



Table of Contents

Application Narrative

1. Program Abstract.....	1
2. Needs Assessment	2
3. Academic Standards Implementation.....	4
4. Goals and Objectives	8
5. Strategies and Action Steps/Activities.....	12
6. Management and Sustainability	14
7. Project Evaluation and Dissemination Plan	17
8. Strategic Arts Plan.....	19
9. Budget Narrative	26

1. Project Abstract

Distinguished Arts Program Strategic Plan

██████████ is a new magnet arts school located in ██████████, South Carolina with ██████ **students** enrolled from pre-kindergarten to fifth grade. ██████████ employs ██████ **highly qualified teachers** with a **school community population of ██████** that would also benefit from the Arts Curricular Innovation, Distinguished Arts Program Grant. **If awarded the Distinguished Arts Programs Grant, ██████████ goal is to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on implementing the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts.** As a result of the Opportunity to Learn Survey and The ██████████ Faculty Survey, **three strategies** were established by the Arts Steering Committee to **target our students' needs** and ultimately meeting our **goal/outcome of significantly improving student achievement in the arts.** The **action steps** include increasing teachers integrated arts pedagogy through quality professional development, bringing to light a variety of artistic interactive experiences and potential career choices through artists in residences, and offering students additional arts performance opportunities through three school-wide performances.

Our school is requesting \$18,000 to implement year one of our three year strategic arts plan to insure the grant outcome of significant improvement in student achievement in the arts. The SCAAP test will be utilized in fourth grade to document achievement increases in the arts as well as **evaluate the outcomes** from pre and post surveys data completed by participants in the strategic plan.

2. Needs Assessment

In April 2022, **The Opportunity-to-Learn Survey** questionnaire was administered to stakeholders (students, parents, community members, certified personnel, etc.) who have a shared role and/or impact on the students at [REDACTED] to determine the arts education needs for the school. The results were discussed with [REDACTED] (principal) and the Arts Steering Committee. They indicated the greatest area of need in theatre/drama. [REDACTED] [REDACTED] also created a faculty survey to convey teacher instructional needs in regards to arts integration using **the 2017 South Carolina College-and Career-Ready Standards for the Visual and Performing Arts Standards**. The faculty survey revealed needed quality professional development focusing on knowledge and instructional strategies in arts integration. Furthermore, survey results revealed theatre needs and additional teacher professional development to develop strategies to increase student achievement in the arts.

a. Theatre Program Needs

Currently, our school offers exposure to theatre through classroom reader's theatre opportunities, a school theatre performance, and one theatrical Artist in Residence. Over the next three years, [REDACTED] would like to build an exceptional drama program by adding additional theatre performances for all of our students, more theatre focused artists in residence opportunities, theatre as a major choice, and a full time drama teacher. The survey revealed theatre needs in curriculum and scheduling, materials and equipment, and facilities. As a newer magnet arts school we focused on what we could provide in the first year if the Distinguished Arts Program Grant is received and plan gradual increases in theatre resources as finances are available until all areas on the **Opportunity-to-Learn Survey** are deemed "meets" or "exceeds." **In the first year of implementing the Arts Curricular Innovation Grant, [REDACTED] will focus on**

scheduling Artists in Residence opportunities for each grade level and provide three school wide performances so every student has the opportunity to participate; as noted by students and teachers as a lacking/need in the [REDACTED] 2022 OTLS. Artists in Residence will also provide [REDACTED] teachers with additional instructional strategies and techniques; also noted by students and teachers as a lacking/need in the [REDACTED] 2022 OTLS. [REDACTED] teachers currently lack the resources necessary for students to consistently apply the artistic processes and anchor standards of theatre.

b. Professional Development

Our classroom and arts teachers noted on the faculty survey that they need quality professional development to increase their arts integration pedagogy. Over the next three years, [REDACTED] would like to help our arts teachers and classroom teachers gain a variety of strategies needed to fully and confidently implement the **2017 South Carolina College-and Career-Ready Standards for the Visual and Performing Arts. In the first year of the DAP Grant, [REDACTED] would like our newest arts teachers to attend The South Carolina Arts Leadership for Success Academy, two master arts teachers to attend the Curriculum Leadership Institute in the Arts, and one master arts teacher to attend the Arts Assessment Institute Classroom Assessment.** Through professional development opportunities and teacher proficiency, student achievement in the arts will increase. Teachers will learn to develop standards-based arts lessons that will incorporate student learning styles, encourage creative design and problem solving, and increase their arts classroom management as a literacy. Upon return teachers can disseminate learning with other faculty members in professional learning workshops at [REDACTED] [REDACTED].

3. Academic Standards Implementation

a. Budgetary allocations were made to utilize the Distinguished Arts Innovation Grant to address the student and faculty needs revealed in the Opportunity to Learn Survey and the faculty survey. Quality professional development will enhance teacher understanding of the 2017 Visual and Performing Arts Standard as well as refine instruction practices. Artists in Residence will interact and engage students in learning through the arts as well as increase faculty skills in arts integration. Student performances will allow students to practice collaboration, cooperation, and expressing themselves through theatre. All of these skills coordinate with the Profile of the South Carolina Graduate. To accomplish the goal of increasing student academic achievement through the arts, the following standards will be the focus for professional development, Artist in Residence, and three school wide productions in the upcoming school year.

Student Needs based on OTLS & Faculty Survey	Standards
Professional Development for Arts Teachers (1) teacher to attend SCALSA, (2) teachers attend CLIA, and (1) teacher to attend AAI-I Budget: \$5,600	<i>Arts Integrated Professional Development aligns with the S.C. 4.0 Teacher Rubric exemplars in:</i> <ul style="list-style-type: none"> <i>• Instruction (Standards & Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities & Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, Problem Solving)</i> <i>• Planning (Instructional Plans, Student Work, Assessment,</i> <i>• Environment (Expectations, Engaging students and Managing Student Behavior, Environment, Respectful Culture)</i> <i>• Professionalism (Growing & Developing, Reflecting on Teaching, Community Involvement, School Responsibility)</i>
ALL Theatre, Music, Visual Art, and Dance: 3 School Theatrical Performances	<i>Theatre: Anchor Standard 2:</i> I can design and use technical elements for improvised scenes and written scripts. Benchmark: T.CR.NH.2 I can use basic technical elements in the dramatic process. Indicator: T.CR.NH.2.1 I can demonstrate how to responsibly use basic technical elements.

<p>Includes costumes, props, set construction materials, and performance rights. Budget: \$650</p>	<p>Anchor Standard 3: I can act in improvised scenes and written scripts. Benchmark: T.P.IL.3 I can experiment with physical and vocal characterization choices in a simple theatrical work. Indicator: T.P.IL.3.1 I can portray a character within the context of a story using my body (i.e. pantomime) and voice (i.e. projection, tone, diction, rate, pitch) Dance: Anchor Standard 4: I can perform movement skills and techniques. Benchmark: D.P NM.4 I can demonstrate movement elements and performance skills. Indicator: D.P NM.4.1 I can identify and demonstrate basic dance steps and positions in some genres or forms of dance. Music: Anchor Standard 3: I can sing alone and with others. Benchmark: GM.P IL.3 I can sing a variety of simple part songs. Indicator: GM.P IL.3.1 I can sing 2-part songs Visual Arts: Anchor Standard 1: I can use the elements and principles of art to create artwork. Benchmark VA.CR NM.1 I can combine several elements of art to express ideas. Indicator: VA.CR NM.1.1 I can combine several elements of art to express ideas, feelings, and stories in my artwork.</p>
<p>Dance & Music 5th Grade Artist in Residence: ██████████ ██████████ Topic: Dance during a historical time period Budget: \$1,250</p>	<p>Dance: Anchor Standard 4: I can perform movement skills and techniques. Benchmark: Benchmark D.P IL.4 I can demonstrate dance techniques and performance skills. Indicator: Indicator D.P IL.4.3 I can dance for and with others while being aware of the space my body uses while performing. Music: Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures. Benchmark: GM.C IL.8 I can examine relationships among musical selections from multiple cultures and/or historical time periods. Indicator: GM.C IL.8.1 I can identify similarities and differences in music from multiple cultures and time periods.</p>
<p>Theatre & Music 4th Grade Artist in Residence: ██████████ ██████████ Topic: Music during a historical time period. Budget: \$1,200</p>	<p>Theatre: Anchor Standard 6: I can practice theatre professionalism through observation and self-reflection. Benchmark T.R IL.6: I can demonstrate theatre artist professionalism while participating in theatrical work. Indicator T.R IL.6.1: I can use rehearsal time effectively. Indicator T.R IL.6.2: I can prepare for rehearsal. Music: Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures. Benchmark: GM.C NH.8: I can identify and perform musical selections from multiple cultures and/or historical time periods.</p>

	Indicator: GM.C NH.8.1 I can find similar elements of music in different cultures/time periods.
Theatre & Visual Arts 3 rd Grade Artist in Residence: ██████████ ██████████ Topic: Performance through puppetry Budget: \$2,200	Theatre: Anchor Standard 1: I can create scenes and write scripts using story elements and structure. Benchmark: T.CR NH.1 I can work with others to add dialogue to a story. Indicator: T.CR NH.1.1 I can collaborate with peers to create dialogues in a scene. Visual Art: Anchor Standard 2: I can use different materials, techniques, and processes to make art Benchmark: VA.CR NH.2 I can use and combine materials, techniques, and processes to make art. Indicator: VA.CR NH.2.1 I can demonstrate various techniques in a specific medium. Indicator: VA.CR NH.2.2 I can make art by combining two or more materials.
Theatre, Music, & Dance 2 nd grade Artist in Residence ██████████ Topic: Literacy genre study through theater, music, and dance Budget: \$ 3,000	Theatre: Anchor Standard 3: I can act in improvised scenes and written scripts. Benchmark: T.P NL.3 I can use body and voice to communicate character traits and emotions in a guided drama experience. Indicator: T.P NL.3.1 I can identify that the tools of the actor are the body, mind, voice, and collaboration. Music: Anchor Standard 3: I can sing alone and with others. Benchmark: GM.P IL.3 I can sing a variety of simple part songs. Indicator: GM.P IL.3.1 I can sing 2- part songs. Dance: Anchor Standard 4: I can perform movement skills and techniques. Benchmark: D.P NM.4 I can demonstrate movement elements and performance skills. Indicator: D.P NM.4.2 I can replicate and memorize movement sequence.
Theatre & Music 1 st and 2 nd Grade Artist in Residence : ██████████ Topic: Djembe Drum Experience Budget: \$ 2,100	Theatre: Anchor Standard 4: I can direct and organize work for a performance to reflect specific content, ideas, skills, and media. Benchmark: T.NMP.4 I can respond effectively to directions and side coaching. Indicator: T.P NM.4.1 I can respond appropriately to directions and side coaching given to the group as well as myself. Music: Anchor Standard 4: I can play instruments alone and with others. Benchmark: GM.P NM.4 I can imitate short rhythmic patterns. Indicator: GM.P NM.4.2 I can play melodic patterns using steps and skips. Indicator: GM.P NM.4.3 I can ask and answer musical questions using instruments.
Theatre & Dance	Theatre: Anchor Standard 3: I can act in improvised scenes and written scripts.

4K and Kindergarten Artist in Residence ██████████ ██████████ Topic: Theatre through mime and movement Budget: \$2,000	Benchmark: T.P NM.3 I can make choices to change body and voice to portray differences between myself and characters in a guided drama experience. Indicator: T.P NM.3.1 I can make choices about using my body and/or voice to imitate a variety of characters, conditions, and emotions. Dance: Anchor Standard 1: I can use movement exploration to discover and create artistic ideas and works. Benchmark: D. CR NL.1 I can explore and respond to one dance element and idea at a time. Indicator: D.CR NL.1.1 I can move my body in different ways. Anchor Standard 2: I can choreograph a dance. Benchmark: D. CR. NL. 2: I can create a movement sequence using literal gestures. Indicator: D.CR NL.2.2 I can create literal movement based on an emotion, idea, or experience.
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b. As a result of the Distinguished Arts Innovation Grant, ██████████ arts teachers and classroom teachers will learn strategies in creating standards based **curricula** that incorporates components of CLIA lesson plan formats. Additionally, teachers will learn arts classroom management skills and best **instructional practices** through the 4.0 teacher rubric information related to **arts instruction**. Through attendance at the SCDE Summer Arts Institute, arts teachers will develop best practices in the arts, develop connections and a professional arts network, and/or identify teaching and learning styles. Arts teachers will apply skills learned during the Summer Arts Institute in their instruction to then help **students apply** these skills and increase their achievement. ██████████ arts teachers will utilize their learning from the Arts Teacher Institutes to **assess** student learning in a variety of creative, authentic, and meaningful ways through the arts that encourages students to use higher order thinking. Arts teachers will help lead professional development at our school to disseminate their learning to classroom teachers. As a relatively new magnet arts school, this will improve overall arts integration pedagogy at ██████████ and create innovative teaching strategies,

build artistic collaboration, and ultimately increase student achievement. Additionally, the Distinguished Arts Program Grant will provide our students the opportunity to work with professional artists recommended by the South Carolina Arts Commission as well as provide necessary materials for three school theatrical performances including costumes, props, set construction materials, and performance rights. Student experiences through Artist in Residence and theatrical performances will begin to address our students' theatre needs and offer students the opportunity to **apply** innovate design creation and problem solving by collaboration with their peers while assembling sets, practicing dialogue, and performing.

4. Goals and Objectives

The goal of [REDACTED] is to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on implementing the 2017 South Carolina College-and Career-Ready Visual and Performing Arts Standards. [REDACTED]

[REDACTED] teachers, administrators, and arts steering committee members have developed an initial plan that would increase student achievement and equip students with life and career success as outlined by the **Profile of the S.C. Graduate**. This plan includes targeting our student and faculty needs based on the data received from the Opportunity to Learn Survey and the faculty survey. We believe that these two goals are only a start, but are essential in increasing our **students' academic achievement** in the arts by laying a foundation for **college and career** success as well as expanding our faculty's knowledge in arts integration best practices.

a. Goals and SMART Objectives.

Goal 1: [REDACTED] will increase student achievement by providing our teachers with professional development opportunities to increase their arts integration pedagogy by learning hands-on, multiple modality, and higher order reasoning strategies to

teach the **2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Standards**.

Objective: By September 1, 2022, [REDACTED] (Magnet Coordinator) will present a time line for all professional development. A timeline for arts teachers attending the S.C. Department of Education Summer Arts Institutes will be given as soon as details are released from the state department with those dates and details.

Specific: [REDACTED] will provide professional development opportunities for visual and performing arts area teachers by sending them to **South Carolina Arts Leadership for Success Academy (SCALSA), the Curriculum Leadership Institute in the Arts (CLIA), and Arts Assessment Institute Classroom Assessment (AAI-I).**

Measuring: Feedback from our [REDACTED] faculty survey revealed that teachers needed quality arts integration professional learning to develop hands on strategies to teach the **2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts**.

Evidence: Attendees will show evidence by presenting at PLWs (Professional Learning Workshops) in which they can share their knowledge of CLIA lesson plans, SLO strategies, identifying student learning styles, teaching to different modalities, as well as arts classroom management strategies that can be shared with all faculty.

Achievable: This objective is achievable as it is part of [REDACTED] **Distinguished Arts Program Strategic Plan**, [REDACTED] 10 year strategic plan to provide professional development for visual and performing arts area teachers and classroom teachers, as well as will be monitored closely by the Arts Steering Committee.

Relevant: This objective is relevant because information learned at conferences can help aid increasing teachers' arts integration pedagogy based on the S.C. 4.0 Teacher Rubric therefore significantly improving student achievement using the **2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts** and over-all growth in the arts.

Time-Specific: These events will be implemented in Year 1 of the awarded grant and throughout the DAP Grant cycle.

Goal 2: [REDACTED] will increase student achievement by providing students with performance opportunities that will establish necessary college and career ready skills such as creativity, interpersonal skills, and establishing work ethic.

Objective A: By September 1, 2022, a complete Artist in Residence itinerary will be provided for each grade level. The artists in residence itinerary will include artist from the South Carolina Arts Directory, residency dates, times, grade levels involved, as well as the **2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Standards that will be implemented during the residency.**

Specific: [REDACTED] will provide Artist in Residence for every grade level to increase student achievement and prepare them to be college and career ready.

Measuring: Feedback from OTLS showed a need for implementing a drama program at [REDACTED]. Drama is the missing component of [REDACTED] to have a complete Visual and Performing Arts curriculum program and it is our goal over the next three years to establish a complete theatre program at [REDACTED]

Evidence: Artist in Residence itineraries, receipts, and photo portfolios.

Achievable: This objective is achievable as it is part of [REDACTED] **Distinguished Arts Program Strategic Plan**, and will be monitored closely by the Arts Steering Committee.

Relevant: This objective is relevant to address student theatre performance needs and afford our students needed theatrical opportunities in which theatre content standards can be taught.

Objective B: By May 30, 2022, supplies for the three school wide theatre productions including costumes, set materials, props, and performance rights will be purchased. Additionally, a timeline for practices, dress rehearsals, and the final production will be completed.

Specific: [REDACTED] will provide an opportunity for each student to participate in theatrical performances using the 2017 South Carolina Visual and Performing Arts Standards as well as learn college and career ready skills by participating in a school wide play.

Measuring: Feedback from the OTL survey showed a need for student theatrical experiences in order to learn theatre content standards.

Evidence: Play bulletin, receipts, practice/performance schedules, and photo portfolios.

Achievable: This objective is achievable as it is part of [REDACTED] **Distinguished Arts Program Strategic Plan**, and will be monitored closely by the Arts Steering Committee.

Relevant: This objective is relevant to address [REDACTED]'s student theatre performance needs, provide collaborative art experiences, and foster college and career ready skills.

b. Beneficiaries

Every student, teacher, and community member at [REDACTED] will benefit from the Distinguished Arts Program Grant. There will be an increase in student academic achievement as teachers utilize new innovative hands on instruction that will target student learning modalities and utilize higher order thinking. Students will acquire beneficial critical thinking and social skills that are needed beyond the classroom and align with the **Profile of the South Carolina Graduate**. These world-class skills include critical thinking and problem solving in design creation. [REDACTED] students will also build essential problem solving and cooperation soft skills during theatrical performances and artist in residences. In addition, many of our students face hardships every day at home and providing opportunities for self-expression through the arts will provide social-emotional benefits. The school theatre performances will be an opportunity for the entire school community to participate and benefit from [REDACTED] [REDACTED] providing an arts education. The Distinguished Arts Program Grant is well aligned with The School District [REDACTED] vision of providing a 21st century education that

prepares students for success beyond the classroom. Through professional development, Artist in Residence, and school wide theatrical productions, students will learn skills needed beyond the classroom such as creation, cooperation, collaboration, and a strong work ethic. Instruction using the South Carolina College- and Career-Ready Standards for Visual and Performing Arts for Kindergarten and 1st grade will focus on novice low artistic processes, 2nd and 3rd grade will focus on novice low to novice mid artistic processes, and 4th and 5th grades will focus on novice mid to novice high artistic processes.

c. Creative Design Innovation

Creative design innovation will be implemented across the arts curriculum using the 2017 South Carolina College- and Career-ready Standards for Visual and Performing Arts and Profile of the South Carolina Graduate. As noted in **Goal 1:** The Arts Curricular Innovation, Distinguished Arts Programs Grant will provide teachers at [REDACTED] professional development that promotes design innovation as well as ideas for students working collaboratively to develop creative artistic solutions using higher order reasoning strategies. As noted in **Goal 2 A** Artist in Residence, arts teachers, and classroom teachers will guide students in the collaborative innovative design process by creating puppets and characters (visual arts), expressing emotion through mime (drama), designing movement sequences (dance), improvising scripts (drama), creating rhythm patterns with drums (music), and creating props for our school performances (visual arts). As noted in **Goal 2 B:** Students will work cooperatively and collaborate with peers to design and create props for the school performances. All of these opportunities will increase student academic achievement and over-all well-being, but will also build those life skills that align with the School District [REDACTED] Vision that strives to provide a quality 21st century education that prepares all students for success beyond the classroom.

5. d-e Strategies and Action Steps

<u>Goal 1 – Objective</u>
Strategy: [REDACTED] arts teachers will attend needed professional development through the S.C. Department of Education Arts Institutes .
Action Step A: After presenting arts teachers with a timeline for professional development opportunities to attend through the S.C. Department of Education Arts Institutes, [REDACTED] [REDACTED] will register arts teachers to attend needed and/or required courses. [REDACTED] will attend the South Carolina Arts Leadership for Success Academy (SCALSA), [REDACTED] and [REDACTED] will attend the Curriculum Leadership Institute in the Arts (CLIA), and [REDACTED] will attend the Arts Assessment Institute Classroom Assessment (AAI-I).
Action Step B: [REDACTED] will schedule arts teachers and/or classroom teachers to lead quarterly professional development workshops at [REDACTED] in which information on best integrated arts practices and strategies for design innovation and creation can be implemented throughout our school as well as our school district.
Student Growth and Research: [REDACTED] has a goal of significantly improving student achievement. Studies have consistently shown that integrated arts helps students access their learning, motivating them intrinsically, helping them learn on a deeper level, as well as developing innovative ways to solve problems (A Project of [REDACTED], 2020).
Innovative Practices: Teachers who attend the Arts Teachers Institutes will lead professional development workshops to increase classroom teachers' arts integration pedagogy with identifying student modalities, creating hands on lessons, and how to use the arts and 2017 SCCCRS for Visual and Performing Arts Standards to engage students in innovative, constructive problem solving that will enhance student achievement and learning.
Supporting our Goal: By providing our arts and classroom teachers with quality professional development opportunities in arts integration, we are supporting our goal of increased achievement in the arts for our students. [REDACTED] is committed to creating a school culture that weaves the arts into every facet of instruction by first increasing our teachers' arts integration pedagogy.
Budget Breakdown for Goal 1: Total Budget: \$ 5,600 4 Teachers to Attend The South Carolina Summer Arts Institutes: \$5,600
<u>Goal 2 A – Objective</u>
Strategy: [REDACTED] will increase student achievement and exposure to the arts as well as community/stakeholder understanding of arts integration education through Artist in Residence opportunities for each grade level. These opportunities will help improve the overall wellbeing of students by providing them with performance opportunities that will establish necessary college and career ready skills.
Action Step A: Classroom teachers will select Artist in Residences opportunities to be provided to [REDACTED] students by artists listed on the South Carolina Arts Directory for each grade level. The focus of the Artists in Residence opportunities will be to align with identified needs on the OTLS; such as theatre/drama needs.
Action Step B: South Carolina Arts Directory artists will be contacted to schedule residencies in coordination with grade level teachers' curriculum timeline. A timeline will be created of

Artist in Residences opportunities selected to be provided to [REDACTED] students by artists listed on the South Carolina Arts Directory for each grade level.	
Action Step C: Students will reflect on their Artist in Residence experience in relation 2017 South Carolina College and Career Ready Standards as well as the Profile of the South Carolina Graduate including creativity and innovation, critical problem solving, collaborative learning, communication, as well as exposure to a variety of career choices.	
Student Growth and Research: Research has shown that Artist in Residence programs can be a powerful way to enrich learning by engaging students, increasing student growth, involving the local community, providing culturally diverse opportunities, and demonstrating the importance of the arts as possible career choices (Hunter-Doniger, 2017).	
Innovative Practices: Artist in Residence opportunities will provide engaging hands on experiences for students and provide our teachers authentic arts integration strategies.	
Supporting our Goal: Utilizing local artists in residence aligns with the [REDACTED] goal of increasing student achievement as well as overall growth. Giving students opportunities to engage in hands on integrated arts activities with local artists in residence provides creative problem solving, collaboration with peers, cultural growth, and positive emotional outcomes.	
Budget Breakdown for Goal 2 A: Total Budget: \$ 11,750 4K and Kindergarten: Artist in Residence [REDACTED] Budget: \$2,000 1st and 2nd Grades Artist in Residence : [REDACTED] Budget: \$ 2,100 2nd grade Artist in Residence [REDACTED] Budget: \$ 3,000	3rd Grade Artist in Residence: [REDACTED] Budget: \$2,200 4th Grade Artist in Residence: [REDACTED] Budget: \$1,200 5th Grade Artist in Residence: [REDACTED] Budget: \$1,250
<u>Goal 2 B – Objective</u>	
Strategy: [REDACTED] will increase student achievement by providing students with performance opportunities that will establish necessary college and career ready skills such as creative problem solving, developing interpersonal skills, and establishing work ethic.	
Action Step A: Arts teachers will meet to decide on possible school wide performance dates.	
Action Step B: [REDACTED] will create a timeline, coordinate production location, and oversee needs/materials. All dates will be coordinated and confirmed with teachers.	
Action Step C: [REDACTED] will seek production location approval and confirm dates.	
Action Step D: Receive price quotes and order materials, props, and performance rights.	
Action Step E: Arts teachers will coordinate practice schedules with dance, music, drama, and art in preparation for the school performance.	
Student Growth and Research: Many of our students at [REDACTED] are considered at risk and have many challenges to academic success. Without theatrical performances, our students would not have access to theatre. Research shows that students learn creativity, communication, collaboration, and critical thinking through theatre. All of	

these skills align with the [REDACTED] vision as well as the [REDACTED] vision. These skills would assure academic achievement in the arts as well as necessary skills beyond the classroom that support the Profile of the SC Graduate .
Innovative Practices: School wide productions will offer students a variety of innovative design opportunities from creative problem solving with peers through set design to creation.
Supporting our Goal: The [REDACTED] school wide production supports our school's goal of overall academic achievement and growth by giving students unique theatre opportunities that require collaboration, cooperation, creative design, and innovative problem solving. Productions will give students the opportunity of self-expression, increase participation, and working together to improve social and emotional wellbeing.
Budget Breakdown for Goal 2 B: Total Budget: \$650 Theatre Production Kindergarten and 1st Grades Rehearsal Materials: \$75 Costumes: \$150 Theatre Production 2nd and 3rd Grades Rehearsal Materials: \$75 Costumes: \$150 Theatre Production 4th and 5th Grades Rehearsal Materials: \$50 Costumes: \$150

6. Management and Sustainability

a. Grant Manager

Arts Curricular Grant Manager Past Performance Form

As the Grant Manager, I agree that our schools will participate in the 2022 South Carolina Arts Education Program Survey	
Name of Applicant:	[REDACTED]
District:	School District [REDACTED]
Arts Curricular Grant Manager Information	
Name:	[REDACTED]
Job Title:	Magnet Arts Coordinator
E-mail:	[REDACTED]k12.sc.us
Phone Number:	[REDACTED]
Job Duties for ACIG Project Management: Schedule/coordinate arts infused lessons, professional development, oversee art clubs, and coordinate Artist in Residence opportunities	
Educational Background, Fine Arts Training and/or Experience: [REDACTED] years as a classroom teacher and [REDACTED] years as a Title I Curriculum Specialist and Magnet School Coordinator	
Accomplishments or Awards: Teacher of the Year, [REDACTED] Palmetto Award for [REDACTED] Educator of Distinction, and Most Improved [REDACTED] in South Carolina Faculty Member	

Active Memberships in Professional Organizations: [REDACTED]	
Years of Experience: [REDACTED]	Certification Areas: [REDACTED]
What SCDE professional development Arts Teacher Institutes and similar training has the grant manager candidate completed? [REDACTED] has completed the following training through [REDACTED]: Arts Integration: The What and Why, Foundational Principles of an Arts Integrated Classroom, Acting Right: Building a Cooperative, Collaborative, Creative Classroom Community Through Drama, and Designing Classroom Spaces for Arts Integration.	

b. [REDACTED] Steering Committee

These members are a cross-section of our school community and were chosen based on their knowledge of arts integration, shared vision for our school, affiliations, and willingness to contribute to our arts program at [REDACTED]. The arts steering committee is comprised of students, parents, school administrators, arts teachers, classroom teachers, community members, local artists, and local university leaders. [REDACTED] will continue to search for additional steering committee members that will offer their support and contribute to the continued growth of our arts programs.

The [REDACTED] Steering Committee

Name	Title / Relationship to School	Professional Affiliation	Role on the Committee
[REDACTED]	Principal	School Administration	Program Evaluation
[REDACTED]	Assistant Principal	School Administration	Program Evaluation
[REDACTED]	Assistant Superintendent of Instruction	School District Administration	School District Rep
[REDACTED]	Director of Federal Programs/Fine Arts Coord.	School District Administration	School District Rep
[REDACTED]	Magnet Coordinator/ Grants Manager	Magnet Coordinator	Grant Manager
[REDACTED]	Music Teacher	Music Program	Arts Development
[REDACTED]	Art Teacher	Art Program	Arts Development

██████████	Dance Teacher	Dance Program	Arts Development
██████████	Media Teacher	Media Program	Arts Development
██████████	PE Teacher	Program Development	School Improvement
██████████	Kindergarten Teacher	██████████	Arts Integration
██████████	1st Grade Teacher	██████████	Arts Integration
██████████	2nd Grade Teacher	██████████	Arts Integration
██████████	3rd Grade Teacher	██████████	Arts Integration
██████████	4th Grade Teacher	██████████	Arts Integration
██████████	5th Grade Teacher	██████████	Arts Integration
██████████	Principal	██████████ Middle School	Arts Program Development
██████████	Community Member	Community Member	Arts Development
██████████	SIC/Community Member	Community Member	School Improvement
██████████	SIC/Community Member	██████████ University	School Improvement/ Arts Development
██████████	SIC/Parent	██████████	School Improvement
██████████	SIC/Parent	██████████	School Improvement
██████████	Local Artist	Community Member	Arts Development
██████████	Local Artist	Community Member	Arts Development
██████████ ██████████	Student	██████████	Arts Development
██████████	Student	██████████	Arts Development
██████████	Parent	██████████	Arts Development
██████████	Associate Professor of Arts & Creativity	██████████ University	Arts Development

c. Management and Sustainability

The Arts Curricular Grant will continue sustainment at ██████████ Professional development provided with the grant will increase ██████████ teacher arts integration pedagogy and will be implemented for years to come. Our teachers attending The South Carolina Summer Arts Institute and the Palmetto Arts Education Conference will disseminate innovative, hands on teaching strategies to all faculty members as well as share arts integration lesson plan development strategies. Artist in Residence and school productions funded through the Arts Curricular Grant will also provide students with innovative problem solving skills that will be

transferable to all learning and add to teachers' art integration strategies. [REDACTED]

[REDACTED] is dedicated to sustaining and growing our arts programs through the resources provided by the Distinguished Arts Program Grant.

7. a-c Project Evaluation and Dissemination Plan

Goal 1: [REDACTED] will increase student achievement by providing our teachers with professional development opportunities to increase their arts integration pedagogy by learning hands-on, multiple modality, and higher order reasoning strategies to teach the 2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Standards .
Objective: Provide professional development for arts teachers and classroom teachers.
Procedures and Instruments: Registration forms, copies of PLW itineraries at [REDACTED], and CLIA lesson plans.
Data Gathering: Pre and post surveys will be created by the [REDACTED] Steering Committee and/or teachers and will be used to keep a pulse on the arts teachers and classroom teachers' needs for professional development and the impact on student achievement. The SCAAP test will be utilized and examined to measure student achievement in the arts. Results will be compiled of surveys and reported to [REDACTED] and the [REDACTED] Steering Committee to help guide future professional development decisions and any needed changes.
Adjustment Process: The [REDACTED] Steering Committee will help adjust professional development offerings based on teacher feedback surveys and student achievement results.
Sharing, Dissemination, and Replication: [REDACTED] will promote and give credit to the S.C. Department of Education DAP Grant for affording [REDACTED] the ability to provide needed arts professional development to our teachers as well as increasing student achievement due to the grant. All teacher learning from SDE Arts Institutes will be shared by attending teachers through professional learning workshops at [REDACTED] Itineraries and materials from the professional learning workshops will be available for reference. Follow up professional learning will be utilized to determine the consistency of implementation in the classroom as well as the effectiveness of the resources.
Goal 2: Strategy: [REDACTED] will increase student achievement and overall wellbeing by providing students with performance opportunities that will establish necessary college and career ready skills such as creative problem solving, developing interpersonal skills, and establishing work ethic.
Objective A: Provide Artist in Residence experiences for [REDACTED] students and teachers. Complete Artist in Residence itinerary for each grade level. Itinerary will include artist from the South Carolina Arts Directory, residency dates, times, grade levels involved, as well as the 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Standards that will be implemented during the residency .
Procedures and Instruments: Artist in Residence itineraries, invoices, and photo portfolios of student interaction with artists will be used as documentation. Focus groups and/or interviews will be utilized to reflect student and teacher learning.

<p>Data Gathering: Itineraries, receipts, and a photo portfolio will be used as documentation. Focus groups, interviews, and/or portfolios as well as data from the SCAAP will be used to look at gains in student achievement in the arts and needed adjustments.</p>
<p>Adjustment Process: Adjustments to Artist in Residence choices will be made by the [REDACTED] Steering committee and/or teachers and will be based on student achievement.</p>
<p>Sharing, Dissemination, and Replication: Teachers will lead [REDACTED] professional workshops sharing arts integration practices learned from Artist in Residence as well as how those strategies can be used by other grade level instructors across subjects.</p>
<p>Objective B: [REDACTED] will provide students with theatrical performance opportunities that will establish necessary college and career ready skills such as creative problem solving, developing interpersonal skills, and establishing work ethic. Student reflections and data from the SCAAP will be used to look at gains in student achievement in the arts for a grade level.</p>
<p>Procedures and Instruments: Purchase necessary supplies for the three school wide theatre productions including costumes, set materials, props, and performance rights as well as create a timeline for practices, dress rehearsals, and the final production.</p>
<p>Data Gathering: Timeline, receipts, student reflections and/or interviews, and a photo portfolio will be used as documentation. Student reflections and/or interviews as well as data from the SCAAP will be used to look at gains in student achievement in the arts and needed adjustments.</p>
<p>Adjustment Process: Necessary adjustments to theatrical performances will be made by teachers and/or the [REDACTED] Steering Committee. These necessary adjustments will be based on feedback received from students, faculty, parents, and/or the community as well as data showing student achievement results.</p>
<p>Sharing, Dissemination, and Replication: Credit and appreciation for successful theatrical productions will be attributed to the funding received from the South Carolina Distinguished Arts Program Grant. Once necessary adjustments are made based on the above mentioned process, replicable products will include play timelines, structure of Playbills, practice schedules, performance locations, and student reflections and/or interviews for future performances.</p>



8. Strategic Arts Plan Mission and Vision Statements Template

Distinguished Arts Program

District: The School District [REDACTED]

School: [REDACTED]

Arts Education Mission Statement

The purpose of [REDACTED] arts education program is to help all students S.H.I.N.E.

Strive for academic success through creative problem solving, risk taking and shared professional goals.

Have opportunities in digital, performing and visual arts that are unique to each student.

Infuse arts into the curriculum to inspire independent, empathetic, lifelong learners.

Nurture confidence, choice and creativity in spaces that meet our students' artistic needs and potential.

Engage students, parents and community through collaboration and involvement in our school.

Arts Education Vision Statement(s)

After implementing our strategic arts plan, [REDACTED] will successfully be progressing towards having a comprehensive arts program that:

Creates unique opportunities for students to learn and grow through innovative and

Artistic experiences that have a lasting impact for

Academic success.



Strategic Arts Plan Template

Use one chart for each goal and objective; add rows and pages as necessary.

Goal 1: Increase student achievement by providing our teachers with professional development opportunities to significantly increase student achievement in the visual and performing arts through curriculum, instruction, and assessment based on the 2017 South Carolina College and Career Ready Visual and Performing Arts Standards and Profile of the South Carolina Graduate.

Objective: Improve teacher arts integration pedagogy.

Start Date– End Date	Action Steps to Achieve Objective	Responsible Personnel for Implementing the Action Step	Estimated Cost
1. Beginning: July 2022 Ending: June 2025	Register arts teachers to attend the SDE Summer Arts Institutes and collect proof of institute attendance with a continuous growth plan of having all arts teachers attend SCALSA, CLIA, and AAI-I within three years. [REDACTED] will attend SCALSA, [REDACTED] and [REDACTED] will attend CLIA, and [REDACTED] will attend AAI-I.	[REDACTED] (Magnet Arts Coordinator), [REDACTED] (music teacher), [REDACTED] (art teacher), [REDACTED] (dance), and [REDACTED] (drama)	\$5,600
2. Beginning: August 2022 Ending: May 2025	Administer the South Carolina Arts Assessment Program (SCAAP) with a continuous growth plan of having a designated grade level administer SCAAP and analyze data for three years to assure increases in student achievement in the arts.	[REDACTED] (Magnet Arts Coordinator), [REDACTED] (music teacher), and [REDACTED] (art teacher)	\$0



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

2022–23 Arts Curricular Innovation Grant

Office of Standards and Learning

Strategic Arts Plan Mission and Vision Statements Template

3. Beginning: August 2023 Ending: May 2025	Create a professional learning workshop (PLW) schedule in which arts teachers attending SDE Summer Arts Institutes will share best integrated arts practices as well as strategies for design innovation and creation PLWs with teachers at [REDACTED] with a continuous three year growth plan of having all classroom teachers moving from arts instruction to arts integration within the classroom. Additionally, PLWs will include dissemination of information learned from the Summer Arts Institute which will include curricula, instruction, and assessment in and through the arts.	[REDACTED] (Magnet Arts Coordinator), [REDACTED] (music teacher), [REDACTED] (art teacher), [REDACTED] (dance), and [REDACTED] (drama)	\$0
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Evaluation:

Indicators of Success	Date Reached
1. Certificate of completion and itineraries for arts instructors that attend SCALSA, CLIA, and AAI-I during SDE Summer Art Institutes as well as CLIA	July 2023, July 2024, July 2025
2. SCAAP results that show an accelerated growth in students' arts achievement, steering committee recommendations, and stakeholder feedback for upcoming school year	June 2023, June 2024, June 2025
3. [REDACTED] Professional Development Workshop attendance sign-ins, itineraries, teacher surveys, and artifacts	May 2023, May 2024, May 2025



Strategic Arts Plan Template

Use one chart for each goal and objective; add rows and pages as necessary.

Goal 2: Significantly increase student achievement in the arts by providing students with authentic, hands on art opportunities by applying the 2017 South Carolina College- and Career- Ready Standards for Visual and Performing Arts Standards.

Objective A: Increase student theatre and arts opportunities by utilizing professional Artist in Residence from the S.C. Arts Commission Directory.

Start Date– End Date	Action Steps to Achieve Objective	Responsible Personnel for Implementing the Action Step	Estimated Cost
1. Beginning: July 2022 Ending: May 2023	Create a timeline of Artists in Residence opportunities focusing on theatre/ drama to align with identified needs on the OTL Survey with a continuous three year growth plan of creating and expanding an arts professional network for teachers at [REDACTED]	[REDACTED]	\$0
2.Beginning: July 2022 Ending: May 2023	Contact, schedule Artist in Residence opportunities. Time will be allotted for collaboration with classroom teachers on identified 2017 Arts Standards and innovative integrated arts strategies. Artist in Residence experiences will include: [REDACTED] (mime), [REDACTED] (Djembe drums), [REDACTED] (theatrical performance), [REDACTED] (puppetry), [REDACTED] (musical performance), and [REDACTED] (dance). Note: See section 3 Academic Standards	[REDACTED]	\$11,750



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

2022–23 Arts Curricular Innovation Grant

Office of Standards and Learning

Strategic Arts Plan Mission and Vision Statements Template

	Implementation for a list of arts standards addressed through each Artist in Residence opportunity. There will be a continuous three year growth plan of creating and expanding an arts professional network for teachers at [REDACTED]		
3. Beginning: August 2022 Ending: May 2023	Students will reflect and/or be interviewed on their Artist in Residence experiences in relation to creative problem solving, cultural diversity, possible career choices, and/or collaborative learning. There will be a continuous three year growth plan of increasing students' arts achievement through Artist in Residence experiences.	Implementation: Grade Level Teachers Data Collection: [REDACTED] [REDACTED]	\$0

Evaluation:

Indicators of Success	Date Reached
1. Creation of an arts professional network for teachers	May 2023, May 2024, May 2025
2. Photo portfolio of student interaction and innovative problem solving during Artist in Residence opportunities and Arts Steering Committee recommendations and/or teacher feedback	May 2023, May 2024, May 2025
3. Students reflections and/or interviews on learning and SCAAP results	May 2023, May 2024, May 2025



Strategic Arts Plan Template

Use one chart for each goal and objective; add rows and pages as necessary.

Goal 2: Increase student achievement by providing students with performance opportunities that will establish necessary college and career ready skills such as creativity, interpersonal skills, and establishing work ethic.

Objective B: Expand students' theatre opportunities.

Start Date– End Date	Action Steps to Achieve Objective	Responsible Personnel for Implementing the Action Step	Estimated Cost
1. Beginning: July 2022 Ending: May 2023	Coordinate performance dates with arts and classroom teachers.	██████████	\$0
2. Beginning: July 2022 Ending: May 2023	Create a timeline for production practice schedules, production locations, needs lists, materials lists, and Playbills.	████████████████████ ██ ████████████████████	\$0
3. Beginning: July 2022 Ending: May 2023	Confirm final production locations, dates, and times. As well as obtain price quotes and order materials, costumes, props, and performance rights.	██████████	\$650



SOUTH CAROLINA
DEPARTMENT OF EDUCATION

2022–23 Arts Curricular Innovation Grant

Office of Standards and Learning

Strategic Arts Plan Mission and Vision Statements Template

4. Beginning: July 2022 Ending: May 2023	The arts teachers () will coordinate practice schedules with dance, music, art, and drama in preparation for the school performance.		\$0
5. Beginning: August 2022 Ending: May 2023	Oversee and execute productions that will provide students with performance opportunities that will establish necessary college and career ready skills such as creativity, interpersonal skills, and establishing work ethic with a continuous three year growth plan of providing performance opportunities for all students and increasing our community's understanding of the importance of arts instruction/integration within our school.	, arts teachers, and classroom teachers	\$0
6. Beginning: August 2022 Ending: May 2023	Collect samples of student reflections and/or interviews of production feedback and create photo portfolios.	, arts teachers, and classroom teachers	\$0

Evaluation:

Indicators of Success	Date Reached
1. Reflections on learning	May 2023, May 2024, May 2025
2. Post theatrical performance surveys completed by students, teachers, and/or school community	May 2023, May 2024, May 2025
3. Photo portfolio documenting performances	May 2023, May 2024, May 2025
4. Theatrical performance attendance	May 2023, May 2024, May 2025
5. SCAAP results, steering committee recommendations, and stakeholder feedback for upcoming school year	May 2023, May 2024, May 2025

9. Budget Narrative

a. Budget Summary

Purchased Services Object Series 300:

Goal 1: Send (4) arts teachers to the State Dept. of Education Summer Arts Institutes \$5,600

Goal 2: Offer (6) Artist in Residence opportunities for students (at least one per grade level)

\$11,750

Artist in Residence itemized list:

Grade Level	Artist	Date	Price
K4 and K5		September 2022 (tentative)	\$ 2,000
1 st and 2 nd		December 2022 (tentative)	\$ 2,100
2 nd		November 11-17, 2022	\$ 3,000
3 rd		November 2022 (tentative)	\$ 2,200
4 th		November 1-3, 2022	\$1,200
5 th		October 2022 (tentative)	\$ 1,250

Total Object Series 300 = \$ 17,350

Materials and Supplies Object Series 400:

Goal 2 Purchase theatre performance rights for 3 performances \$200

Goal 2 Purchase costumes, props, and set materials for 3 performances \$450

Performance Itemized List:

Grade Level	Performance Information	Tentative Date	Price Estimate
K5 & 1 st	(tentative) (A - Corporation https 	May 2021	Rehearsal Materials \$ 75 Sets & Costumes \$150

2 nd & 3 rd	[REDACTED] (tentative) ([REDACTED] [REDACTED]) https [REDACTED] [REDACTED]	February 2021	Rehearsal Materials \$75
			Sets & Costumes \$150
4 th & 5 th	[REDACTED] (tentative) ([REDACTED]) https [REDACTED] [REDACTED]	December 2020	Rehearsal Materials \$50
			Sets & Costumes \$150

Total Object Series 400 = \$650

Total Request = \$18,000 for implementing year one of our three year strategic arts plan.

b. Budget Narrative

The budget below is year one of our three year strategic arts plan. Our plan is supported by the

[REDACTED] school administration, [REDACTED] Arts Steering

Committee, the faculty and staff of [REDACTED] and the School District [REDACTED]

[REDACTED]. Needs were based on the 2022 Opportunity- to- Learn Survey, the [REDACTED]

Faculty Survey, the **2017 South Carolina College and Career Ready Standards for Visual and Performing Arts Standards**, and the **Profile of the South Carolina Graduate**.

Purchased Services \$17,350

Professional development is a necessary resource for our magnet arts teachers and classroom teachers to increase their arts integration pedagogy. Learning creative and innovative instructional practices will promote student learning in the arts through problem solving, peer collaboration, and higher order thinking. This, coupled with our Artist in Residence opportunities, will align with our goal of increased student achievement in the arts using the **2017 Visual and Performing Art Standards** and the Profile of the South Carolina Graduate.

Grant funding will provide registration for teachers to attend the SDE Summer Arts Institute and Artist in Residence opportunities for students.

Supplies and Materials \$650

The DAP Grant funding will allow students at [REDACTED] to participate in theatrical performances in which all of our students will have the opportunity to participate.

Three performances will be implemented in the 2022-2023 school year and will focus on theatre but will include other arts areas (theatre, music, dance, and/or visual arts). Arts departments will collaborate efforts for the performances. Students will use creative design innovation, collaborative problem solving, teamwork, work ethic, self-direction, and interpersonal skills.

Performances will also allow our students needed self-expression opportunities that are essential for social and emotional well-being.