

The following is a sample of an Arts Curricular Innovation Grant in the Distinguished Arts Program category. It represents a district-level grant submitted during a past grant cycle. This grant application has been redacted for anonymity.

Note: This sample grant application is provided as guidance for steering committees and grant writers. It does not follow the guidelines of the 2013-14 Request for Proposals as requirements have changed. No part of this sample may be replicated as part of a new Arts Curricular Innovation Grant (ACIG) application. All ACIG applications must originate from the applicant.

Formatting of this document changed from the original format as a result of its conversion to prepare it for posting.

Project Abstract

County School District conducted a comprehensive needs assessment of Arts Education in the spring 2011. Several priorities were identified such as: provide additional course offerings in dance and drama, professional development opportunities for arts teachers, and improving existing programs. All planned activities support the overall goal of the project, which is to significantly improve student achievement in music, visual art, dance, and drama through curriculum, instruction, assessment based on the 2010 South Carolina Academic Standards of the Visual and Performing Arts (SCASVPA). To meet this goal the three program objectives include: provide needed supplies and materials for existing art programs, contract a dance instructor for extended residencies for all of the elementary schools, contract a drama instructor for extended residencies for all middle and high schools, opportunities for art educators to attend SDE summer institutes; State Art Organizations annual staff development and provide in-district staff development opportunities. The following will be included in the program evaluation: pre and posttests of artist-in-residency participants, evaluations from participants, teachers, and parents of the Artist-in-Residency program, portfolios of student work, increasing the number of teachers attending SDE summer institutes, lesson plans that include SCASVPA, increase amount of supplies for existing programs, and

observations of teachers. Approximately 3,000 students will be affected by this grant.

██████ has 92% of students on free or reduced lunch. Funds totaling \$45,000 are requested for this Distinguished Arts Program. The district's Arts Strategic Plan is part of the District Strategic plan.

Narrative for 2011-2012 Implementation Year

A.1. Needs Assessment

██████████ County School District ██████████ has approximately 3,000 students involved in the arts and nineteen teachers serving those students. Teachers assess students by using rubrics, checklists, tests, observations, and portfolios. Majority of our art students score average or above average on assessments. The weakest standard identified in music was Standard 2 (the students will improvise, compose, and arrange music within specified guidelines). Also at the present time choral certified teachers are not employed at the high school level. For visual art the weakest standards are Standard 5 (The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others), Standard 4 (understanding visual arts in relation to history and world cultures), and supplying 3 projects. These weaknesses were identified through group discussion, student assessment, and teacher observations. The Fine Arts Director observed each teacher four times during the course of the year. All teachers are producing and implementing standards-based lessons. arts program is growing each year due to following and implementing our Strategic Arts plan. For example, one school has contracted a dance instructor for the entire school year, a middle school has added drama to their curriculum, and the district has approved an elementary magnet school of the arts for next school year.

A comprehensive needs assessment of Arts Education in ██████████ ██████████ District was conducted in Spring 2011. Input for the needs assessment was gathered and analyzed from music educators and visual art teachers in the district as well as administrators, parents, and Arts Steering Committee. The instrument used to complete this needs assessment was Opportunities to Learn the Standards for Arts Education (OTLS).

Strengths found in our existing program:

*Enthusiastic and well qualified teachers for the areas they teach who are aware of current standards.

*Appreciation for and support of art education in schools. Parents, students, teachers, and administrators all show a strong support for the arts.

*An arts advocacy committee has been established. At the present time, community partnerships with area businesses, artists, and community leaders have been established.

*A five year strategic plan for the Arts that is part of the District Strategic Plan.

*Well established music and visual art programs. An annual All County Music Festival is held to showcase the music departments in the district. Also, a Superintendent's Art Gallery is held each year to showcase artwork from all schools.

*Curriculum for music and visual art is outlined in a sequential and articulated curriculum guide for each grade level.

*Regularly planned, meetings that create learning experiences for art teachers for the purpose of sharing ideas and discussing uses of the latest art materials.

*Budget that provides for most consumable supplies.

*A Magnet School for the Arts for the 2011-2012 school year has been approved.

Areas needing improvement from needs assessment:

*Need to provide additional course offerings. Currently, [REDACTED] does not have permanent positions for dance and drama instructors. Through the OTLS, it was noted that schools are lacking a dance program in the elementary schools that provides students with opportunities to create, perform, observe, and respond to dance (Dance Elm Pg 1). Also, every student should have the opportunity to study dance each year he or she is in elementary school

(Dance Elem Pg 1). At this time, [REDACTED] is not meeting **OTLS** in relation to theatre being taught by specialists who possess the skills and knowledge to teach acting; design; play writing; directing; research; comparison of art forms, styles, and genres; the construction of meaning; and understanding context (Theatre MS pg. 2 and HS pg. 2). **It** was expressed that the only opportunity the district has to address Dance and Drama standards is through extended residencies. All students, administrators, and parents expressed how much students enjoyed and learned during the extended artist-in-residency the past four years. There is a great need that we expand these residencies for Dance and Drama standards to be addressed.

*Need to improve existing programs. According to OTLS, teachers have the basic supplies needed to implement the 2010 SCASVPA. For visual art according to OTLS, every school provides high-quality instructional materials and equipment of sufficient quantity and variety for every type of content taught and for every instructional setting (Visual Art pg. 5). Teachers would like to provide opportunities in three-dimensional media. In middle and high school it is stated that an art budget is sufficient to provide all expenditures required for the art program established in the curriculum plan. Through discussion with the visual and music teachers and their completion of OTLS, a need for supplies for specialized projects is needed to meet the 2010 SCASVPA. Many visual art teachers would like to expand their curriculum by implementing a unit based on his or her own weakness. An artist-in-residence would provide staff development for teachers while supplying a residence for students. After the residency is completed, teachers will have the knowledge to add this area to his or her curriculum. Areas that have been identified are printmaking, ceramic technique, glass fusing, murals, adobe, and sculpture. According to OTLS, the same is true for music (Music MS p 7). A weakness was noted according to OTLS, that the general curriculum comprises a balanced and sequential

program of singing, playing instruments, reading music, listening to music, and improvising and composing music (Music MS p 1). Music teachers would like to include a rhythm band.

*Need for professional development for Arts teachers in the district. At this time, the district does not have the funds to provide at least two paid days for professional development activities approved by the district or to fund quality classes in the art fields According to **OTLS**, every school district or school should provide a regular program of in-service education that includes at least two to five paid days for professional development activities arranged by the district or school each year for every visual art, music, dance and theatre teacher (found under staffing in each area). Administration, Fine Arts Director, and teachers expressed this is a great need for Art teachers to obtain new ideas to implement the standards and for teachers to learn new skills in order for teachers to grow professionally.

A.2.Goals and Objectives

Goal: The primary goal of [REDACTED] is to significantly improve student achievement in music, visual art,dance, and drama through curriculum, instruction, and assessment based on the 2010 SCASVPA.

Determining Emphasis:The district does not have permanent positions for dance and drama instructors.It was expressed that the only opportunity the district has to address Dance and Drama standards is through extended residencies. All students, administrators, and parents expressed how much students enjoyed and learned during the extended Artist-in-Residency the past four years. Students look forward to these residencies each year. Students who have participated in Drama and Dance residencies have been assessed using pre-test, post-test, rubrics, and quizzes. Students showed a seventy-five percent increase in meeting the specified 2010 SCASVPA. There is a great need that we expand these residencies

for Dance standards to be addressed to all elementary schools and Drama standards to be addressed to all middle and high schools. At the present time, one elementary school has dance every Thursday. We would like to expand this to two schools receiving dance weekly — Elementary School _____ School of the Arts). Then approximately 2500 students in _____ will be exposed and meet standards according to the 2010 SCASVPA in dance and drama compared to 2000 students in the past.

Goal 1: To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2010 SCASVPA to improve student achievement in the arts.

Objective: Contract a dance instructor for extended residencies for all of the — elementary schools. Expand to two schools receiving dance weekly compared to one in the past. Contract a drama instructor for extended residencies for all middle and high schools in _____

Goal 2: To provide adequate facilities and resources.

Objective A: Provide needed supplies and materials for existing arts programs for special projects.

Goal 3: To implement quality professional development opportunities in the arts for arts educators, regular classroom teachers, and administrators.

Objective: Provide the opportunity for Fine Art Teachers to attend summer institutes supported by the SDE, to attend state organization conferences, and provide in-district staff development opportunities for teachers to grow professionally.

A.3. Standards Implementation

At the present time, our district has curriculum guides in which we follow to ensure that all standards are taught. We are in the process of creating pacing guides for music and visual art for all grade levels. These pacing guides are formatted as checklist for each nine weeks. Teachers

will check indicators as they are taught. The checklist will serve as documentation to ensure all standards are being taught. Lesson plans are turned in monthly to administration. Parents will receive Interim Reports and Reports Cards to show students' progress. Director of Fine Arts will pull Grade Distributions Lists by teachers from PowerSchool every nine weeks to monitor students' progress in the arts. Director of Fine Arts will meet with teachers concerning how students are progressing in meeting standards. Student achievement will be maintained in teacher's grade book. Student achievement will be evident through rubrics, checklists, journal reflections, portfolios, tests, and observations. Fine Arts Director will conduct observations and evaluations on all fine arts teachers. To ensure that our students in [REDACTED] meet 2010 SCASVPA, teachers need supplies to produce interesting standard-based lessons. Supplies listed in the budget have been matched to the standard it will be used to meet.

Visual Art standards emphasized in special projects are Standard 1, Standard 2, Standard 4, and Standard 5. These standards represent understanding and applying media, techniques, and processes, choosing and evaluating a range of subject matter, symbols, and ideas, analyze and assess the characteristics and qualities of his or her own works of visual art, and understanding the Visual Arts in relation to history and cultures. According to 2011 SCAAP results, the weakest standards were 4 and 5, understanding the Visual Arts in relation to history and cultures and evaluating and assessing art work. Through these specialized projects, visual art teachers are hoping to strengthen students' success in meeting Standard 4 and Standard 5.

A painted story quilt lesson has been planned to investigate different cultures which is standard 4.1. This lesson will incorporate language arts. Through this lesson, students will illustrate a book they've read or the teacher has read on fabric pieces using water soluble pastels

and watercolor paint. (Standard 1.4 and Standard 2.3) A lesson entitled "Drapo Dazzle" which is based on an art form that originated in Haiti has been planned. Students will make a banner of their own design using a variety of materials. This will give students the opportunity to learn about art and history of Haiti, a unique blend of African, French, Spanish and Native Caribbean cultures(Standard 1.4, 2.3, and 5.1). Students will explore abstract art through a scratchboard art lesson. (Standard 2.3)

Students have met standards pertaining to two-dimensional standards. However, three-dimensional standards are still lacking. Teachers would like to provide opportunities in three-dimensional media. Working on three-dimensional art projects will allow students to master Standard 1. Majority of schools are now equipped with a kiln. Working with clay medium, will allow students to work with a variety of clay tools, implement clay techniques, and experience the firing and glazing process (Standard 1.3, 3.2, 3.3). When students create something out of clay, students will recognize form as being a three-dimensional representation of an object with height, width, and depth. Several teachers have indicated this is an area of weakness. Therefore, an artist in residence will supply staff development to ensure that teachers are comfortable with this process. Teachers will keep record of all assessments and turn in lesson plans monthly.

Music standards emphasized are 1, 2, and 4. These standards represent performing on instruments, reading, improvising, and learning about diverse musical styles. Adding a rhythm band to the general music curriculum will allow those students to perform on instruments, playing diverse genres and cultures, Standard 1.4 and 4.2. Also, it will allow students to read and notate music, Standard 3.1. Through this learning experience, students will develop the ability to read music, use the notation and terminology of music, and make informed evaluations

concerning music. Nontraditional and traditional rhythm instruments are needed. Teachers will keep records of all assessments and turn lesson plans in monthly.

From our needs assessment, there is a great need to provide additional course opportunities in dance and drama. To address this need, our district needs to hire a dance and drama instructor through extended Artist-In-Residence(A-i-R). Having a dance instructor in two elementary schools weekly, the A-i-R will be able to cover all standards. The remainder of the elementary schools will cover the dance standards 1.1, 1.2, 1.4 1.5, 1.8, 3.4, 3.5, 4.3, 6.1, 6.2, and 6.3. These standards identify and demonstrate movement elements and skills and apply them while performing dance, demonstrate and apply critical, creative, and analytic thinking in response to dance and identify and apply healthful practices related to dance. Currently, none of these standards are addressed with our elementary students except during residencies.

Exposing middle and high school students to a theatre instructor will cover the theatre standards 2.1, 2.3, 3.1, 6-4.1, 6-4.2 and 8-4.2. These standards represent developing acting skills that allow him or her to portray a variety of characters in both improvised and scripted dramatic presentations, design a variety of technical elements for the theatre, and demonstrate an understanding of the role and responsibilities of the director. Currently, very few of these standards are addressed. Through this grant, we will be able to continue the bridge of implementing dance and drama theatre standards more consistently. The Fine Arts Director will work closely with the teaching artist by looking at results of past assessments and designing the appropriate lessons for the next step.

B. 4. Strategies and Activities

 School District is located in a very rural, poverty part of South Carolina. To attend a dance class or participate in a local theatre, parents must drive twenty five minutes.

Parents do not have the transportation to attend these events. Our district is a Title I district. We had 5,011 students during the 2010-2011 school year. Out of these students 4,431 was free lunch, 206 was reduced, and 374 was paid lunch. This gives an outsider a view of the poverty of our district. An innovative approach for our district looks much different than another district.

Being able to offer dance and drama to our students is a huge success because otherwise they do not have access to these opportunities. If students cannot experience then they cannot achieve. Also, creating an arts magnet school for the 2011-2012 school year is a huge accomplishment for our poverty, rural area. Having all stakeholders on board is a truly great accomplishment.

██████████ is also being innovative in how we choose the staff development for our teachers. The closest college or studio in which teachers can take classes to enhance his or own skills as an artist is forty five minutes away. ██████████. We have identified weaknesses of teachers and have chosen staff development in the format of A-i-R. Teachers will gain skills in order to add new approaches to their curriculum and grow professionally.

Goal 1-Objective One hundred percent of participants in our needs assessment have expressed the need for dance and drama standards to be addressed and to continue the a-i-r program.*

August 11: funding from business partners and grants must be secured for dance and drama to be offered through extended residencies by the Fine Arts Coordinator. *Karl Singletary will be hired to be dance instructor for ██████████ Elementary School(IES) and ██████████ County Magnet School of the Arts (MSA) for the entire school year. He will meet with students every Thursday and every Friday for dance instruction. *October 11: Fine Arts Director will attend the SCAC Booking Conference to find artists for district schools and schedule A-i-R in the rest of the elementary schools. Pre-test will be given to all students participating in dance and drama*December 11: a schedule for A-i-R will be disseminated to all

participating schools.*October 11-April12: Students will be given feedback in the format of checklists, journal reflections, rubrics, and observations* May 12: All elementary schools will have participated in an extended elementary dance residency. All middle and high schools will have participated in a drama A-i-R. All participants will fill out an evaluation form and post-test will be given. *June 12: evaluations will be reported to administration and SDE. Budget funding for these items is A-i-R.

Goal2- Objective Provide needed supplies and materials for existing arts programs for special projects *Spring 11: Needs have been prioritized and standards have been listed, *Sept.11: Notify arts teachers of approved needed supplies that correlate to the SCVPACS. *Oct. 11: Needed supplies will be ordered and delivered to existing music and visual art programs. Student achievement will be maintained in teacher's grade book. Student achievement will be evident through rubrics, checklists, journal reflections, portfolios, tests, and observations. *Oct., Jan, March: quarterly meeting of arts teachers will be held.* Teachers will turn in standards-based lesson plans monthly. Budget allotments are needed for necessary supplies.

Goal3- Objective Provide the opportunity for Fine Art Teachers to attend summer institutes supported by the SDE, to attend state organization conferences, and provide in-district staff development opportunities for teachers to grow professionally.

*September 11: Teachers will sign up to attend state conferences.*A-i-R will be scheduled for Visual Art teachers according to his or her weakness*Nov. 11: Selected visual art teachers will attend SCAEA and pre-test will be given to students and teacher participating in A-i-R.*Nov 11: Registration forms will be turned in for SDE Summer Institutes*Dec. 11: Observations and evaluations will be conducted by Arts Director on previous and future staff development participants. *Jan. 12: In-service will be given by SCAEA participants.*Jan 12- May 12- A-i-

R will take place. Post-test will be given at the completion of residency. Participants will complete a survey *Feb 12: Selected music teachers will attend SCMEA. *March 12: In-service by SCMEA participants *June 12: Teachers will participate in SDE Summer Institutes. *Aug 12: Teachers will show proof of attendance to summer institute and provide in-service for other district teachers. Budget allotments are needed for the tuition to summer institutes, travel expenses to state conferences, and substitutes.

A.5. Program Evaluation

Goal 1- Objective A *Dance program will continue in one elementary school. *Weekly Dance A-i-R will increase to two elementary schools compared to one during 10-11L *Drama A-i-R will be offered again to all of the middle and high schools. *Records will be maintained of A-i-R scheduling, evaluations of the program from teachers, participants, and parents, and portfolios of student work from exhibitions and performances. * Pre-test and Post – test will be given to students to show the growth of students in dance and theatre standards. Mr. Singletary will give feedback to students throughout the school year on their progress. Students will show a growth in meeting standards. *Results of student achievement will be reported to school administrators, district administrators, and SDE.

Goal 2- Objective A *Continue to build and expand visual art and music programs by increasing the amount of supplies/equipment from 11-12 by 5%. *Standard-based lesson plans will be turned in to the Arts Director showing the use of the materials. * Parents will receive Interim Reports and Reports Cards to show students' progress. Director of Fine Arts will pull Grade Distributions Lists by teachers every nine weeks to monitor students' progress in the arts. Director of Fine Arts will meet with teachers concerning how students are progressing in meeting standards. Student achievement will be maintained in teacher's grade book. Student

achievement will be maintained and evident through rubrics, checklists, journal reflections, portfolios, tests, and observations.*SCAAP will be given to fourth graders. Students should show at least a one point gain in test results. .*Results of student achievement will be reported to school administrators, district administrators, and SDE.

Goal3- Objective A. The number of teachers attending the SDE Summer Institutes, SCMEA, and SCAEA will increase by 5% from 10-11 to 11-12. *Teachers will turn lesson plans every month that included 2010 SCASVPA. *Teachers will discuss the newest ideas and strategies for implementing SCASVPA at quarterly meetings. *Teachers and students will take a pre and post test to determine growth from A-i-R*Observations and evaluations will be conducted by Arts Director on participating staff development participants. *Student achievement and performance will be affected from these staff development oppmlunities. This achievement will be evident through student performance, portfolios, and surveys. .*Results will be reported to school administrators, district administrators, and SDE.

Start Date- End Date	Activities to Achieve Objective	Procedures to Evaluate this Activity	Responsible personnel
Spring 2011	Needs have been prioritized and standards listed	OTLS completed	Steering Committee, Art teachers, Administrators, and Fine Arts Director
September 2011	Funding secured	Funding available	Fine Arts Director
September 2011	1. Teachers will sign up for state conferences.(Goal3) · 2. Notify teachers of approved supplies that correlate to the SCVPACS. (Goal2) 3. for dance at Sand CMSA.(Goal 1)	1.Sign-up Sheet 2. Increase the amount of supplies by5%. 3. Contract	1.Fine Arts Director 2.Fine Arts Director and Teachers 3.Fine Arts Director
October 2011	1. Attend SCAC (Goal 3) 2.Arts Steering Committee meeting held	1.A-i-R will be hired 2.Sign-In Sheet and minutes	1.Fine Arts Director 2. Chairperson and Secretary of Steering Committee
Oct-Dec 11	1. Needed supplies will be ordered and delivered to existing music and visual art programs.(Goal 2) 2.Observations and evaluations will be conducted (Goal I and 3) 3. Students will be given feedback.in the format of checklists, journal reflections, rubrics, and observations. (Goal 1, 2, and 3)	1. Standard-based lesson plans will be turned in to Arts Coordinator showing the use of the materials. 2. Observations forms and lesson plans conducted should show the implementation of the 2010 SCASVPA.	1. Fine Arts Director and Teachers 2.Fine Arts Director and Teachers 3. Fine Arts Director and Principals.
November 2011	1.Selected Visual Art teachers attend SCAEA 2. Registration forms will be turned in for SCDE summer institutes	1. In-service will be given in Jan. 2. Increase of 5% from 10-11 to 11-12	2.Fine Arts Director
December 2011	Schedule disseminated	Schedule for all elementary schools in dance and all middle and high schools in drama.	Fine Arts Director and principals

Oct 11- May 12	1.Student achievement will be maintained 2. Pre-test and post-test given and students will participate in A-i-R. 3. Surveys will be conducted from parents, teachers, administration, and participants. 4. Parents will receive notification of achievement through Interim reports and Report Cards. 5. Grade distribution sheets will be reviewed by Director of Fine Arts	1. Rubrics, checklists, journal reflections, portfolios, tests, and observations. 2. Grades should improve from pre to posttest to show achievement in dance and drama standards. 3. Survey results 3. Conference held with teacher and Director of Fine Arts	1.Fine Art Teachers 2.Participating schools
Oct., Jan, and March	Quarterly meetings held	Evaluation forms	Fine Arts Director
January 2012	Arts Steering Committee meeting held	Sign-In sheet and minutes	Chairperson and Secretary of Steering Committee
Jan-April 2012	Observations and evaluations of Fine Art teachers	Observation forms	Director of Fine Arts and District Instructional Team
February 2012	Selected music teachers will attend SCMEA	In-Service will be given in March	SCMEA participants
March 2012	In-Service Given by SCMEA conference participants.	Sign-In Sheet	SCMEA participants
April2012	Arts Steering Committee meeting held	Sign-In Sheet and minutes	Chairperson and Secretary of Committee
May-June 2012	Evaluations will be reported to administration and SCDE	Scheduling, evaluations of the program from teachers, participants, parents, and portfolios of student work from exhibitions.	Fine Arts Director and participating schools.

**[REDACTED] School District
Comprehensive Arts Education Plan
2007-2013**



 School District
Arts Education Strategic Planning Committee

2007-2013



We Believe

1. Arts aid in the development of the whole child by instilling qualities such as discipline, cooperation, teamwork, and responsibility, which enable students to become lifelong learners and assets to the community.
2. Quality arts instructors and diverse stakeholders are vital for a successful arts program.
3. Arts open avenues for expression and understanding.
4. Arts should be included as core academic subjects.
5. An arts-infused curriculum provides opportunities for all children to learn through different modalities and multiple intelligences.

Our Mission

The mission of the [REDACTED] School District Arts Program is to provide students with an educational environment rich in the arts, allowing them to create, discover, express, and develop a lifelong appreciation of the arts.

Strategic Goals

- I. To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts to improve student achievement in the arts.
- II. To implement quality professional development opportunities in the arts for arts educators, regular classroom teachers and administrators.
- III. To establish arts advocacy through community partnerships.
- IV. To provide adequate facilities and resources.
- V. To provide arts opportunities in nontraditional settings.

Goals and Strategies

- I. To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2010 South Carolina Academic Standards Visual and Performing Arts to improve student achievement in the arts.
 - A. Develop a curriculum guide
 - B. Provide additional course offerings at all grade levels.
 - C. Evaluate and revise artistically gifted and talented program.

- II. To implement quality professional development opportunities in the arts for arts educators, regular classroom teachers and administrators.
 - A. Provide professional development for arts teachers
 - B. Provide professional development for classroom teachers and administration to integrate the arts into the core curriculum.

- III. To establish arts advocacy through community partnerships
 - A. Form partnerships with businesses and arts organizations
 - B. Continually collaborate with interest groups.
 - C. Establish effective communication

- IV. To provide adequate facilities and resources
 - A. Identify District Needs
 - B. Improve existing fine arts classrooms

- V. To provide arts opportunities in nontraditional settings.
 - A. Create after hours arts opportunities
 - B. Create a partnership with community artists
 - C. Provide community with arts events

Goal 1: To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2003 South Carolina Visual and Performing Arts Standards to improve student achievement in the arts. (Needs to be completed again once 2010 Standards are approved)

Strategy A: Develop a Curriculum Guide

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Form a curriculum committee	Arts Coordinator	September 2006	N/A	
2. Develop timeline for writing curriculum guide	Curriculum committee	September 2006	N/A	
3. Create district curriculum guide for each arts discipline for elementary	Curriculum committee	October to February 2006-2007	\$1000	& Grants
4. Submit draft to arts teachers	Arts Coordinator	March 2007	N/A	
5. Revise document	Curriculum committee	Ongoing	\$200	
6. Submit for approval of Superintendent and board	Arts Coordinator	August 2007	N/A	
7. Print/distribute current guide	Arts Coordinator	August 2007	\$1000	
8. Implement curriculum guide	Arts Coordinator	September 2007	\$1000	& Grants
9. Submit revisions annually	Arts Coordinator	May 2008	N/A	
10. Create district curriculum guides for each arts discipline for middle and high school levels	Arts Coordinator	October to February 2007-2008	\$1000	& Grants
11 Submit draft to arts teachers	Arts Coordinator	March 2008	N/A	
13. Submit for approval of Superintendent and board	Arts Coordinator	May 2008	N/A	

Evaluation:

Indicators of Success	Date Reached
1. Task force formed	August 2006(EI) August 2007(Junior High and High), June 2011
2. Timeline established	August 2006 (E)/ August 2007 (JH and HS)
3. Curriculum draft written	January 2007(E)/December 2007 (JH and HS), June 2011 (Elementary)
4. Draft submitted for review	January 2008 (E)/January 2008 (JH and HS)
5. Document revised	February 2008 (E)/ April 2008 (JH and HS)
6. Document approved	May 2007 (E)/ May 2008 (JH and HS)
7. Curriculum guide distributed	August 2007 (E)/ August 2008 (JH and HS)
8. New curriculum implemented	Aug. 2007 (E)/ August 2008 (JH and HS)
9. Revisions made yearly	April 2008 (E)

Goal 1: To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2003 South Carolina Visual and Performing Arts Standards to improve student achievement in the arts.

Strategy B: Provide additional course offerings at all grade levels.

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Create master schedule to reduce scheduling conflicts	Principals	March 2008	N/A	
2. Acquire certified personnel	Personnel	Ongoing	\$450,000	& Grants
3. Offer band and chorus in all junior high and high schools	Principals	Ongoing	N/A	
4. Offer drama classes at all junior high and high schools	Principals	August 2011	N/A	
5. Offer dance in selected elementary schools	Principals	August 2007	\$10,000	& Grants
6. Offer dance in all elementary schools	Principals	August 2012	\$20,000	& Grants
7. Implement Artists' in Residency	Arts Coordinator	August 2007	\$15,000	& Grants

Evaluation:

Indicators of Success	Date Reached
1. Schedule developed	
2. Certified personnel in place	Certified Music Teachers and Visual Art
3. Course schedules	Dance in selected schools school year 2007-08, 2008-09, 09-10, 10-11(1 weekly)
4. Course schedules	Chorus offered at junior high and high school level 10-11
5. Course schedules	
6. Schedule of artists in residence	Drama A-i-R during the school year 2007-2008, 2008-09, 09-10, 10-11

Goal 1: To develop a comprehensive fine arts program through an aligned and sequential curriculum based on the 2003 South Carolina Visual and Performing Arts Standards to improve student achievement in the arts.

Strategy C: Evaluate and revise artistically gifted and talented program.

	Leadership	Completion Date	Cost	Funding Source
1. Review newly revised identification manual with arts educators	Arts Coordinator and Teachers	August 2008	N/A	
2. Form gifted and talented curriculum committee	Arts Coordinator	August 2008	N/A	
3. Create gifted and talented curriculum	GT Curriculum Committee	October- February 2008-2009	\$1000	 & Grants
4. <u>Submit</u> draft to GT arts teachers	Arts Coordinator	February 2009	\$100	& Grants
5. Revise document	GT Curriculum Committee	March 2009	\$200	& Grants
6. Submit for approval of Superintendent and Board	Arts Coordinator	May 2009	N/A	
7. Print/distribute current guide	Arts Coordinator	June 2009	\$1000	& Grants
8. Implement curriculum guide	Teachers	August 2010	\$10,000	& Grants
9. Submit revisions annually	GT Curriculum Committee	Annually	N/A	& Grants

Evaluation:

Indicators of Success	Date Reached
1. Workshop evaluation forms	
2. List of committee members	
3. Completed curriculum	
4. Approved curriculum	
5. GT lesson plans	

Goal II. To implement quality professional development opportunities in the arts for arts educators, regular classroom teachers and administrators

Strategy A: Provide professional development for arts teachers

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Gather information about training opportunities	Arts Coordinator and Staff Development	Ongoing	N/A	
2. Schedule quarterly meetings to share curriculum/lesson/collaborative ideas	Arts Coordinator	August 2006 and Ongoing	\$200	██████ & Grants
3. Provide workshops and in-services in best practices	Arts Coordinator	August 2007 and Ongoing	\$2000	██████ & Grants
4. Provide professional development opportunities through South Carolina Department of Education and Arts in Basic Curriculum Project.	Arts Coordinator	June 2007 and Ongoing	\$13,500	SC Dept. of Ed. ABC
6. Provide opportunities to attend arts-related conferences	Arts Coordinator and Staff Development	August 2007 and Ongoing	\$3,500	██████ & Grants

Evaluation:

Indicators of Success	Date Reached
1. Information gathered (Agendas and Sign-In Sheets)	End of each nine weeks
3. Workshops and In-Services held (Agendas and Sign-In Sheets)	Quarterly
4. Arts integration in lesson plans	
5. Conferences attended	SCMEA and SCAEA 2007-2008, 2008-09, Arts Integration 07-08, 08-09, MS Integratiol!09-10, SCJ\1EA_10-11

Goal II. To implement quality professional development opportunities in the arts for arts educators, regular classroom teachers and administrators

Strategy B: Provide professional development for classroom teachers and administration to integrate the arts into the core curriculum.

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Gather information about training opportunities	Arts Coordinator and Staff Development	Ongoing	N/A	
2. Provide workshops and in-services in best practices	Arts Coordinator	August 2007 and Ongoing	\$2000	██████████ & Grants
3. Provide professional development opportunities through South Carolina Department of Education and Arts in Basic Curriculum: <u>project</u> .	Arts Coordinator	August 2008 and Ongoing	\$13,500	SC Dept. of Ed. ABC

Evaluation:

Indicators of Success	Date Reached
1. Information gathered	Ongoing
2. Meetings held (Agendas and Sign-In Sheets)	Quarterly
3. Workshops and In-Services held (Agendas and Sign-In Sheets)	Summer Institutes 2007, 2008, 2009, 2010, 2011

Goal III: To establish arts advocacy through community partnerships

Strategy A: Form partnerships with businesses and arts organizations

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Identify possible business partnerships	Steering Committee	August 2007	N/A	
2. Meet with potential partnerships to discuss program content and expectations and to plan projects	Arts Coordinator and Steering Committee	November 2007	\$200	
3. Review District Arts Plan with District Personnel and community members	Arts Coordinator and ABC Coordinator	December 2007	\$500	
4. Revise District Arts Plan	Arts Coordinator and Steering Committee	April 2008	N/A	
5. Present Plan to Superintendent and School Board for approval	Arts Coordinator	May 2007	N/A	
6. Continually collaborate with community partners check-up on collaboration during previous nine weeks.	Arts Coordinator and Steering Committee	Quarterly	N/A	

Evaluation:

Indicators of Success	Date Reached
1. List of business partners	January 2008, 09, 10, 11
2. Contacts completed	May 2008, 2011
3. Revisions made	May 2008, December 2009, February 2010, November 2010, April 2011
4. Plan approved	May 2007
5. Collaborations continued	Ongoing

Goal III: To establish arts advocacy through community partnerships

Strategy B:Continually collaborate with interest groups

Action Steps	Leadership			Funding Source
1. Conduct advocacy training workshops for parents, community members, teachers, administrators and students.	Arts Coordinator and Steering Committee			
2. Disseminate data demonstrating how arts involvement supports student success in school.	Arts Coordinator	January 2008	\$200	
3. Continue building a partnership in support of the arts.	Arts Coordinator and Steering Committee	Ongoing	N/A	
4. Display student artwork in community businesses.	Arts Coordinator and Arts Teachers	Ongoing	\$200	
5. Form a public relations committee.	Arts Coordinator and Steering Committee	Ongoing	N/A	

Evaluation:

Indicators of Success	Date Reached
1. Sign in sheets	May 2008
2. Handouts	May 2008, 2010-2011
3. Contact list	January 2008/January 2010/January 2011.
4. Displays of artwork	March 2007/March 2008/January 2010/June 2010/June 2011
5. List of members for a public relations committee	February 2010

Goal III: To establish arts advocacy through community partnerships

Strategy C: Establish effective communication

Action	Leadership	Completion Date	Cost	Funding Source
1. Create and publish district arts calendar.	Arts Coordinator and Arts Teachers	September 2007 and monthly	\$200	██████████
2. Submit art news for publication in school newspapers.	Arts Coordinator and Arts Teachers	As they occur	IN/A	
3. Provide feature page for the arts in local newspapers.	Arts Coordinator and Arts Teachers	December of each year	IN/A	
4. Maintain district web page link to art news and events.	Arts Coordinator and District Webmaster	August 2007 and as events occur	IN/A	

Evaluation:

Indicators of Success	Date Reached
1. District arts calendar	November 2007, December 2009
2. School newsletters	Ongoing at all schools
3. Newspaper feature pages	Ongoing in <i>The News</i> , and <i>The Weekly Observer</i>
4. Current web page link	May 2010

Goal IV: To provide adequate facilities and resources

Strategy A: Identify District Needs

Action	Leadership	Completion Date	Cost	Funding Source
1. Identify needs through needs assessment	Arts Coordinator and Arts Teachers	October 2006	\$100	██████████
2. Prioritize needs	Arts Coordinator	January 2007	N/A	
3. Develop acquisition plan	Arts Coordinator and Steering Committee	September 2008	N/A	
4. Secure funding	Arts Coordinator	Ongoing	N/A	██████████ & Grants
5. Implement plan	Arts Coordinator and Arts Teachers	August 2007 and Ongoing	\$100,000	██████████ & Grants

Evaluation:

Indicators of Success	Date Reached
1. List of prioritized needs	November 2007/March 2008/February 2009/May 2010/May 2011
2. Plan	
3. Money allocated	October 2009, October 2010
4. Equipment ordered	April 2010

Goal IV: To provide adequate facilities and resources

Strategy B: Improve existing fine arts classrooms

Action Steps	Leadership		Cost	Funding Source
1. Conduct feasibility study	Arts Coordinator & Contractor		\$1000	& Grants
2. Install boards for displaying artwork in all schools	Principals and Arts Coordinator	August 2009	\$2000	& Grants
3. Soundproof music and band rooms in all schools	Principals and Arts Coordinator	August 2010	\$5000	& Grants
4. Increase storage in all schools	Principals and Arts Coordinator	August 2011	\$15,000	& Grants
5. Provide updated technology equipment	Principals and Arts Coordinator	August 2012	\$15,000	& Grants
6. Provide necessary supplies	Principals and Arts Coordinator	Ongoing	\$10,000	& Grants

Evaluation:

Indicators of Success	Date Reached
1. Study results	
2. Install boards	
3. Soundproof rooms	
4. Provide cabinets and shelves	
5. Provide computers, printers, LCD projectors, software, digital cameras	January 2010, April 2010, May 2011
6. Obtain supplies	August Order as

Goal V: To provide arts opportunities in nontraditional settings.

Strategy A: Create after-hours arts opportunities

Action Steps	Leadership	Completion Date	Cost	Funding Source
1. Survey students to identify interests	Arts Teachers	August 2007	N/A	
2. Locate and secure alternate sources of funding for salaries, instruments and supplies	Arts Coordinator and Personnel	January 2008 and Ongoing	N/A	
3. Select facilities for after-hours programs	Arts Coordinator and Principals	January 2008 and Ongoing	N/A	
4. Hire a strings instructor	Arts Coordinator and Personnel	July 2008	\$40,000	[REDACTED] & Grants
5. Incorporate arts activities and initiatives in existing after school programs	After School Teachers	January 2008 and Ongoing	\$20,000	[REDACTED] & Grants

Evaluation:

Indicators of Success	Date Reached
1. Survey results	January 2010
2. Line items in budget	
3. Employee contract	October 2007, August 2008, 2009, 2010,
4. Schedule of daily activities	[REDACTED]

Goal V: To provide arts opportunities in nontraditional settings.

Strategy B: Create a partnership with community artists

Action	Leadership	Completion Date	Cost	Funding Source
1. Locate artists within community.	Arts Coordinator and Steering Committee	2007 - Ongoing	N/A	
2. Discuss possible contributions among steering committee members.	Arts Coordinator and Steering Committee	2007 - Ongoing	N/A	
3. Schedule various artists into schools and/or events	Arts Coordinator and Steering Committee	2007 - Ongoing	\$500	██████████ & Grants

Evaluation:

Indicators of Success	Date Reached
1. List of artists	Visual Art-October 2009
2. List of artists and specialties	February 2010
3. Schedule of showings and performances.	

Goal V: To provide arts opportunities in nontraditional settings.

Strategy C: Provide community with arts events

Action	Leadership	Completion Date	Cost	Funding Source
1. Review community calendar to schedule student and community artists	Arts Coordinator and Steering Committee	2007 - Ongoing	N/A	
2. Locate space and provide materials/supplies necessary for events.	Arts Coordinator	2007 – Ongoing	N/A	
3. Create calendar of arts events related to district students and community artists	Arts Coordinator	2007 - Ongoing	\$100	

Evaluation:

Indicators of Success	Date Reached
1. Community calendar	March 2011
2. Calendar of events with location indicated	

Project Budget

Purchased Services (300)

\$5,000 has been allocated for the South Carolina Arts Assessment Program

\$13,500 has been allocated for state supported summer institutes to accomplish Goal3.

\$3,000 will be used to hire Southeast Theatrical Productions for standard-based drama instruction for all middle and high schools in the district (Goal 1).

\$1,500 has been allocated for hotel accommodations, travel/transportation costs and registration fees to attend professional state arts conferences including SCAAE, SCAEA, and SCMEA. (Goal3)

\$16,000 will be used to hire (specific teaching artist here) for weekly standard-based dance instruction for two elementary schools in the district (Goal 1).

\$4,000 Artist-in-Residence for Visual Art teachers- [REDACTED]

[REDACTED] (Goal3)

Supplies and Materials (400)

\$2,000 has been allocated below for supplies and materials for existing art and music programs to accomplish Goal 2.

Visual Art Supplies

Story Quilt: (Standard 1.4, 2.3, 4.1,)

Plastic Palette 12.00

Reeves Wax Pastels 58.00

Elmer's Tacky Glue 70.00

Unbleached Muslin 80.00

Acrylic Felt 65.00

Potpourri Glass Bead 59.00

Embroidery Thread 60.00

Multicultural Video 40.00

Drapo Dazzle: (Standard 1.4, 2.3, 5.1)

Red Glitter 5.00

Black Glitter 5.00

Yellow Glitter 5.00

Orange Glitter 5.00

Blue Glitter 5.00

Violet Glitter 5.00

Green Glitter 5.00

White Glue/4 oz SOBO 36@3.00=108.00

Creative Glitter Classroom Set 55.00

Acrylic Gems 16.00

Chenille Stems 4.00

Acrylic Felt 20.00

Railroad Board 20.00

Confetti Writers 45.00

Rhinestones 12.00

Glitter Foamies/Silver 12@2.00=24.00

Glitter Foamies/Gold 12@2.00=24.00

Scratchboard Project (Standard 2.3)

Scratchboard 31.00

Markers 50.00

Creative Rhinestones 4@12= 48.00

Chenille stems 2@8=16.00

Ceramic tiles 48.00

Music Supplies

· Sound Shapes 8@68.75=550.00 (Standards 1.4, 3.1, 4.2,)

Nontraditional Instruments- 450.00 (Standards 1.4, 3.1, 4.2,)

4-Large Trash Cans 80.00

16- 5-Gallon Buckets 80.00

4small trash cans 20.00

20sets of snare drum sticks 160.00

4 bass drum mallets 100.00