

**PASADENA UNIFIED SCHOOL DISTRICT
ARTS & ENRICHMENT DEPARTMENT PLAN
2020 - 2021 ANNUAL PLAN**

DEPARTMENT	Arts & Enrichment
DEPARTMENT STATEMENT OF PURPOSE	The Arts & 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 TK-12 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 and social/emotional well being,</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 quantity of arts offerings to families and community members,</p> <p>THEN teachers will be able to provide comprehensive arts instruction to all students, which will help principals to increase the quality and quantity of arts and arts-integrated offerings, in order to improve student attendance, behavior, mental health, and academic achievement.</p>

<p>DEPARTMENT THEORY OF ACTION GATE</p>	<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 research based instructional strategies in GATE,</p> <p>AND we educate all stakeholders on the impact of appropriate differentiation on student achievement and the identification of potential,</p> <p>AND we partner with administrators, principals, teachers, and parents to plan for increased and equitable gifted and talented educational opportunities,</p> <p>AND we communicate the structure and impact of GATE services in elementary and secondary to families and community members,</p> <p>THEN teachers will be able to provide high quality differentiated instruction to all students that incorporates student interests, needs, and abilities, which will help principals to increase the opportunity for potential to be revealed and identified in all populations of students.</p>
<p>DEPARTMENT ORGANIZATIONAL CHART</p>	<p><i>Please attach an organizational chart that depicts your current Division, Departments, reporting structure, including staff members, titles, position numbers, and FTE.</i></p> <p>Karen Anderson Arts & Enrichment Coordinator</p> <p>Karen Klages (.2 FTE) District Music Specialist</p> <p>Karen Klages Roxanne Duboucheron Cynthia Abbott Iryna Orlova Chad Prado Andres Salazar Siranoush Soukiassian Jennifer Dimas Elementary Music Teachers (4.6 FTE)</p> <p>Denise Seider (PEF funded) Visual Arts Curriculum Consultant</p>

	vacant (.37 FTE + .37 PEF funded) Program Assistant
DEPARTMENT BUDGET	07091.0 = \$851,270
DEPARTMENT CONTACT	Karen Anderson
TELEPHONE/E-MAIL	ext. 88129 anderson.karen@pusd.us 323-337-4023

- 1. Return to David Rennie By Oct. 5, 2020 2. Add to DLN folder Department Plans 2020 - 2021**

**PASADENA UNIFIED SCHOOL DISTRICT
DEPARTMENT ANNUAL PLANNING FORM**

DEPARTMENT NAME:	<i>Arts & Enrichment Department</i>
DEPARTMENT STATEMENT OF PURPOSE:	The Arts & 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.
LIST OF SERVICES	Coordinate cogAT7 testing for grades 2-8
	Develop and disseminate all GATE identification paperwork (teacher checklists, parent letters, process and procedures)
	Coordinate and review GATE <i>Secondary Review</i> portfolios
	Analyze cogAT7 test results to determine identification eligibility
	Conduct 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)
	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 & principals 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, including the relationship to Social Emotional Learning
	Develop and maintain district-wide budget for the arts (internal and external sources)
	Prepare and maintain grant funding documentation & reports
	Develop grant funding proposals in collaboration with PEF
	Supervise and evaluate elementary music teachers and other arts specialists
	Provide guidance for District Music Specialist

	<p>Organize district-wide music festivals (choir, instrumental, dance, elementary)</p> <p>Convene hiring panels and manage selection process for new arts teachers</p> <p>Develop and disseminate monthly arts newsletter</p> <p>Communicate arts data to all stakeholders (board communiques, FAQ sheets, website)</p> <p>Maintain social media presence for both Arts and GATE (Twitter, Facebook, Instagram, webpages)</p>
<p>DEPARTMENT THEORY OF ACTION:</p>	<p>ARTS:</p> <p>IF, we provide high quality elementary music instruction to all students,</p> <p>AND we invest in TK-12 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 and social/emotional well being,</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 quantity of arts offerings to families and community members,</p> <p>THEN teachers will be able to provide comprehensive arts instruction to all students, which will help principals to increase the quality and quantity of arts and arts-integrated offerings, in order to improve student attendance, behavior, mental health, and academic achievement.</p> <p>GATE:</p> <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 research based instructional strategies in GATE,</p> <p>AND we educate all stakeholders on the impact of appropriate differentiation on student achievement and the identification of</p>

	<p>potential,</p> <p>AND we partner with administrators, principals, teachers, and parents to plan for increased and equitable gifted and talented educational opportunities,</p> <p>AND we communicate the structure and impact of GATE services in elementary and secondary to families and community members,</p> <p>THEN teachers will be able to provide high quality differentiated instruction to all students that incorporates student interests, needs, and abilities, which will help principals to increase the opportunity for potential to be revealed and identified in all populations of students.</p>
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1. Department Goals (Outcomes) 2020-21 (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>
<p>#1: By May, 2021, we will address disparity in GATE demographics by examining equitable identification processes and support services, consistent with current research and scholarship, to identify potential in underrepresented groups. With an equity lens, we will examine and adapt our tools for alternative identification. We will focus efforts on teacher and administrator professional development in the use of the tool, GATE characteristics, and pedagogy for underrepresented populations.</p> <p>#2: By May, 2021, 14 #artslead teachers will have engaged in a PLC to build capacity in our PUSD arts curriculum and instructional practices in the five art</p>	<p>-Updated Secondary Review documentation</p> <p>-Convening of Equity Focus Group</p> <p>-increase of 5% in PD hours for teachers and administrators</p> <p>-teacher surveys</p> <p>-student survey</p>	<p>-Secondary Reviews completed 20-21: 100 (unduplicated students)</p> <p>-10 hours of collaboration with equity focus group</p> <p>Total teacher PD hours 2019-20 (outside contract hours): 1,007</p> <p>Goal 2020-21: 1,100</p> <p>Baseline (Oct 2020):</p> <p>Black/AA: 5.4%</p> <p>EL/RFEP/IFEP: 24.7%</p> <p>Latinx: 34.6%</p> <p>SSD: 33%</p> <p>Identification Goals 21-22:</p> <p>Black/AA: 11%</p> <p>EL/RFEP/IFEP: 30%</p> <p>Latinx: 40%</p> <p>SSD: 40%</p> <p>-Each teacher completes 30 hours of</p>

<p>forms in order to share best practices with their school community. The implementation of these practices will have a positive effect on attendance, social emotional connection, engagement, and content attainment.</p> <p>#3 By May 2020, elementary and secondary music teachers will build capacity in music technology systems with the implementation of online tools for recording, mixing, notation, composition, and sight reading. The implementation of these programs, along with small group sectional lessons, will equitably support the musicianship and social emotional connection of our students during distance and hybrid learning.</p> <p>#4 By May, 2021, we will support secondary teachers in inquiry based instruction in order to build capacity in arts integrated healing informed practices. This collaboration will support the creative elements of our senior defense and graduate profile, and improve student attendance and engagement.</p>	<p><u>-teacher implementation log</u></p> <p>-percent interaction in music technology platforms -portfolio of student work</p> <p>-teacher surveys (creative Wellbeing PD & Artist Residencies) -student survey at end of project -portfolio of student projects</p>	<p>activities as arts lead: collaborative planning, professional development, co-teaching, etc.</p> <p>1200 MusicFirst accounts Goal: 70% interaction from students Quaver music accounts for all 3-5 grade Goal: 30% interaction outside of regular music class</p> <p>7 secondary H/SS & Science teachers participating in Artist Residencies Goal: 100 secondary teachers participate in Creative Wellbeing Monday Modules</p>
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<p>2. Department Actions for 2020-21(E) <i>What will we do in 20-21 to achieve our goals and meet our targets?</i></p>	<p><i>Will this take additional resources to do in 21-22?</i> <i>Yes/No</i></p>
<p>#1: By May, 2021, we will address disparity in GATE demographics by examining equitable identification processes and support services, consistent with current research and scholarship, to identify potential in underrepresented groups. With an equity lens, we will examine and adapt our tools for alternative identification. We will focus efforts on teacher and administrator professional development in</p>	<p><i>Yes, in that we did not conduct universal screening in 2020-21, so we will need to universally screen 2nd and 3rd grade in 21-22.</i></p>

the use of the tool, GATE characteristics, and pedagogy for underrepresented populations.

Actions

- Monthly meetings of the GATE Equity Focus Group
 - Strategic continuous improvement process
 - Inquiry driven based on data and research
 - Attendance at PD (I-URGGE consortium)
 - Outcome: adaptation of secondary review process to include multiple pathways for identification
- Supporting key teacher attendance at CAG Fall Institute and State Conference
- Weekly communication on GATE PD opportunities via Academics Newsletter
- Completion of secondary review from 2019-20
- Cohort of 2nd grade teachers to gain certification through USC Course: Racial and Intellectual Equity in Gifted Education
- GATE Site rep meetings
- GATE parent Enrichment Evenings
- Resources for parents in Spanish on webpage

#2: By May, 2021, 16 #artslead teachers will have engaged in a PLC to build capacity in our PUSD arts curriculum and instructional practices in the five art forms in order to share best practices with their school community. The implementation of these practices will have a positive effect on attendance, social emotional connection, engagement, and content attainment.

Actions

- [#artslead collaborations/PD](#)
- Teaching artists (dance, theatre, visual arts) continue to develop curriculum and lessons and support PD
- A Mondays PD includes arts integration piece led by #artslead teachers
- Monday Modules include SEL + Arts PD for all elementary teachers, led by #artslead teachers or outside providers through Arts for Healing and Justice Network
- DAT/CAT meetings allow for community input and resources in curriculum (digital and traditional)
- PUSD ARTS course on Canvas provides distance learning options for all teachers (translation of written curriculum to online)

#3 By December 2020, elementary and secondary music teachers will build capacity in music technology systems with the implementation of online tools for recording, mixing, notation, composition, and sight reading. The

Some PD is paid through PEF donor fund.

Funding for part of program assistant supports data processing.

Same matching funds for Los Angeles County Arts Ed Collective Advancement Grant (\$25,000)

