phase 2</b>	1. Development of a District implementation plan for the visual and performing arts curriculum.	1.1 Convene a sub-committee to develop a district-wide implementation plan for the visual and performing arts curriculum.	Printing, duplication \$500	VAPA Coordinator, Arts For All, District Arts Team, mapping team, Implementation sub-committee, Director of Professional Development	Fall 2005
		1.2 Develop a timeline for implementation.		Implementation sub-committee	Fall 2005
		1.3 Develop a professional development plan to support the district's curriculum implementation.*(see Professional Development Focus Area)		↓	Winter 2006
		1.4 Disseminate curriculum implementation, timeline and professional development plan to district's credentialed teacher and/or specialists and partners.		↓	Winter/Spring 2006
<b>Phase 3</b>	1. District implementation of the newly developed districtwide, sequential, and comprehensive dance, music, theatre, and visual arts curricula for grades Pre K-12 that is aligned with state standards.  2. Assess and evaluate the district curriculum.	1.1 District implements professional development to support curriculum implementation.	See Professional Development Focus Area	Chief Academic Officer, Visual & Performing Arts Coordinator, credentialed teacher and/or specialists, and curriculum Specialist.	Fall 2006 - 2010
		1.2 Following the implementation plan, the District begins to implement new visual and performing arts curriculum.		↓	Fall 2006 - 2008
		2. Reassess and evaluate the curriculum, make revisions as necessary.	2. None	↓	2006 -2013


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<b>INSTRUCTION AND METHODOLOGY</b>					
<b>Phase 1</b>	1. Research models of standards based instructional delivery structures in dance, music, theatre, visual arts for the elementary, middle and high school levels.	1.1 Establish the Visual & Performing Arts Leadership Team to research standards based instructional delivery models in music, dance, visual art, and theatre for all students at all grade levels.	Eight credentialed teachers and/or specialists x 8 days/year x @ 120/day = \$7,680 Banked Time (Buyback days) stipend	Chief Financial Officer, Chief Academic Officer, Visual & Performing Arts Coordinator.	Fall 2005 - Winter 2006
		1.2 The Visual & Performing Arts Leadership Team develops timeline and identify models.		The Visual & Performing Arts Leadership Teams	Winter 2006
		1.3 The Visual & Performing Arts Leadership Team engage in research.		↓	Spring 2006
		1.4. The Visual & Performing Arts Leadership Team compare models, including established SM/M delivery systems, developing pros and cons in all disciplines and levels.			Summer 2006
	2. Define roles and responsibilities in the standards based arts curriculum for specialists, specialized credentialed Visual and Performing Arts credentialed teacher and/or specialists general, classroom credentialed teacher and/or specialists, and community partners at elementary and secondary schools in all four arts disciplines.	2.1 Review District standards based arts curriculum map and define roles and responsibilities within the delivery system.	None	Visual and Performing Arts Coordinator, Principals	Summer 2006
		2.2 Disseminate roles and responsibilities along with curriculum map.		Visual and Performing Arts Coordinator,	Fall 2006

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<b>INSTRUCTION AND METHODOLOGY</b>					
<b>Phase 2</b>	1. Develop standards based instructional delivery models for all disciplines for elementary, middle and high school levels.	1.1 The Visual & Performing Arts Leadership Team combine findings and present to Arts for All and District Arts Committee for recommendation to Chief Administrative Officer outlining personnel needs.	None  * For each additional staff member hired, we anticipate \$60,000-\$75,000 for credentialed teacher depending on experience and \$20,000 -\$30,000 for non-credentialed teacher.	The Visual & Performing Arts Leadership Teams, Visual and Performing Arts Coordinator	Fall 2006
		1.2 Arts for All presents instructional delivery model recommendation for standards based arts education in all four disciplines for all grade levels to the Chief Administrative Officer.		Arts for All, Visual and Performing Arts Coordinator	Fall 2006
		1.3 Development of implementation instructional delivery model timeline.		Visual and Performing arts Coordinator, Principals	Winter 2006-2007
		1.4 Dissemination of implementation plan and timeline.		↓	Spring 2007
		1.5 Recruitment of new staff as necessary. This continues until plan is fully implemented.			Spring/Summer of 2007 - On-going
<b>Phase 3</b>	1. Provide standards-based instruction in all four disciplines by highly qualified credentialed teacher and/or specialists to all students with adequate time allotted during the school day.	1.1 Continue to implement plan to increase staffing, course offerings and assess to all four visual and performing arts to all students at all levels.	To be determined.	Visual & Performing Arts Coordinator and Director of Professional Development and Assessment	2007 -2013
		1.2 Evaluate and adjust as needed instruction delivery system.			2008 -2013



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<b>STUDENT ASSESSMENT</b>					
<b>Phase 1</b>	1. To research visual art and music assessment models aligned with district/state standards.	1.1 The Visual & Performing Arts Leadership Team develops a timeline for work.  1.2 The Visual & Performing Arts Leadership Team and others take part in professional development focused on standards based arts assessment, classroom student and program.  1.3 The Visual & Performing Arts Leadership Team researches, reviews, and evaluates standards based arts assessment tools and models: student assessment, and program assessment.  1.4 The Visual & Performing Arts Leadership Teams drafts a district wide assessment policy and plan for arts assessment in all arts disciplines both classroom and programmatic.  1.5 The Visual & Performing Arts Leadership Team established a committee to serve as a forum for feedback and comparison, leading to a district wide assessment policy and plan for all arts disciplines.  1.6 Arts credentialed teacher and/or specialists begin to attend arts standards based professional development which includes assessment methods and tools.	Funds to attend professional development sessions. \$7,000	Visual & Performing Arts Leadership Team    Arts educators	Fall 2005  Spring/Summer 2006  Summer 2006  Fall 2006  Winter 2007  Summer 2007
	2. Increase visual and performing arts teachers and/or specialists and classroom teachers standard based arts assessment strategies to support individual student learning.	2. 1 Develop a professional development plan and secure resources for deepening visual and performing arts teachers and/or specialists and classroom teachers standards based classroom arts assessment strategies.	Fund for professional development. \$7,000		

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<b>STUDENT ASSESSMENT</b>					
<b>Phase 2</b>	1. Develop visual art and music program assessments for all grade levels.	1.1 Establish a visual art and music assessment development committee to develop district wide assessments of visual art and music instruction	\$7,000	Visual Art and Music Assessment Committee, Visual and Performing Arts Coordinator	Spring 2006
		1.2 Develop/refine music and visual art program assessment for all grade levels.		↓	Summer 2006
		2.1 Implement the pilots for visual art and music assessment methods in all grade levels.		Coordinator of Assessment and Visual & Performing Arts Coordinator	Fall 2006 - Spring 2007
		2.2 Evaluate and adjust as needed assessments in visual art and music.		↓	Fall 2007
	2. Student learning in visual art and music are assessed districtwide by a variety of consistent methods in all grade levels.	3.1 Establish a theatre and dance assessment development committee to develop district wide assessments of theater and dance instruction.	\$7,000	Visual Art and Music Assessment Committee, Visual and Performing Arts Coordinator	Spring 2008
		3.2 Develop/refine music and visual art program assessment for all grade levels.		↓	Summer 2008
		4.1 Implement the pilots for theatre and dance assessment methods in all grade levels.		Coordinator of Assessment and Visual & Performing Arts Coordinator	Fall 2008 - Spring 2009
		4.2 Evaluate and adjust as needed assessments in theater and dance.		↓	Fall 2009

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<b>STUDENT ASSESSMENT</b>					
	5. Arts specialists/credentialed teacher and/or specialist continue to expand their capacity in standards based arts assessment.  6. The district has a districtwide arts assessment policy and plan.	5.1 Additional credentialed teacher and/or specialists attend professional development focused on standards based arts instruction and assessment.  6.1 Implementd districtwide arts assessment policy and plan.	Funds to be determined	Coordinator of Assessment and Visual & Performing Arts Coordinator  	2009
<b>Phase 3</b>	1. All four arts disciplines are assessed, through assessments aligned with district/state standards, following the District's arts assessment policy and plan at both the programmatic and classroom level.  2. The district maintains the standards based approach to assessing students' work in all four arts discipline at every grade level.  3. Common assessment and assessment rubrics are used districtwide.  4. Elementary grading systems in the arts are standardized and aligned to standards.	1.1 The district's arts assessment policy and plan in all four arts in for all grade levels are implemented.  2.1 credentialed teacher and/or specialists at Elementary, middle, and high school level use multiple measures that were developed as a part of the district's policy and plan for assessing students' work in the arts.  3.1 Establish a committee to serve as a forum for feedback and comparison, leading to a district wide assessment policy and plan for all the arts disciplines.  3.2 The district maintains the standards-based approach to assessing students' work in all four arts discipline at every grade level.  4.1 Establish a committee to work to standardize arts grading systems across the district.  4.2 All four disciplines are included on elementary report cards.		Coordinator of Assessment and Visual & Performing Arts Coordinator  	Fall 2010  Fall 2010  Fall 2010  Fall 2011  2008 -2011  2008 -2011

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<b>PROFESSIONAL DEVELOPMENT</b>						
<b>Phase 1</b>	1. Assess professional development needs of the Visual & Performing Arts teachers and/or specialists and elementary classroom teachers.	1.1 Visual & Performing Arts Coordinator researches effective, standards based professional development models and resources.	1. Explore funding for continuing professional development budget with the Professional Development Director	Visual & Performing Arts Coordinator and Director of Professional Development and Assessment.  ↓	2005 -2006	
		1.2 Visual & Performing Arts Coordinator develops an arts professional development needs assessment for arts specialists and general classroom teachers.			2005 -2006	
		1.3 Implementation of arts professional development needs assessment.			2005 -2006	
		1.4 Visual & Performing Arts Coordinator analysis and prioritizes the professional development needs in alignment with the curriculum and assessment implementation plans.			Spring 2006	
	2. Create a professional development plan based on the needs assessment.	2.1 Visual & Performing Arts Coordinator Develops plan based on the prioritized needs.	Funding for external consultant (\$8,000)		Visual & Performing Arts Coordinator and Director of Professional Development and Assessment and external consultant.  ↓	Fall 2006
		2.2 Visual & Performing Arts Coordinator research funding sources for professional development services.			Summer 2006	

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<b>PROFESSIONAL DEVELOPMENT</b>					
<b>Phase 2</b>	1. Professional development focused on standards based arts education (content knowledge and teaching strategies) is provided for classroom teachers, arts specialists and specialized credentialed visual and performing arts teachers in accordance to the arts professional development plan.	1. Secure funding to support Professional Development plans.	To be determined by plan. \$25,000/year x 3 years = \$75,000	Visual & Performing Arts Coordinator and Director of Professional Development and Assessment.	2006-2013
		1.2 Begin professional development offerings as outlined in the arts professional development plan.	Costs to be determined. Title 2 funds.	Coordinator of Assessment and Visual & Performing Arts Coordinator	2006 -2013
	2. Evaluate effectiveness of professional development as evidenced by classroom change.	2.1 Implement the professional development evaluation plan and examine evidence of increased standards based arts learning in all classrooms.		Visual & Performing Arts Coordinator and Director of Professional Development and Assessment.	2007 -2013
<b>Phase 3</b>	1. All Visual & Performing Arts credentialed teacher and/or specialists will participate in ongoing professional development in standards-based instruction, as well as in areas of expertise.	1. Review and revise the professional development plan	Explore possibilities for receiving District Credit.	Visual & Performing Arts Coordinator, Visual & Performing Arts credentialed teacher and/or specialists	2008-2013
	2. The district will provide regular professional development opportunities in standards-based instruction in all 4 arts disciplines for elementary classroom teachers.	2.1 Review and revise the professional development plan	Further staff development will be determined based on the development plan committee recommendations Cost can be then determined.	Coordinator of Assessment and Visual & Performing Arts Coordinator	2008 -2013

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<b>PROGRAM ADMINISTRATION AND PERSONNEL</b>					
<b>Phase 1</b>	<p>1. Increase Visual &amp; Performing Arts Coordinator's position to 12 months.</p> <p>2. Increase Fine Arts Administrative Asst. position from 11 months to 12 months.</p> <p>3. Each Elementary Site administrator will appoint an arts liaison to represent their school at the district level arts-related meetings.</p>	<p>1. Visual &amp; Performing Arts Coordinator becomes a 12-month position.</p> <p>2. Fine Arts Administrative Assistant becomes 12 month position</p> <p>3. Elementary site Administrator will identify key credentialed teacher and/or specialists with an arts background to serve as an arts liaison</p>	<p>1. \$8,468.37 (salary &amp; benefits)</p> <p>2. \$4,741.56 (salary &amp; benefits)</p> <p>3. None</p>	<p>1. Superintendent, Chief Financial Officer, Chief Academic Officer</p> <p>2. Chief Financial Officer, Chief Academic Officer, Visual &amp; Performing Arts Coordinator</p> <p>3. Visual &amp; Performing Arts Coordinator and elementary site administrators</p>	<p>1. July, 2005</p> <p>2. July 2005</p> <p>3. February 2005</p>
<b>Phase 2</b>	<p>1. Assess districtwide level additional visual and performing arts coordination needs.</p> <p>2. Prioritize additional personnel needs to implement standards based arts curriculum.</p>	<p>1. 1 Visual Arts Coordinator assess district level discipline needs.</p> <p>2. 1 Analyze personnel needs to fully implement plan.</p> <p>2.2 Develop a personnel plan aimed at fully implementing the district arts program.</p>	<p>* For each additional staff member hired, we anticipate \$60,000-\$75,000 for credentialed teacher depending on experience and \$20,000 -\$30,000 for non-credentialed teacher.</p>	<p>1. Visual &amp; Performing Arts Coordinator</p> <p>2. Coordinator of Assessment and Visual &amp; Performing Arts Coordinator</p> <p style="text-align: center;">↓</p>	<p>2006-2008</p> <p>2006</p> <p>2006</p>
<b>Phase 3</b>	<p>1. The District has a fully qualified staff implementing standards based arts education program K-12 in all four disciplines.</p>	<p>1. Hire additional qualified staff as needed.</p>	<p>* For each additional staff member hired, we anticipate \$60,000-\$75,000 for credentialed teacher depending on experience and \$20,000 -\$30,000 for non-credentialed teacher.</p>	<p>Assistant Superintendent of Human Resources and CAO</p>	<p>2010-2013</p>

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<b>PARTNERSHIPS AND COLLABORATIONS</b>					
<b>Phase 1</b>	1. To create a districtwide portfolio of Santa Monica-Malibu arts partnerships collaborations.	1.1 Create criteria for assessment of partnerships to support standards based arts education for all students in all disciplines.  1.2 Research what partnerships are available.	1. None	1. District Visual & Performing Arts Coordinator, Site Principals, Grant Writer, Cultural Organizations	2005-2006
	2. Continue successful past collaborations and partnerships.	2. Continue to consult with current arts partners adjusting programs as needed.	2. None		2005-2006
	3. Provide consistent partnership experiences for all children at each grade level.	3. Create action plan to insure equity and access to partnership resources throughout the district.	3. TBD		2006
	4. Hire grant writer to find resources to support partners outlined in the instructional implementation plan.	4. Apply for grants that would fund arts partnerships or artist-in- residencies that are aligned to the instructional plan.	4. Grant Writer (\$6,000.00)		Fall 2006
<b>Phase 2</b>	1. Review partnerships and collaborations.	1. Evaluate criteria from Phase 1.	1. None	1. District Visual & Performing Arts Coordinator, Grant Writer, Site Principals  Partners	2006-2008
	2. Expand and refine partnerships.	2. Reapply for grants and continue to research new grants.	2. Grant writer salary \$8,000		2006-2009
<b>Phase 3</b>	1. All students will have educational experiences with professional artists and cultural organizations who are trained in the Visual & Performing Arts standards-based curriculum.	1. Continue expanding and reviewing partnerships.		District Art Coordinator, Grant Writer, Site Principals  District Art Coordinator, Grant Writer, Site Principals, Partners	2008-2013
	2. Funding is secured for partnership services to support the district's arts education plan.	2. Apply and re-apply for grants.	Grant writer salary \$10,000		2008


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<b>FUNDING</b>					
<b>Phase 1</b>	1. Research and present the current district spending on the arts annually and its % of the total unrestricted budget allocated for the Visual & Performing Arts.	1. Contact Personnel and Fiscal Department for individual school site budgets and consult Visual & Performing Arts credentialed teacher and/or specialists for their operating budgets (materials and supplies)	None	↓	September 2004 – January 2005
	2. Identify and prioritize budgetary needs as outlined in arts education plan.	2. Identify sources of funding to meet the needs within the 8 other focus areas.	None		February 2005- June 2006
<b>Phase 2</b>	1. Continue to prioritize funding needs as the plan continues its implementation.	1. Identify sources of funding to meet the needs within the 8 other focus areas.	None	↓	2006-2010
	2. Identify and secure sources outside the SMMUSD budget to match costs established in the Arts Education plan, such as “For The Arts”, PS Arts, 18th Street Arts Complex, Grants, City cooperation, local colleges, and other non-profit arts education organizations, etc.	2. Research additional funding sources.	None		2004-2013
<b>Phase 3</b>	1. Arts education funding needs are prioritized as the plan continues implementation.	1. Reevaluate and identify sources of funding to meet the needs within the 8 other focus areas.	None	Visual & Performing Arts Coordinator and Assistant	2008-2013
	2. The district will provide adequate funding for all adopted pre-K-12 Arts Education goals and will require that, in times of budget cutbacks, reductions be distributed equally across all subject areas.	2.1 Continued and additional funding streams are cultivated as needed to support the program.	None	Visual & Performing Arts Coordinator and Assistant, Grant Writer	2008-2013

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<b>RESOURCES AND FACILITIES</b>					
<b>Phase 1</b>	1. Assess status of current Visual & Performing Arts facilities, supplies and equipment.	1. The Visual & Performing Arts Leadership Team will work with the District Facilities Manager to provide input.	None	Visual & Performing Arts Coordinator, Director of Maintenance & Operations	September 2004 June 2006
		1.2 Work with site administrator to reassign classrooms as needed.	None		September 2004 June 2006
	2. Develop resources and facilities needs/improvements list.	2.1 Have Visual and Performing Arts representation on the Ad Hoc facilities committee.	None	Visual & Performing Arts Coordinator, Director of Maintenance & Operations Visual & Performing Arts Leadership Team	September 2004 June 2006
<b>Phase 2</b>	1. To have standard-based arts facilities included in the 2006 Bond Measure.	1.1 To have Arts For All committee members represented on the District's Blue Ribbon Bond Committee.	None	Blue Ribbon Committee	March 2006- June 2008
<b>Phase 3</b>	1. All school sites will have standards based instructional materials, equipment, and standard-based facilities.	1.1 The Visual & Performing Arts Leadership Team will reassess the progress made.	To be determined by The Visual & Performing Arts Leadership Team	Visual & Performing Arts Coordinator	2008-2013

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<b>PROGRAM EVALUATION</b>					
<b>Phase 1</b>	<p>1. Develop and pilot appropriate formative assessments for intermediate and advanced <u>music</u> programs.</p> <p>2. Develop and pilot appropriate formative assessments for beginning, intermediate and advanced visual art programs.</p>	<p>1.1 Identify grade level teams to develop assessment.</p> <p>1.2 Work with teams to develop small pilot of the assessment.</p> <p>1.3 Review results, make adjustments as needed.</p> <p>1.4 Pilot with entire grade level.</p> <p>2.1 Identify grade level teams to develop assessment.</p> <p>2.2 Work with teams to develop small pilot of the assessment.</p> <p>2.3 Review results, make adjustments as needed.</p> <p>2.4 Pilot with entire grade level.</p>	<p>1. To be determined (assessment supplies/consultant-- approx. \$6,000)</p> <p>2. \$6,000 (evaluator/consultant)</p>	<p>1. Visual &amp; Performing Arts Coordinator/credentialed teacher and/or specialists</p> <p>2. Visual &amp; Performing Arts Coordinator/ Director of Professional Development and Assessment</p>	<p>Fall 2005-2007</p> 
<b>Phase 2</b>	<p>1. External summative evaluation of music programs.</p>	<p>1.1 Determine <u>focus</u> of evaluation.</p> <p>1.2 Locate external evaluator.</p> <p>1.3 Support data collection.</p> <p>1.4 Review drafts of evaluation.</p> <p>1.5 Present evaluation to credentialed teacher and/or specialists and Board of Education.</p>	<p>1. 8,000 (evaluator/consultant)</p>	<p>1. Evaluator/ Consultant</p>	<p>Spring 2008</p>



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<b>PROGRAM EVALUATION</b>					
<b>Phase 3</b>	<p>1. Implement recommendations of Dance program evaluation.</p> <p>2. Develop and pilot appropriate formative assessments for beginning, intermediate and advanced Theatre programs.</p> <p>3. External summative evaluation of Theatre program, grades Pre-K-12.</p> <p>4. Implement recommendations of Theatre program evaluation.</p> <p>5. Continue and Implement formative and summative assessments tied to standards-based instruction. Establish a regular pattern of external summative evaluations (1 per year).</p>	<p>1. To Be Determined.</p> <p>2. 1 Identify grade level teams to develop assessment.</p> <p>2.2 Work with teams to develop small pilot of the assessment.</p> <p>2.3 Review results, make adjustments as needed.</p> <p>2.4 Pilot with entire grade level.</p> <p>3. Present evaluation to credentialed teacher and/or specialists and Board of Education.</p> <p>4. 1 Determine focus of evaluation.</p> <p>4. 2 Locate external evaluator.</p> <p>4. 3 Support data collection.</p> <p>4. 4 Review drafts of evaluation.</p> <p>5. 1 Determine focus of evaluation.</p> <p>5.2 Locate evaluator.</p> <p>5.3 Support data collection.</p> <p>5. 4 Review drafts of evaluation.</p> <p>5. 5 Present evaluation to credentialed teacher and/or specialists and Board of Education.</p>	<p>To Be Determined</p> <p>\$8,000 (evaluator/consultant)</p> <p>\$8,000</p>	<p>Visual &amp; Performing Arts Coordinator/ credentialed teacher and/or specialists and Director of Professional Development and Assessment</p> <p style="text-align: center;">↓</p> <p>Visual &amp; Performing Arts Coordinator</p> <p style="text-align: center;">↓</p>	<p>2010-2013</p> <p style="text-align: center;">↓</p>