

**PASADENA UNIFIED SCHOOL DISTRICT
ARTS & ENRICHMENT EDUCATION DEPARTMENT
2019-20 ANNUAL PLAN**

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| DEPARTMENT NAME | ARTS & Enrichment |
| DEPARTMENT STATEMENT OF PURPOSE | The Arts and Enrichment department, in collaboration with the District Arts Team/Community Arts Team (DAT/CAT), and the department of Curriculum, Instruction & Professional Development (CIPD), works with students, teachers, parents, and administrators to ensure that an enriching experience in the arts is a vital and indispensable part of a comprehensive PUSD education for all students. It also ensures that students gifts are identified, supported, and developed to reveal the potential of talent. |
| DEPARTMENT THEORY OF ACTION (ARTS) | <p>IF, we provide high quality elementary music instruction to all students,</p> <p>AND we invest in professional development for arts integration and implementation of standards-aligned arts instruction,</p> <p>AND we educate the community on the impact of the arts on student achievement,</p> <p>AND we partner with administrators, principals, teachers, and providers to plan for increased and equitable arts programming,</p> <p>AND we communicate the quality and wealth of arts offerings to families and community members,</p> <p>THEN teachers will be able to provide high quality arts instruction to all students, which will help principals to increase the quality and quantity of arts and arts-integrated instruction to increase student attendance, behavior, and academic achievement.</p> |
| DEPARTMENT THEORY OF ACTION (GATE) | <p>IF, we provide an equitable system for identification of gifted students in the intellectual, high achieving and creative domains,</p> <p>AND we invest in professional development for all teachers and principals in researched based instructional strategies in GATE,</p> |

AND we **educate all stakeholders** on the impact of appropriate differentiation on student achievement and gifted identification,

AND we partner with administrators, principals, teachers, and parents to plan for increased and equitable gifted and talented educational opportunities,

AND we communicate the quality and wealth of GATE offerings in elementary and secondary to families and community members,

THEN teachers will be able to provide high quality differentiated instruction to all students based on student interest, need, and ability, which will help **principals** to increase the quality of instruction and opportunities for potential to be revealed and identified in all populations of students.

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| LIST OF SERVICES (GATE & ARTS) | Coordinate cogAT7 testing for grades 2-8 |
| | Develop & disseminate all identification paperwork (teacher checklists, parent letters, process and procedures) |
| | Coordinate and review GATE Secondary Review portfolios |
| | Analyze cogAT7 test results to determine identification eligibility |
| | Parent meetings regarding GATE identification and support |
| | Coordinate GATE parent education opportunities (district level and school level) |
| | Update and maintain GATE dashboards for each school (GATE identified, to be tested, teacher certification) |
| | Convene GATE parent advisory committee meetings |
| | Coordinate, develop, and provide professional development for GATE certification and recertification |
| | Maintain active list of GATE certified teachers |
| | Provide site level professional development related to GATE and Arts (A Mondays, small group, one-on-one coaching) |

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| | Provide resources and feedback to specialized enrichment programs (math academy, IB, honors/AP, academies) |
| | Coordinate Innovation Club procedures and curriculum for all schools K-8 |
| | Coordinate Math Field Day |
| | Communicate GATE data to all stakeholders (board communiques, FAQ sheets, website) |
| | Collaborate with stakeholders in coaches weekly & principal meetings |
| | Coordinate My Masterpieces program (K-6) |
| | Manage and support community partners for My Masterpieces |
| | Attend regular meetings of City of Pasadena cultural affairs, LA County Arts Ed Collective, and Pasadena Cultural Partners |
| | Represent PUSD at community wide events related to arts education (openings, fundraisers, art night, etc) |
| | Manage consultant contracts for teaching artists and all arts programming |
| | Manage purchasing of materials and repairs for all arts programming |
| | Disseminate all information regarding arts programming to schools and teachers |
| | Convene and plan DAT/CAT monthly meetings |
| | Implement and refine ARTS strategic plan (developed in collaboration with DAT/CAT and Arts Ed Collective) |
| | Coordinate TK-1 theatre and dance explorations programming in all schools |
| | Oversee curriculum development for theatre, dance, music and visual/media arts |
| | Develop and maintain district wide budget for the arts (internal and external sources) |
| | Grant funding documentation & reports |
| Develop grant funding proposals in collaboration with PEF | |

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| | Manage and evaluate elementary music teachers |
| | Oversee District Music Specialist and district wide music festivals (choir, instrumental, dance, elementary) |
| | Convene hiring panels for new arts teachers |
| | Develop and disseminate monthly arts newsletter |
| | Communicate arts data to all stakeholders (board communiques, FAQ sheets, website) |
| | Maintain social media presence for both Arts and GATE (twitter, facebook, webpages) |
| ORGANIZATIONAL CHART | |
| DEPARTMENT LEADS | <p>Karen Anderson Arts & Enrichment Coordinator</p> <p>Karen Klages District Music Specialist</p> <p>Denise Seider Visual Arts Curriculum Consultant</p> <p>Jazmin Rocha Program Assistant</p> |

Goals:

- All arts goals are aligned to the 2018-2023 District Arts Plan, developed in collaboration with the Los Angeles County Arts Education Collective and the District Arts Team/Community Arts Team.
 - [2018-19 plan with progress](#),
 - [2019-20 plan](#)
- All GATE goals are aligned to the [2017 GATE Project Proposal](#), with beginning implementation in 2017-18 school year.

| 1. Department Goals (Outcomes) 2019-20 (B) <i>What outcomes do you want to see? For who? Are they aligned to Strategic, LCAP, other plans?</i> | Metrics (C) <i>How will you measure impact?</i> | Targets (D) <i>Include baseline level, if available</i> |
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| LCAP goal 1, CIPD goal 1 - GATE #1: By April, 2020, we will analyze data from multiple sources to identify potential in underrepresented groups. We will complete secondary reviews for these students and increase gifted identification in underrepresented groups by 5%. We will also increase support for gifted students through PD and measured by participation in PD and GATE learning walks with | <i>-increase in number of secondary reviews conducted for students in underrepresented groups. -increase in correlation between teacher identification tool and cogat7</i> | GATE by the numbers 18-19 Since 2017, we have increased identification in underrepresented groups by 6%. As we continue to refine and conduct training in our secondary review |

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| <p>administrators and coaches.</p> <p>LCAP goal 2, CIPD goal 2 - ARTS #2: By May, 2020, 30% of elementary teachers will have taught at least one lesson from our newly developed arts curriculum, which will have a positive impact on student engagement and attendance. We will continue to add integrated lessons to the curriculum, available in shared drive.</p> <p>LCAP goal 2, CIPD goal 3 - ARTS #3 By May 2020, twenty #artslead teachers will have completed and implemented strategies from the modules of study for project TEAL (technology enhanced arts learning), building capacity in the 5 arts forms and the connection between Social Emotional Learning and the arts. The implementation of these practices will have a positive effect on attendance, engagement, and content attainment.</p> <p>LCAP goal 2, CIPD goal 3 - ARTS #4 By May, 2020, we will support nine high school (9/10 grade) History/Social Science or Science teachers in inquiry based instruction with arts integration in order to build capacity in the creative elements of our senior defense and graduate profile. This collaboration will result in improved attendance, engagement and content attainment for the students, as well as the teachers.</p> | <p><i>-learning walks data for GATE classrooms (identified in SPSA plans)</i></p> <p><i>-end of year survey for elementary teachers</i> <i>-observation on learning walks</i></p> <p><i>-completion of online modules</i> <i>-attendance at #artslead PD days</i> <i>-case study with #artslead teachers to measure student growth, attendance and engagement due to arts integration</i></p> <p><i>-pre and post surveys (teacher and student) for target classrooms</i> <i>-unit tests</i> <i>-integration of projects to senior defense (future)</i></p> | <p>process, we expect more gains in this area.</p> <p>This is the first year of implementation of the curriculum, which was developed in the UbD framework with the new CA VAPA standards (approved jan 2019)</p> <p>This is the first year of implementation of #artslead teachers. Baseline data for #artslead case study will be individual student growth from 2018-19.</p> <p>Baseline is average grades in the course for the same teacher in previous semesters. Attendance for these students LY vs. TY</p> |
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| <p>2. Department Actions for 2019-20 (E) <i>What will we do in 19-20 to achieve our goals and meet our targets?</i></p> | <p><i>Will this take additional resources to do in 19/20 ?</i> Yes/No</p> |
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| <p>#1:</p> <ul style="list-style-type: none"> ● Conduct professional development sessions for teachers and coaches on secondary review process. ● Collaborate with colleagues from other districts (LA, Long Beach) to align best practices in identification of underrepresented groups ● Engage in learning walks with coaches and principals to identify and expand on appropriate differentiation tools for gifted students ● Collaborate with district data specialist (Nov) to align multiple tools that may reveal potential in underrepresented groups | <p>No</p> |
| <p>#2</p> <ul style="list-style-type: none"> ● Develop capacity in #artslead teachers to coach colleagues on new curriculum (5 day long trainings planned) ● Conduct PD on new curriculum (September for groups from each school, A Mondays, Principals meeting - Oct) | <p>Grant funding from SSAE, Project TEAL and Project SCALE Up</p> |
| <p>#3</p> <ul style="list-style-type: none"> ● District approval of participation in Project SCALE UP (LA County Office of Ed - approved Mar 2019) ● District approval of participation in Project TEAL (LA County Arts Ed Collective - Sep 2019) ● #artslead PD days planned: Oct 17, Dec. 10, Feb. 11, Mar. 24, May 5 ● Development of tool and gathering of data for case study ● Collaboration with arts partners (teaching artists) for PD days ● Collaboration with partners at LA County Arts Ed Collective | <p>Grant funding from SSAE, Project TEAL and Project SCALE Up PEF funding for teaching artists</p> |
| <p>#4</p> <ul style="list-style-type: none"> ● Facilitate arts partnerships and teaching artists for the artist residencies as part of the Stuart Foundation grant ● Create pre and post surveys in collaboration with CIPD ● Conduct observations of residencies in Science and H/SS ● Facilitate performance space and details | <p>Grant funding from Stuart Foundation</p> |