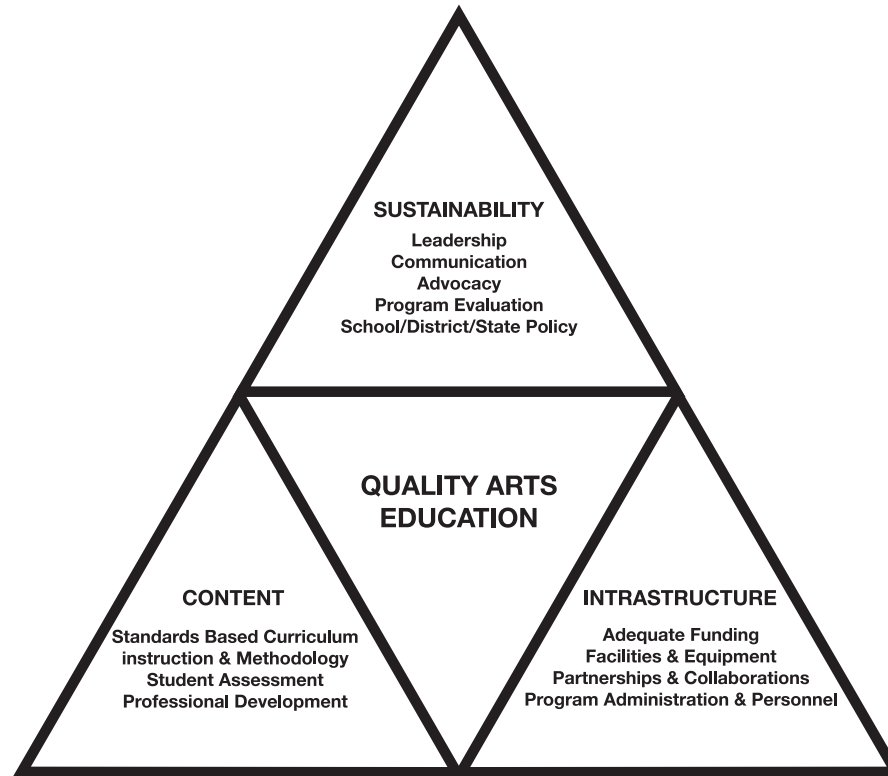




Arts Education Plan | 2015 - 2019



Key Components of an Arts Education Program





Arts Education Plan | 2015 - 2019

Guiding Questions:

- What type of Professional Development do we need to maintain and build or grow our practice in the coming years?
- How do we review and/or update our curriculum to align with impending new national standards – and what support do we need to make that happen?
- What programming changes, or adjustments need to occur in response to changing educational and population needs.
- How can we better communicate and highlight ALL of the notable events, new and good works of our programs?



Focus 1: CONTENT

Standards-Based Curriculum | Instruction & Methodology | Student Assessment | Professional Development





K12 Instrumental Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Professional Development: IM teachers engage in curriculum development guided by university and/or industry experts. Teachers will receive in-service training to deepen their understanding of orchestral string methods and pedagogy.	1a. Identify possible clinicians and/or seminars to provide PD to our team. 1b. Learn basic knowledge of string (and band) instrument “emergency repair” and general setup of instruments to ensure successful student learning 1c. Publish findings on the BeverlyARTS! Pinterest Board and share out in a year-end best practice presentation to the Arts Advisory or other appropriate venue.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •Industry Consultant Fee Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): Designated 6-12 Instrumental Music Teacher(s) as Project Leaders for implementation tasks, Site Administrators and Assist. Superintendent Educational Services.
2015-2016	2. Instruction & Methodology & Student Assessment: Implement 6-12 benchmarks defined in 2015 to build consistency in instruction across school sites.	2a. Collaborate as a team to review and refine best practice for teaching/ learning outcomes in Instrumental Music 6-12. 2b. Research existing textbooks/ instructional materials 2c. Implement the 20 & 40-week benchmark assessments 2d. Document benchmark results and review analytic data across district to inform student	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD Point Person(s): 6-12 Instrumental Music Arts Teacher(s), VAPA Coordinator and Site Administrator(s)





K12 Instrumental Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	3.. Professional Development: Teachers engage in team building goals by attending regional or national conferences to augment content area expertise, support common vision, and increase content knowledge of national trends.	3a. Teachers are expected to regularly attend regional/ national conferences as teams every other or third year (when on west coast) 3b. Teachers share out their findings to the Arts Advisory and/or in best practice presentations as appropriate.	Budget Implications: •3 PD days dedicated to annual AEP goals or 20 hours for each teacher. AND/OR •3 Release days to address PD needs put forth in AEP goals. Possible Sources for Funding: •BHUSD Budget allocations for PD •Advancement Grant. •BHEF Point Person(s): K12 Instrumental Music Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





Focus Area 1 - Content: *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*





K12 Instrumental Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	4. <i>Standards-based curriculum:</i> Update the current K8 Benchmarks utilizing the new National Arts Standards across school sites to also align with Common Core State Standards. (CCST)	4a. Refine curriculum to adjust benchmarks for level(s) and grade(s) aligned to National Arts Standards. Align lesson plans, teaching materials and instructions to the National Arts Standards Provide PD as needed to ensure that all members of the IM team are well-versed in the National Arts Standards and that they are able to successfully implement standards-based instruction. Develop an IM BHUSD program evaluation tool and identify areas in need of improvement.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP (The California Arts Project) • Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • %General Fund PD allocation • BHEF Point Person(s): K12 Instrumental Music Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2018-2019	2. <i>Professional Development:</i> Teachers are provided time and guidance to update existing curriculum and align with the National Arts Standards. Teachers engage in curriculum research development to align and update 6-12 Instrumental Music courses with the CCST with existing benchmarks; guided by university and industry experts.	2a. With guidance unpack the New National Arts Standards, and overlay the CCST technical subjects for 6-12. 2b. Review, access and align CCSTs to existing Benchmarks 2c. Update correlating lessons as necessary. 2d. Publish lessons on website.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP (The California Arts Project) • Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • %General Fund PD allocation • BHEF Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Standards-Based Curriculum Update the current K5 benchmarks across school sites to align with Common Core State Standards. (CCST)	1a. Correlate CCST to current benchmarks 1b. Create assessment material and activities that connect with the benchmarks 1c. Update presentations to shareholders to include new standards/benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.
2015-2016	2. Instruction & Methodology Align instruction with the Grades K5 benchmarks to improve overall assessments for students development. (CCST) (NASS)	2a. Review benchmarks and CCST correlations. 2b. Develop appropriate assessment tool 2c. Refine instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	3. Professional Development. Teachers engage in on-going curriculum development guided by university and industry experts. Coach to provide guidance to aide in Aligning instruction with the Grades k5 benchmarks to improve overall assessments for students development. (CCST) (VAPA & look to NAS)	2a. Coach to Review benchmarks and CCST correlations. 2b. Coach to aide in Development of appropriate assessment tool 2c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP coach •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s); VAPA Coordinator and Assist. Superintendent Educational Services.
2015-2016	4. Standards-Based Curriculum + Student Assessment: Update the current 9-10 benchmarks across grade levels to align with Common Core State Standards. (CCST) *Update the current 9-12 standards and benchmarks.	4a. Correlate CCST to current benchmarks 4b. Create assessment material and activities that connect with the benchmarks 4c. Update presentations to shareholders to include new standards/benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated 9-12 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	5. Instruction & Methodology Align instruction with the Grades 9-10 benchmarks to improve overall assessments for students development. (CCST) (NASS)	2a. Review benchmarks and CCST correlations. 2b. Develop appropriate assessment tool 2c. Refine instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.
2015-2016	6. Professional Development. Teachers engage in on-going curriculum development guided by university and industry experts. Coach guidance in aligning instruction with 9-10 benchmarks. CCST, VAPA & NCAS	2a. Coach to Review benchmarks and CCST correlations. 2b. Coach to aide in Development of appropriate assessment tool 2c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP coach •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1. Standards-Based Curriculum + Student Assessment: Update the current 6-8 benchmarks across school sites to align with Common Core State Standards. (CCST)	1a. Correlate CCST to current benchmarks 1b. Create assessment material and activities that connect with the benchmarks 1c. Update presentations to shareholders to include new standards/benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.
2016-2017	2. Instruction and Methodology Align instruction with the Grades 6-8 benchmarks to improve overall assessments for students development.(CCST) (NASS)	2a. Review benchmarks and CCST correlations. 2b. Develop appropriate assessment tool 2c. Refine instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	3. Professional Development. Teachers engage in on-going curriculum development guided by university and industry experts. Coach guidance to aide in Aligning instruction with the Grades 6-8 benchmarks to improve overall assessments for students development. (CCST) (VAPA & look at coming NAS)	3a. Coach to Review benchmarks and CCST correlations. 3b. Coach to aide in Development of appropriate assessment tool 3c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP coach •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) and Assist. Superintendent Educational Services.
2016-2017	4. Professional Development. Coach guidance to aide in Aligning instruction with the Grades 6-8 benchmarks to improve overall assessments for students development. (CCST) (VAPA & look at coming NAS)	4a. Coach to Review benchmarks and CCST correlations. 4b. Coach to aide in Development of appropriate assessment tool 4c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP coach •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	5. Instruction & Methodology + Student Assessments: Articulate instructional benchmarks to vertically Align in Grades 6-12 to improve overall assessments and programming growth for students development.(CCST) (NCAS) District Focus Goals align curriculum both horizontally and vertically.	5a. Review benchmarks and CCST correlations. 5b. Develop appropriate assessment tool 5c. Refine instructional practices to meet the needs of both benchmark and CCST to foster student success. 5d. Curriculum Guides and Course descriptions are revised to reflect 6-12 articulation.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) : VAPA Coordinator and Assist. Superintendent Educational Services.
2016-2017	6. Professional Development. Coach guidance to aide in articulating instruction with Grades 6-12 benchmarks to improve overall assessments for student development. (CCST) (VAPA & look to NCAS)	6a. Coach to Review benchmarks and CCST correlations. 6b. Coach to aide in Development of appropriate assessment tool 6c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP coach •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s) and Assist. Superintendent Educational Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	1. Standards based Curriculum: Review current curriculum K-5 (current Silver Burdett textbook) and Decide if a new textbook is needed. Compare the practices of Orff and Kodaly for 6-8 and examine how each of them aligns with the VAPA CCST and New National Arts standards. Establish how the k-12 curriculum aligns with the new national standards and CCST.	1a. Summarize the main ideas covered in current textbook. 3b. Examine existing repertoire and materials used for teaching general music classes for K-5 and (6-12) and its effectiveness in covering the national standards. 3c. Provide Orff and Kodaly training to vocal music teachers.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •Orff and Kodaly class tuition costs. •CMEA, and ACDA reading sessions/conferences sessions costs. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Project Team(s): Working teams of K8 Vocal Music Teacher(s), Classroom Teacher, Special Ed Teacher, and Site Administrator(s); VAPA Coordinator and Assist. Super. Ed Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	4. Professional Development Teachers engage in team building goals through a common experience that augments content area expertise by receiving specialized training in Orff and Kodaly choral practices. Teachers engage in team building goals by attending regional or national conferences bi-annually to augment content area expertise, support common vision, and increase content knowledge of national trends.	4a. Provide Orff and Kodaly training to K12 vocal music teachers. In which they Explore how the k-12 curriculum which now aligns with the new national standards and CCST, can also correlate with the instructional methodology of Orff and Kodaly. 4b. Bi-annual attendance at National Conferences as teams to augment content area expertise and refine common vision through lens of national trends.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •Orff and Kodaly class tuition costs. •CMEA, and ACDA reading sessions/conferences sessions costs. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. •BHEF •PTSA Project Team(s): Working teams of K8 Vocal Music Teacher(s), Classroom Teacher,, and Site Administrator(s); VAPA Coordinator and Assist. Super. Ed Services.
2018-2019	1. Standards Based Curriculum Develop a unified general vocal music curriculum K8 districtwide that correlates to the CCSTs and the New National Arts standards utilizing/adapting available Model Cornerstone assessments.	1a. Write a K-8 scope and sequence of musical concepts covered in each grade level utilizing the New National Arts Standards Corner Benchmark examples. 1b. Develop and unify a repertoire list for teaching each musical element/concept. Refer to supporting materials from the New National Arts Standards.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •Orff and Kodaly training tuition costs. •CMEA, and ACDA reading sessions/conferences sessions costs. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Project Team(s): Working teams of K8 Vocal Music Teacher(s), Classroom Teacher, Special Ed Teacher and Site Administrator(s); VAPA Coordinator and Assist. Super. Ed Services.





K12 Vocal Music

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	2. Professional Development Coach guidance to aide in Aligning general music instruction with the Grades K8 benchmarks to improve overall assessments for students development. (CCST) (VAPA & look to NAS)	2a. Coach to Review benchmarks and CCST correlations. 2b. Coach to aide in Development of appropriate assessment tool 2c. Coach to aide in discussion of refining instructional practices to meet the needs of both benchmark and CCST to foster student success.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP coach • % VAPA Coordinator Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.
2018-2019	3. Instruction & Methodology Introduce Orff/Kodaly methods in 9-12. Compare the practices of Orff and Kodaly for 9-12 and examine how each of them aligns with the standards.	4a. Grades 6-8: Write a scope and sequence of musical concepts covered in each grade level. 4b. Grades 9-12: Write a scope and sequence of musical and performance concepts covered in each ensemble level.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP coach • % VAPA Coordinator Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • BHEF PTSA Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Standards-Based Curriculum: Create 9-10 DANCE & Theatre benchmarks to align VAPA standards with Common Core State Standards. (CCST) (Begin to investigate the new National Arts Standards for additional grade-level support)	1a. Identify course benchmarks 1b. Publish and promote benchmarks 1c. Incorporate CCSTs to benchmarks. 1d. Promote advancements to shareholders regarding new standards/ benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2015-2016	2. Instruction, Methodology + Student Assessment: Examine 9-10 DANCE & Theatre instructional methods and assessments to insure VAPA benchmarks correlate with Common Core State Standards. (CCST)	2a. Design a benchmark template 2b. Create assessment material and activities that connect with the benchmarks	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	3. Professional Development: Teachers engage in on-going curriculum development guided by university and industry experts to aide in developing 9-10 DANCE & Theatre VAPA benchmarks to correlate with Common Core State Standards. (CCST)	3a. TCAP Coach to guide benchmark development process. 3b. Visit other programs and Research facilities, existing textbooks/curricula, benchmarks 3c. Professional Development to incorporate new national standards. 3c. Design a benchmark template 3e. Identify course benchmarks 3f. Publish and promote benchmarks	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP Coach Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2015-2016	4. Professional Development: Address Districtwide Dance and Theatre Gaps K5. Year 1: Begin with K-1 Building Artistic skills/ Processes and content literacy in Dance or Theatre.	4a. Build capacity in K1 generalist teachers. 4b. Identify benchmarks 4c. Incorporate CCSTs to benchmarks. 4d. Integrate acquired Arts skill-set into existing K-1 lessons. 4f. Promote findings to shareholders; include new curriculum standards/ benchmarks integration.	Budget Implications: • 4 PD days dedicated to this work • % VAPA Lead administration time. • TCAP Coach Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K -2 Generalist Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1. Standards-Based Curriculum: Create 11-12 DANCE & Theatre benchmarks to align VAPA standards with Common Core State Standards. (CCST) (Begin to investigate the new National Arts Standards for additional grade-level support)	1a. Identify course benchmarks 1b. Publish and promote benchmarks 1c. Incorporate CCSTs to benchmarks. 1d. Update presentations to shareholders to include new standards/benchmarks integration.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2016-2017	2. Instruction, Methodology + Student Assessment: Examine 11-12 DANCE & Theatre instructional methods and assessments to insure VAPA benchmarks correlate with Common Core State Standards. (CCST)	2a. Design a benchmark template 2b. Create assessment material and activities that connect with the benchmarks	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K-12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	3. Professional Development: Teachers engage in on-going curriculum development guided by university and industry experts to aide in developing 11-12 DANCE & Theatre VAPA benchmarks to correlate with Common Core State Standards. (CCST)	3a. TCAP Coach to guide benchmark development process. 3b. Visit other programs and Research facilities, existing textbooks/curricula, benchmarks 3c. Professional Development to incorporate new national standards. 3c. Design a benchmark template 3e. Identify course benchmarks 3f. Publish and promote benchmarks	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP Coach Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2016-2017	4. Professional Development: Address Districtwide Dance and Theatre Gaps K5. Year 2: Grades 2-3 Building Artistic skills/Processes and content literacy.	4a. Build capacity in grades 2-3 generalist teachers. 4b. Identify benchmarks 4c. Incorporate CCSTs to benchmarks. 4d. Integrate acquired Arts skill-set into existing 2-3 lessons. 4f. Promote findings to shareholders; include new curriculum standards/ benchmarks integration.	Budget Implications: • 4 PD days dedicated to this work • % VAPA Lead administration time. • TCAP Coach Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): 3-4 Generalist Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2017-2018	1. Standards based Curriculum Establish how the 9-12 curriculum aligns with the new national standards and CCST.	5a. Examine existing benchmarks and materials used for 9-12 and its effectiveness in covering the national Arts standards. 5b. Reflect on, document and prepare for necessary adjustments.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Project Team(s): Working teams of 9-12 Dance and Theatre Teacher(s), Site Administrator(s); VAPA Coordinator and Assist. Super. Ed Services.





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	2. Professional Development: Address Districtwide Dance and Theatre Gaps K5. Year 3: Grades 4-5 Building Artistic skills/Processes and content literacy. Provide follow-up support for grades K5	1b. Identify course benchmarks 1c. Publish and promote benchmarks 1d. Incorporate CCSTs to benchmarks. 1f. Update presentations to shareholders to include new curriculum standards/ benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP Coach Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): grades 5-6 Generalist teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2017-2018	3. Professional Development: Teachers engage in team building goals by attending regional or national conferences to augment content area expertise, support common vision, and increase content knowledge of national trends. On-going curriculum development to aide in correlating Dance & Theatre New Arts Standards to Common Core State Standards. (CCST)	3a. Teacher attendance every three years to national/regional conferences 3b. Visit other programs and Research facilities, existing textbooks/curricula, benchmarks 3b. Professional Development to incorporate new national standards. 3c. Identify adjustments and adapt existing curriculum to National Arts Standards.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •Conference registration •Release days. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): K12 Dance & Theater Arts Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K12 Dance & Theatre Arts

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	1. Instruction & Methodology Examine existing benchmarks and curriculum; compare National Arts Standards to existing benchmarks, determine adjustments and modifications to update instructional practices to align with the standards.	1a. Grades 6-8 : Write a scope and sequence of Dance and Theatre concepts covered in each grade level. 1b. Grades 9-12: Write a scope and sequence of Dance and Theatre performance concepts covered in each level.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •% VAPA Coordinator Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. •BHEF •PTSA Point Person(s): Designated K8 Vocal Music Teacher(s) as Project Leaders for implementation tasks, Site Administrator(s), VAPA Coordinator and Assist. Superintendent Educational Services.
2018-2019	2. Professional Development: Teachers engage in on-going curriculum development guided by university and industry experts in writing a scope and sequence for grades 6-8 and 9-12.	2a. based on Benchmarks; develop and write a scope and sequence for each, Dance and Theatre, concepts covered by grade level. 2b. provide key assignments, their benchmarks and CCSTs. 2c. Publish scope and sequences. 2e. Update presentations to shareholders to include new curriculum standards/ benchmarks integration.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP Coach Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. Point Person(s): grades 5-6 Generalist teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





BHHS Visual Arts and Media Arts goals.

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015 - 2016	1 Professional Development: Teachers engage in on-going curriculum development guided by university and industry experts.	1a. TCAP Provided Coach to guide HS VA team in developing a overarching lesson and lesson study applicable to all VA disciplines that incorporates current VAPA stds, the CCST, and the new National Arts Standards 1b. TCAP Coach and team to review and integrate/ implement new national arts standards and CCST. 1b. Work with TCAP to facilitate new instructional strategies for the transformed curriculum.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • PD days for a workshop. (Number TBD) Possible Sources for Funding: • Arts Advancement • CCST funds • STEM (STEAM) • District/BHEF Point Person(s): BHHS VA Teacher(s), VAPA Coordinator and Site Administrator(s) and Educational Services.
2015 - 2016	2. Instruction & Methodology: HS team collaborates to develop instructional strategies and scoring tools in support of new benchmarks.	2a. review and integrate/ implement VAPA stds and new national arts standards and overlay CCST/ELD 2b. Team facilitates new instructional strategies for the transformed curriculum.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • PD days for TCAP workshop(s). (Number TBD) Possible Sources for Funding: • Arts Advancement • CCST funds • STEM (STEAM!) • District/BHEF Point Person(s): BHHS VA Teacher(s), VAPA Coordinator and Site Administrator(s) and Educational Services.





BHHS Visual Arts and Media Arts goals.

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1. Student Assessment: Articulate student learning outcomes and Benchmarks in the VA disciplines 6-12. Consider the expected learning results of beginning versus advanced.	1a. Convene 6-12 VA team to discuss and share strategies and instructional benchmarks 1b. Develop baseline data for 6-12 benchmarks 1c. Utilize school grading software to develop benchmarks and data 6- 12 for assessment purposes. 1c. Discuss and work toward Establishing graduation goals for Arts literacy in MS and HS VAPA Disciplines. {1d. Create an arts foundation program for those missing the arts in their middle school curriculum. 1e. Create an art 1 sampling course? 1f. Design an Arts Academy track and guidelines. 1g. Create a Jupiter grades benchmark that carries through the grades so preliminary assessment can be made between schools. }	Budget Implications: •1-3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant Point Person(s): BHHS VAPA Teacher(s), Content Teacher Leaders, VAPA Coordinator, Site Administrator(s), and Educational Services.





BHHS Visual Arts and Media Arts goals.

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	2. Professional Development: Teachers engage in team building practices, such as workshops, classes, presentations or lectures to rejuvenate, inspire, re-ignite passion through augmented expertise. Participants explore college level courses geared to discipline specific curriculum requirements.	1a. Research course offerings applicable to a specific aspect of our individual courses - provide rationale. 1b. Take courses individually or Collaboratively. 1c. Demonstrate and share-out findings in a department presentation and at the BeverlyARTS! End-of-year general meeting.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •PD days for a workshop. (Number TBD) •Class Tuition (portion or scholarship) Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant •BHEF Scholarship Point Person(s): BHHS VA Teacher(s), VAPA Coordinator and Site Administrator(s) and Educational Services.
2017-2018	1. Instruction & Methodology: Develop cross-curricular VAPA collaborations for inclusion in Course Outline. Research and Develop more cross-curricular VA collaborations within and outside with other departments.	1a. Convene a cross-curricular STEAM team to consider opportunities for Arts Integration and/or Thematic learning at the High School level. 1b. Develop a cross-curricular STEAM project. 1c. Co-create a lesson that applies to both classes.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. •BHEF •STEAM funding Point Person(s): BHHS VAPA Teacher(s), Content Teacher Leaders, VAPA Coordinator and Site Administrator(s) Educational Services.





BHHS Visual Arts and Media Arts goals.

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Content Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	2. Professional Development: Teachers collaborate with other core departments by participating in interdisciplinary curriculum programming opportunities	2a. The cross-curricular STEAM team researches/audits/or observes existing interdisciplinary programs on or OFF CAMPUS to develop ideas for Arts Integration and/or Thematic learning at the High School level. 2b. Develop a cross-curricular STEAM project. 2c. Co-create a lesson or project that applies across disciplines.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • BHEF • STEAM funding Point Person(s): BHHS VAPA Teacher(s), Content Teacher Leaders, VAPA Coordinator and Site Administrator(s) Educational Services.
2018-2019	1. Standards Based Curriculum: Pilot cross-curricular collaboration projects throughout High School	1b. Pilot a cross-curricular STEAM project. 1d. Assess and Evaluate to devise future plans. 1e. Observe and discuss teaching lessons from other classrooms.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • BHEF • STEAM funding Point Person(s): BHHS VAPA Teacher(s), Content Teacher Leaders, VAPA Coordinator and Site Administrator(s) Educational Services





K8 Visual Art

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Curriculum & Instruction: Update the current K8 benchmarks across school sites to align with Common Core State Standards. (CCST)	1a. With support, research and align CCST with existing benchmarks 1b. Design a benchmark template 1c. Identify grade-level benchmarks 1d. Update current benchmarks 1e. Publish and promote benchmarks.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Teacher PD Grant. Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2015-2016	2. Professional Development: Teachers are provided time and guidance to update existing curriculum and align with the National Arts Standards. Teachers engage in curriculum research development to align and update K8 mixed grades/level courses with the CCST with existing benchmarks; guided by university and industry experts.	2a. With guidance unpack Common Core State Standards for K-5 and CCST technical subjects for 6-8. 2b. Review, access and align CCSTs to existing Benchmarks 2c. Update correlating lessons as necessary. 2d. Publish lessons in website.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. •TCAP (The California Arts Project) Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. •%General Fund PD allocation •BHEF Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K8 Visual Art

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1.. Professional Development: Teachers engage in team building goals by attending regional or national conferences to augment content area expertise, support common vision, and increase content knowledge of national trends.	1a. Teachers are expected to regularly attend regional/ national conferences as teams every third year (when on west coast) 1b. Teachers share out their findings to the Arts Advisory and/ or in best practice presentations as appropriate.	Budget Implications: •3 PD days dedicated to annual AEP goals or 20 hours for each teacher. AND/OR •3 Release days to address PD needs put forth in AEP goals. Possible Sources for Funding: •BHUSD Budget allocations for PD •Advancement Grant. •BHEF Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2016-2017	2. Standards-based curriculum: Development of a standards based curriculum for a mixed-level, mixed-grade, middle school population; which utilizes the new National Arts Standards to guide practice.	2a. Research differentiation strategies utilized in mixed grade/level classrooms. 2b. Refine curriculum to adjust benchmarks for level(s) and grade(s) aligned to National Arts Standards.. 2c. Consider and include strategies for repeating classes at various grade levels.	Budget Implications: •3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: •BHUSD Budget allocations for PD •Arts Advancement Grant. •BHEF Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K8 Visual Art

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	1. Professional Development: Teachers are provided time and guidance to update existing curriculum and align with the National Arts Standards. Teachers engage in curriculum research development to align and update K8 mixed grades/level courses with the National Arts Standards; guided by university and industry experts.	1a. With guidance unpack National Arts Standards for K-8. 1b. Review, access and align National Arts Standards to existing Benchmarks 1c. Update correlating lessons within mixed grade/level classes as necessary. 1d. Publish lessons in website.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP (The California Arts Project) Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • %General Fund PD allocation • BHEF • Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2017-2018	2. Standards-based curriculum: Review curriculum developed for mixed-level, mixed-grade, middle school population. Examine the VAPA, CCST and New National Arts standards and and the K8 cornerstone benchmarks can support work to align curriculum with the new national standards and CCST.	2a. Review strategies elaborated in National Arts Standards for grade level standards that are spiraled to address mixed grade/level classrooms. 2b. Refine curriculum to adjust benchmarks for level(s) and grade(s) to meet population needs. 2c. Consider and include strategies for repeating classes at various grade levels. (See Infrastructure Scheduling needs)	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.





K8 Visual Art

Focus Area 1 - **Content:** *Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development*

Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	1. Professional Development: Teachers are provided time and guidance to update existing curriculum and align with the National Arts Standards. Teachers engage in curriculum research development to align and update K8 mixed grades/level courses with the National Arts Standards; guided by university and industry experts.	1a. With guidance unpack National Arts Standards for K-8. 1b. Review, access and align National Arts Standards to existing Benchmarks 1c. Update correlating lessons within mixed grade/level classes as necessary. 1d. Publish lessons in website.	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP (The California Arts Project) • Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • %General Fund PD allocation • BHEF • PTSA Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.
2018-2019	2. Standards-based curriculum: Articulate benchmarks in VA for student learning K12 utilizing the National Arts Standards.	2a. Convene k12 VA team to review and revise instructional benchmarks to align with the National Arts Standards. 2b. Develop baseline database for K12 benchmark 2c. Establish 8th and 12 grade graduation goals for literacy in Visual Arts	Budget Implications: • 3 PD days dedicated to this work or 20 hours for each teacher. • TCAP (The California Arts Project) • Possible Sources for Funding: • BHUSD Budget allocations for PD • Arts Advancement Grant. • %General Fund PD allocation • BHEF • PTSA Point Person(s): K8 Visual Art Teachers, VAPA Coordinator, Site Administrator(s) and Educational Services.



Focus 2: INFRASTRUCTURE

Funding | Facilities and Equipment | Partnerships and Collaborations | Program Administration | and Personnel





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Funding: Enlist and develop generalist Teacher Leadership roles to participate in teacher development programming to build capacity in integrating dance & Theater Arts instruction K-1.	1a. Partner TCAP Coaches with Districtwide K-1 generalist teachers to create integrated lessons for Dance and Theatre.. 1b. Share out results to BeverlyARTS! Advisory.	Budget Implications: • 25% VAPA Coordinator • Consultant Possible Sources for Funding: • Arts Advancement Grant • BHEF Point Person(s): •(3)K Teacher; VAPA Coordinator; BeverlyARTS! And BHEF lead(s), Educational Services; Human Resources
2015-2016	2. Funding: Create dedicated Funding for rigorous Professional Learning opportunities for K12 VAPA Faculty in the Arts. (2015-2019)	2a. Current Year Considerations: 1. Annually Compile and calculate requests for teacher-release (PD) time by VAPA discipline; develop PD project budget 2. Research existing district budget allocations for PD; determine if available funds are sufficient 2b. Multi-Year Considerations: 1. Define budget Allocation(s) for subsequent years (2015-2019) 3. Research/Develop ongoing plan(s) to acquire funding from alternate sources	Budget Implications: • 10 % VAPA Coordinator • Possible Consultant Hours •3 dedicated PD days per teacher a year or; •20 hours per teacher. •Estimated at \$15,000 for all schools. Possible Sources for Funding: •District •Grant •BHEF • Natl. Endowment for the Arts (STEAM) Point Person(s): •District Administration; Educational Services; BHEF; PTSA, VAPA Coordinator





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	3. Funding: Create dedicated Funding for Arts Programming, Stipends, and other evolving needs.	3a. Current Year Considerations: 1. Annually Compile and calculate requests for programming needs by VAPA discipline; develop project budget(s) 2. Research existing district budget allocations for stipends determine if available funds are sufficient 3b. Multi-Year Considerations: 3. Define budget Allocation(s) for subsequent years (2016/17- 2017/18 - 2018/19)	Budget Implications: • 50% VAPA Coordinator Possible Sources for Funding: • General Fund • BHEF - The Foundation Point Person(s): • VAPA Coordinator; BeverlyARTS! And BHEF lead(s), District Administration; Educational Services, PTSA
2015-2016	4. Partnerships and Collaborations: Re-invigorate current support partnerships and cultivate relationship with community organizations.	4a. Redefine and re-affirm the purpose and goals of the BeverlyARTS! Advisory Team. 4b. Teachers and other Stakeholders explore relationships with community organizations: • To diversify funding streams • To provide authentic opportunities for students to experience the Arts. • To promote awareness of BeverlyARTS! District-Wide programming. 4c. Establish action committee to explore options: • Strengthen collaboration with The Wallis. • research opportunities with local Galleries. • Foster BH City collaboration relationship. • Research opportunities for student internships.	Budget Implications: • 20% VAPA Coordinator Possible Sources for Funding: • No additional Point Person(s): • Teachers; VAPA Coordinator; BeverlyARTS! And BHEF and PTSA lead(s), District Administration; Educational Services,





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	5. Facilities and Equipment: Continue to examine existing facilities for K12 VAPA arts instruction, performance & exhibit spaces.	1. Conduct an inventory of existing dance and theater arts equipment, materials and supplies. 2. Determine if existing resources meet current need; identify gaps and inadequacies 3. Add to allocation list if necessary. 4. Conduct an inventory of existing Media Arts equipment, facilities, materials and supplies. 5. Determine if existing resources meet needs for evolving Design and Media Arts course offerings. 6. Conduct an inventory of existing Instrumental Music facilities, equipment, materials and supplies.	Budget Implications: • % VAPA Coordinator Possible Sources for Funding: • no additional Point Person(s): • Teacher of program; VAPA Coordinator; District Administration; Educational Services; Site Office Manager, PTSA
2015-2016	6. Program Administration and Personnel: Provide Capacity Building to Admin, Counselors, Teachers in Arts scheduling and course development and offerings	6a. Provide Professional development for Admin/ Counselors K12 to build capacity in Arts Programming Scheduling and Offering needs. 6b. Provide development for Generalist Teachers Arts Integration knowledge and skills in a 'phased-in' manner to integrate the arts in their curriculum.	Budget Implications: • % VAPA Coordinator administration time. Possible Sources for Funding: • BHUSD • BHEF • Arts Advancement Grant Point Person(s): • Human Resources, District Administration, Education Services





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	7. Program Administration and Personnel: Conduct a feasibility study on developing 9-12 flexible scheduling, new delivery methods and/or additional High School Media Arts course offerings/ intro Foundation to Pathway course offerings/ Saturday classes/ workshops/Dual Enrollment	7a. Research and consider impact/feasibility of semester offerings. 7b. Research and consider impact/feasibility of offering online courses 7c. Research feasibility of inter-Arts disciplined flexible scheduling. 7d. Research and consider impact/feasibility of offering portfolio preparation classes for college preparedness. 7d. Research and define fee-based workshops. 7e. Share the findings with BeverlyARTS!	Budget Implications: • 20 % VAPA Coordinator administration time. Possible Sources for Funding: • State Programs • Arts Advantage • STEAM/STEM • Corporate Sponsorship Point Person(s): • Teacher of Program; VAPA Coordinator; District Administration; Educational Services; Site Office Manager





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1a. Funding: Enlist and develop Teacher Leadership roles to partner and create Integrated programming for dance & theater Arts integration in grades 2-3.	- Partner TCAP Teacher Leaders with Districtwide 2-3 generalist teachers for capacity building and to create integrated lessons for Dance and Theatre. - Share out results to BeverlyARTS! Advisory.	Budget Implications: 10 % VAPA Coordinator - TCAP Possible Sources for Funding: - Arts Advancement Grant - BHEF Point Person(s): •(3)K Teacher, HS Dance/Theatre Teachers; VAPA Coordinator; BeverlyARTS! And BHEF lead(s), Educational Services; Human Resources
2016-2017	1b. Funding: Create dedicated Funding for rigorous Professional Learning opportunities for K12 VAPA Faculty in the Arts. (2015-2019)	Current Year Considerations: - Annually Compile and calculate requests for teacher-release (PD) time by VAPA discipline; develop PD project budget - Research existing district budget allocations for PD; determine if available funds are sufficient Multi-Year Considerations: - Define budget Allocation(s) for subsequent years (2015-2019) - Research/Develop ongoing plan(s) to acquire funding from alternate sources.	Budget Implications: 10 % VAPA Coordinator - Possible Consultant Hours •3 dedicated PD days per teacher a year or; •20 hours per teacher. •Estimated at \$15,000 for all schools. Possible Sources for Funding: •District •Grant •BHEF •Arts Advancement Grant • Natl. Endowment for the Arts (STEAM) Point Person(s): •District Administration; Educational Services; BHEF; PTSA, VAPA Coordinator





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1c. Funding: Conduct a feasibility study on developing flexible scheduling, new delivery methods and/or additional High School Media Arts course offerings/ intro Foundation to Pathway course offerings/Saturday classes/workshops/Dual Enrollment	1. Research and consider impact/feasibility of semester offerings. 2. Research and consider impact/feasibility of offering online courses 3. Research feasibility of inter-Arts disciplined flexible scheduling. 4. Research and define fee-based workshops. 5. Share the findings with BeverlyARTS! stakeholders.	Budget Implications: • 20 % VAPA Coordinator Possible Sources for Funding: • State Programs • Arts Advantage • STEAM/STEM • Corporate Sponsorship Point Person(s): • Teacher of Program; VAPA Coordinator; District Administration; Educational Services; Site Office Manager
2016-2017	2. Partnerships and Collaborations: Foster, and expand upon current supporting partnerships and cultivate relationship with community organizations.	1. Redefine the purpose and goals of the BeverlyARTS! Advisory Team. 2. Explore relationships with community organizations. • To diversify funding streams • To provide authentic opportunities for students to experience the Arts. • To promote awareness of BeverlyARTS! District-Wide programming.	Budget Implications: • % VAPA Coordinator Possible Sources for Funding: • No additional Point Person(s): • VAPA Coordinator; BeverlyARTS! And BHEF lead(s), District Administration; Educational Services,





Focus Area 2 - Infrastructure: *Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel*

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	3. Facilities and Equipment: Inventory existing facilities for K12 Visual and Performing Arts instruction, performance & exhibit spaces.	K12 Dance and Theatre: 3a. Conduct an inventory of existing dance and theatre arts equipment 3b. Determine if existing resources meet current need; identify gaps and inadequacies. 3c. Share the findings with the Ed Spec's committee to inform decision-making.	Budget Implications: • % VAPA Coordinator Possible Sources for Funding: • Point Person(s): •VAPA Coordinator; District Administration; Educational Services; Site Office Manager





Focus Area 2 - Infrastructure:

Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	1a. Funding: Enlist and develop Teacher Leadership roles to partner and create Integrated programming for dance & Theater Arts instruction 4-5.	1. Partner TCAP Teacher Leaders with Districtwide 4-5 generalist teachers for capacity building and to create integrated lessons for Dance and Theatre. 2. Share out results to BeverlyARTS! Advisory.	Budget Implications: • 10 % VAPA Coordinator • Possible Consultant Hours Possible Sources for Funding: • BHEF • Arts Advancement Point Person(s): • (3)K Teacher, HS Dance/Theatre Teachers; VAPA Coordinator; BeverlyARTS! And BHEF lead(s), Educational Services; Human Resources
2017-2018	1b. Funding: Create dedicated funding for Admin/Teacher Leadership roles to oversee flexible scheduling, new delivery methods and/or additional High School course offerings; Saturday classes/ workshops/online.	1. Implementation of flexible Arts programming scheduling 2. Directing online course offerings. 3. Implementation of inter-Arts disciplined flexible scheduling. 4. Research and define fee-based workshops. 5. Share findings with BeverlyARTS! and community stakeholders.	Budget Implications: • % VAPA Coordinator • % Arts Director Possible Sources for Funding: • State Programs • Arts Advantage • STEAM/STEM • Corporate Sponsorship • General Funding Point Person(s): • Teacher of Program; VAPA Coordinator; District Administration; Educational Services; Site Office Manager





Focus Area 2 - Infrastructure:

Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	1c. Funding: Create dedicated Funding for rigorous Professional Learning opportunities for K12 VAPA Faculty in the Arts. (2015-2019)	Current Year Considerations: 1. Annually Compile and calculate requests for teacher-release (PD) time by VAPA discipline; develop PD project budget 2. Research existing district budget allocations for PD; determine if available funds are sufficient Multi-Year Considerations: 1. Define budget Allocation(s) for subsequent years (2015-2019) 2. Research/Develop ongoing plan(s) to acquire funding from alternate sources and Grant opportunities.	Budget Implications: • 10 % VAPA Coordinator • Possible Consultant Hours •3 dedicated PD days per teacher a year or; •20 hours per teacher. •Estimated at \$15,000 for all schools. Possible Sources for Funding: •District •Grant •BHEF •Arts Advancement Grant • Natl. Endowment for the Arts (STEAM) Point Person(s): •District Administration; Educational Services; BHEF; PTSA, VAPA Coordinator





Focus Area 2 - Infrastructure:

Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	2a. Program Administration and Personnel: Review the findings of the feasibility study on developing flexible scheduling, new delivery methods and/or additional High School course offerings; Saturday classes/ workshops /Dual Enrollment.	6. Research and consider impact/feasibility of semester offerings. 7. Research and consider impact/feasibility of offering online courses 8. Research feasibility of inter-Arts disciplined flexible scheduling. 9. Research and define fee-based workshops. 10. Examine existing BH City offerings 11. Share the findings with BeverlyARTS!	Budget Implications: • 30 % VAPA Coordinator Possible Sources for Funding: • Point Person(s): •Teacher of Program; VAPA Coordinator; District Administration; Educational Services; Site Office Manager





Focus Area 2 - Infrastructure:

Funding, Facilities and Equipment, Partnerships and Collaborations, Program Administration and Personnel

Year	Infrastructure Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	3a. Program Administration and Personnel: Review existing job classification and descriptions of non-salaried Arts personnel.	1. Evaluate contracts District Staff 2. Evaluate contracts providers 3. Create an AEP rewrite team to update the BeverlyARTS! Strategic plan.	Budget Implications: • Stipends for AEP rewrite committee Possible Sources for Funding: • BHEF • Arts Advantage • General Fund. Point Person(s): • VAPA Coordinator; Human Resources, District Administration, Education Services
2018-2019	2a. Funding: Create dedicated Funding for rigorous Professional Learning opportunities for K12 VAPA Faculty in the Arts. (2015-2019)	2a. Current Year Considerations: 1. Annually Compile and calculate requests for teacher-release (PD) time by VAPA discipline; develop PD project budget 2. Research existing district budget allocations for PD; determine if available funds are sufficient 2b. Multi-Year Considerations: 1. Define budget Allocation(s) for subsequent years (2015-2019) 3. Research/Develop ongoing plan(s) to acquire funding from alternate sources	Budget Implications: • 10 % VAPA Coordinator • Possible Consultant Hours • 3 dedicated PD days per teacher a year or; • 20 hours per teacher. • Estimated at \$15,000 for all schools. Possible Sources for Funding: • District • Grant • BHEF • Arts Advancement Grant • Natl. Endowment for the Arts (STEAM) Point Person(s): • District Administration; Educational Services; BHEF; PTSA, VAPA Coordinator



Focus 3: SUSTAINABILITY

*Leadership | Communication | Advocacy | Program
Evaluation | School/District/State Policy*





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	1. Communication: Dedicated website and monthly newsletter to showcase and highlight BHUSD Arts programming.	1a. Establish In-house Designer/website 1b. Set website goals, purposes, and design format 1c. Build and publish and Maintain website 1d. Promote site to all users 1e. Publish monthly or bi-monthly newsletter	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): • VAPA Coordinator, Educational Services, Site Administration and District Administration.
2015-2016	2. Communication: BeverlyARTS! Social Media Plan to showcase and highlight BHUSD Arts programming.	2a. Develop a Social Media calendar with regular postings 2b. Review best Social Media outlets and provide cross postings from each. 2c. Build a following.	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •VAPA Coordinator, Educational Services, Site Administration and District Administration.
2015-2016	3. Advocacy: Promote and advocate for BHUSD's K12 Arts Programming.	K12 VAPA Programs • Develop an advocacy plan for all stakeholders as part of the communications program to implement an advocacy piece showcasing program highlights and pertinent news items in regular publication of newsletters to community at large via a email program. • Establish a regular schedule for information updates.	Budget Implications: •% of Allocated VAPA Coordinator time Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •Project Leader Teachers, VAPA Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	4. Program Evaluation: Monitor and assess progress towards meeting 2014-2015 content goals and evaluate 2015-2016 goals in the arts.	K8 Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K8 HS Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 - Consider course offerings in response to new K12 Vocal Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 K12 Instrumental Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 K12 Dance and Theatre - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12	Budget Implications: - Additional % of Allocated VAPA Coordinator time - PD days (Release Time) for Teacher Leaders and Team. Possible Sources for Funding: - District - BHEF Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-16	5. School Leadership: Use collaborative teams to actively address identified programmatic needs.	K12 Dance and Theater - Form a collaborative Action Team of administrators and teachers to establish Theatre and Dance integration opportunities for K5. Start with K1. Add integration PD opportunities by two grades each year. (15-16 K1. 16-17 2-3. 17-18 4-5.) - Determine strategic priorities for implementation in 2015-16 or 16-17 K12 Vocal Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. - Determine strategic priorities for implementation in 2015-16 or 16-17 K12 Instrumental Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. - Determine strategic priorities for implementation in 2015-16 or 16-17 K12 Visual Arts/Media Arts - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Visual and Media Arts (and all arts programming) needs. - Consider the future of education delivery methods. - Consider the needs of ALL students and the type of delivery methods that may be most flexible and adaptable to a variety of settings. - Consider new offerings to best serve our populations needs.	Budget Implications: - PD days (Release Time) for Teacher Leaders and Team. - additional % of Allocated VAPA Coordinator time - TCAP Possible Sources for Funding: - District - BHEF - Arts Advancement Grant Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services , Site Administration and District Administration.





Focus Area 3 - Sustainability: Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	1. Communication: Dedicated website and monthly newsletter to showcase and highlight BHUSD Arts programming.	1a. Review/re-establish In-house Designer/website 1b. Refine website goals 1c. Update, publish content to Maintain website 1d. Promote site to all users 1e. Publish monthly or bi-monthly newsletter	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): • VAPA Coordinator, Educational Services, Site Administration and District Administration.
2016-2017	2. Communication: BeverlyARTS! Social Media Plan to showcase and highlight BHUSD Arts programming.	2a. Refine Social Media calendar with stakeholder input for regular postings 2b. Review and update best Social Media outlets and provide cross postings from each. 2c. Build a following. 2d. Promote with seed funding as necessary.	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •VAPA Coordinator, Educational Services, Site Administration and District Administration.
2016-2017	3. Advocacy: Promote and advocate for BHUSD's K12 Arts Programming.	K12 VAPA Programs • Refine an advocacy plan for all stakeholders as part of the communications program to implement a promotion piece showcasing program highlights and pertinent news items in regular publication of newsletters to community at large via an email program. • Refine regular schedule for information updates.	Budget Implications: •% of Allocated VAPA Coordinator time Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •Project Leader Teachers, VAPA Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	4. Program Evaluation: Monitor and assess progress towards meeting 2015-2016 content goals and evaluation of AEP goals for 2016-2017.	K8 Visual Arts - Assess progress on implementation of resource integration goals 2015-2016. HS Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 - Consider course offerings in response to changing needs. K12 Vocal Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 K12 Instrumental Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 K12 Dance and Theatre - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12	Budget Implications: - Additional % of Allocated VAPA Coordinator time - PD days (Release Time) for Teacher Leaders and Team. Possible Sources for Funding: - District - BHEF Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	5. School Leadership: Use collaborative teams to actively address identified programmatic needs.	K12 Dance and Theater - The collaborative action team of grade specific generalist teachers, administrators and VAPA Coordinator explore methods to increase Theatre and Dance integration opportunities for K5. Yr 2 plan continues with grades 2-3. Add integration PD opportunities by two grades each year. (15-16 K1. 16-17 2-3. 17-18 4-5.) - Determine strategic priorities for implementation plan of both Dance and Theatre in grades K5 during 2016-2017 and 2017-2018 K12 Vocal Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. Determine strategic priorities for implementation in 2016-2017 and 2017-2018. K12 Instrumental Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. - Determine strategic priorities for implementation in 2016-2017 and 2017-2018. K12 Visual Arts/Media Arts - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Visual and Media Arts (and all arts programming) needs. - Consider the future of education delivery methods. - Consider the needs of ALL students and the type of delivery methods that may be most flexible and adaptable to a variety of settings.	Budget Implications: - PD days (Release Time) for Teacher Leaders and Team. - additional % of Allocated VAPA Coordinator time - TCAP Possible Sources for Funding: - District - BHEF - Arts Advancement Grant Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services , Site Administration and District Administration.





Focus Area 3 - Sustainability: Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	1.Communication: Dedicated website and monthly newsletter to showcase and highlight BHUSD Arts programming.	1a. Review and or re-establish In-house Designer/ website 1b. Review website goals, purposes, and design format 1c. Publish content and Maintain website 1d. Promote site to all users 1e. Publish monthly or bi-monthly newsletter	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): • VAPA Coordinator, Educational Services, Site Administration and District Administration.
2017-2018	2.Communication: BeverlyARTS! Social Media Plan to showcase and highlight BHUSD Arts programming.	2a. Review and refine Social Media calendar with regular posting deadlines. 2b. Review best Social Media outlets and provide cross postings from each. 2c. Build following / use funds to promote when possible.	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •VAPA Coordinator, Educational Services, Site Administration and District Administration.
2017-2018	3. Advocacy: Promote and advocate for BHUSD's K12 Arts Programming.	K12 VAPA Programs • Develop an advocacy plan for all stakeholders as part of the communications program to implement an advocacy piece showcasing program highlights and pertinent news items in regular publication of newsletters to community at large via a email program. • Establish a regular schedule for information updates.	Budget Implications: •% of Allocated VAPA Coordinator time Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •Project Leader Teachers, VAPA Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	4. Program Evaluation: Monitor and assess progress towards meeting 2016-2017 content goals and evaluate, refine the AEP goals for 2017-2018.	K8 Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K8 HS Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 6-12 - Consider course offerings in response to new K12 Vocal Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12 K12 Instrumental Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12 K12 Dance and Theatre - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12	Budget Implications: - Additional % of Allocated VAPA Coordinator time - PD days (Release Time) for Teacher Leaders and Team. Possible Sources for Funding: - District - BHEF Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2017-2018	5. School Leadership: Use collaborative teams to actively address identified programmatic needs.	K12 Dance and Theater • Collaborative Action Team of generalist teachers, administrators and VAPA Coordinator to aide in Dance and Theatre integration opportunities for K5. Yr 3 with grades 4-5. Add integration PD opportunities by two grades each year. (15-16 K1. 16-17 2-3. 17-18 4-5.) • Determine strategic priorities for implementation in 2015-16 or 16-17 • Annually seek funding to support this PD effort. K12 Vocal Music • Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. • Determine strategic priorities for implementation in 2017-2018 and/or 2018-2019. K12 Instrumental Music • Collaboration Action Team of administrators and teachers Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. • Determine strategic priorities for implementation in 2017-2018 and/or 2018-2019. K12 Visual Arts/Media Arts • Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Visual and Media Arts (and all arts programming) needs. • Consider the future of education delivery methods. • Consider the needs of ALL students and the type of delivery methods that may be most flexible and adantable to a variety of settings.	Budget Implications: • PD days (Release Time) for Teacher Leaders and Team. • additional % of Allocated VAPA Coordinator time • TCAP Possible Sources for Funding: • District • BHEF • Arts Advancement Grant Point Person(s): • Project Leader Teachers, Vapa Coordinator, Educational Services , Site Administration and District Administration.





Focus Area 3 - Sustainability: Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	1. Communication: Dedicated website and monthly newsletter to showcase and highlight BHUSD Arts programming.	1a. Review Designer/website goals 1b. Review and project future website goals, purposes, and design format 1c. Rework and Maintain website 1d. Promote site to all users 1e. Publish monthly or bi-monthly newsletter	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): • VAPA Coordinator, Educational Services, Site Administration and District Administration.
2018-2019	2. Communication: BeverlyARTS! Social Media Plan to showcase and highlight BHUSD Arts programming.	2a. Maintain a Social Media calendar with regular postings 2b. Review best Social Media outlets and provide cross postings from each. 2c. Build a following/promote sites with funding as able.	Budget Implications: •Additional funded Allocation of VAPA Lead Time and responsibilities. Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •VAPA Coordinator, Educational Services, Site Administration and District Administration.
2018-2019	3. Advocacy: Promote and advocate for BHUSD's K12 Arts Programming.	K12 VAPA Programs • Develop an advocacy plan for all stakeholders as part of the communications program to implement an advocacy piece showcasing program highlights and pertinent news items in regular publication of newsletters to community at large via a email program. • Establish a regular schedule for information updates.	Budget Implications: •% of Allocated VAPA Coordinator time Possible Sources for Funding: •District •BHEF •Arts Advantage Grant Point Person(s): •Project Leader Teachers, VAPA Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	4. Program Evaluation: Monitor and assess progress towards meeting 2017-18 content goals and evaluate 2018-2019 goals. Consider future needs. Establish AEP rewrite team.	K8 Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K8 HS Visual Arts - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades 9-12 - Consider course offerings in response to new K12 Vocal Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12 K12 Instrumental Music - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12 K12 Dance and Theatre - Evaluate implementation progress towards the articulation of student learning outcomes and benchmarks in the arts, grades K-12	Budget Implications: - Additional % of Allocated VAPA Coordinator time - PD days (Release Time) for Teacher Leaders and Team. Possible Sources for Funding: - District - BHEF Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services, Site Administration and District Administration.





Focus Area 3 - Sustainability: *Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy*

Year	Sustainability Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2018-2019	5. School Leadership: Use collaborative teams to actively address identified programmatic needs.	K12 Dance and Theater - Action Team of generalist teachers, administrators Vapa Coordinator to evaluate Theatre and Dance integration opportunities for K5 thus far. Consider next steps - Determine strategic priorities for implementation in 2018-2019 and future. K12 Vocal Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. - Determine strategic priorities for implementation in 2018-2019 and 2019-2020. K12 Instrumental Music - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Vocal Music (and all arts programming) needs. - Determine strategic priorities for implementation in 2015-16 or 16-17 K12 Visual Arts/Media Arts - Form a collaborative Action Team of administrators and teachers to Review best scheduling practices to maintain and grow Visual and Media Arts (and all arts programming) needs. - Consider the future of education delivery methods. - Consider the needs of ALL students and the type of delivery methods that may be most flexible and adaptable to a variety of settings. - Consider new offerings to best serve our populations needs. - Determine strategic priorities for implementation in 2015-16 or 16-17.	Budget Implications: - PD days (Release Time) for Teacher Leaders and Team. - additional % of Allocated VAPA Coordinator time - TCAP Possible Sources for Funding: - District - BHEF - Arts Advancement Grant Point Person(s): - Project Leader Teachers, Vapa Coordinator, Educational Services , Site Administration and District Administration.

