

## **ESCONDIDO UNION SCHOOL DISTRICT**

### **Arts & PE Leadership Team Meeting Recommendations for Implementation of Strategic Plans for P.E. and Arts**

#### **Escondido Strategic Plan for the Arts and Physical Education**

All children are entitled by federal law to an education in the arts and physical education, which are core academic subjects. The state of California has a very clear set of standards in the arts and physical education to guide the implementation of a comprehensive curriculum.

#### **GUIDING PRINCIPLES**

1. Implementation of the California Arts and P.E. standards for students in the district with quality and depth ensures attention to excellent education.
2. Equity across sites, classrooms and groups of students ensures all children have access to the Arts and P.E.
3. Creating a balanced, teacher friendly program enables buy-in.
4. Implementation of programs and curriculum with an emphasis on sustainability will ensure a future for Arts and P.E. in the district.
5. Leadership, vision, and creating a school culture that values arts and P.E. play a significant role in the success of the strategic plan.

#### **STRATEGIC PRIORITIES AREAS of FOCUS**

1. **Policy**
2. **Coordination**
3. **Professional Development**
4. **Partnerships**
5. **Equipment and Resources**

## ESCONDIDO STRATEGIC PLAN FOR PHYSICAL EDUCATION

### **Policy:** Issues for discussion, reflection, and future action

- Limit class size at middle school (Per staffing allocation/master schedule, when schedule permits)
- Improve student safety via curriculum and professional development
- Increase daily student activity (per District Wellness Policy)
- Include P.E. representation in District Wellness Policy
- Implement existing District Wellness Policy under Nutrition Education and Physical Activity goals, i.e.:
  - a. Daily recess and /or physical education class,
  - b. Student safety during physical activity
- Implement existing district Wellness Policy with regard to Physical Education and Activity Guidelines:
  1. Physical Education should be based on physical education content standards and should include the following:
    - a. Full inclusion of all students
    - b. Maximum participation and ample practice opportunities for class activities
- Initiate P.E. BTSA support and mentoring
- Develop strategic plan for sustainability

### **Coordination:** actions and role for liaison at each site

- Assess needs at each school
- Act as cheerleader
- Coordinate P.E. activities on site
- Develop community awareness such as Parent nights, Newsletter, Lessons of the week
- Ensure student access to arts and P.E. (Special Education (GATE, ELL, AVID))
- Meet with district leader 4 times per year
- Be “keeper” of equipment at site including After school equipment sign-in/sign-out
- Screen information for P.E. workshops
- Initiate separate Middle School Liaison meetings to coordinate MS needs
- Distinguish MS Liaison from Department Chair
- MS Liaison acts in cooperation with “big picture” in district

## **Professional Development**

- SPARKS for elementary sites
- Middle school P.E. teacher conferences/workshops (TBD)
- Movement dance at elementary sites (TBD)

## **Partnerships**

- Boys & Girls Club (more communication)
- City of Escondido (continuing soccer & additional sports)
- High school district facility usage
- Look to new partnerships with models from other school sites
- Bring in speakers and demonstrations
- Explore partnerships with businesses
- Education Foundation for additional opportunities and funding
- Explore partnerships for elementary sites

## **Equipment and resources**

- Wrestling mats (MS)
- Pits/mats (MS)
- Storage bins
- Portable sound systems
- Projectors/LCD (MS)
- DDR/Hopsports (MS)
- Motor labs (Adapted PE)
- Additional equipment for new sport units (ex. Badminton)
- Soccer goals
- Elementary sites include equipment with SPARKS training

## **ESCONDIDO STRATEGIC PLAN FOR VISUAL AND PERFORMING ARTS**

### **Policy: Issues for discussion, reflection, and future action**

- The visual and performing arts standards is articulated throughout the educational system – K-8, and always referred to as core curriculum per state and federal mandates
- Arts disciplines are authentically integrated into other curricular areas whenever possible
- Assessment as a component of the curriculum will show evidence of the students' ability to identify, create, describe, compare, analyze, interpret and evaluate their own work and the work of others in relation to the arts standards
- Teachers at all grade levels, support staff, parents and others who provide instruction in the arts receive professional development that is focused on strategies for delivering a standards-based arts education program
- The district coordinates the arts program by providing leadership, vision, planning and resources
- The visual and performing arts program provides students with opportunities to attend exemplary exhibits and experience live performances
- The visual and performing arts program and curriculum are enhanced through relationships with artists and artistic resources throughout the community
- All principals will attend Visual and Performing Arts Standards 101
- All principals will support the additional training needs of the Arts liaison (June or August 2008)
- All principals will work with the Arts liaison at his or her site during the school year to provide on-going staff development in the arts
- VAPA goals and the allocation of site funds to support the goals will be addressed within the SSP (Single Site Plan) for Student Achievement

### **Coordination**

#### **Art Liaison (site) Roles and Responsibilities**

- Meet with district coordinator four times per year
- Coordinate activities for the professional development of classroom teachers
- Communicate activities, special events, workshop possibilities, and current research with classroom teachers/principals/District Office/Community Resources
- Include and/or coordinate professional development to include staff and parent groups

- Communicate with music teacher on site
- Work with Coordinator to inform school about community events, and inform community about school events
- Work with and inform parent groups about arts events and needs

## **Professional Development**

- Classroom teachers K-5
- VAPA teachers K-8
- Principals
- Arts liaisons
- Parent volunteers/docents/TOPS

## **Partnerships**

- Build programs together with CCAE, CIYAC, and CSUSM and include these partners in liaison and/or music teacher meetings
- Create committed partnerships with other local arts partners
- Explore partnerships with high school districts and put into place a unified curriculum according to VAPA standards
- Explore more partnerships with arts partners willing to come into school sites

## **Equipment and Resources**

### **Music**

- Instruments
- Mobile sound systems for each elementary school music teacher (technology-based: Ipod, web-based music library)
- Central music library (printed material and audio resources)
- Updated CD duplicating system with label-creating capabilities
- Pursue the need for rolling mobile carts for the elementary school music teachers
- Instrumental music risers that could be shared district wide

### **Drama (preliminary)**

- Portable sound equipment, wireless stage microphone units
- \*Develop a central costume library
- \*Develop a central script library
- \*Costume racks, could be kept centrally
- Sets and props

\*Materials may be housed at school sites with the development of a central information system at the district level.

## **Visual Arts**

- Assess need for kilns
- Assess need for additional LCD projectors and laptops in anticipation of more technology-based access to viewing of visual art
- Assess need for district wide art resource library
- Prints, books, easels, drying racks
- Presentation display panels
- Textbook complement per site

# ESCONDIDO UNION SCHOOL DISTRICT

## Arts & PE Leadership Team Meeting Dates and Participants

### Meeting Dates

#### Visual & Performing Arts

December 18, 2006  
January 29, 2007  
March 12, 2007  
April 23, 2007  
April 30, 2007  
May 10, 2007  
June 22, 2007

#### Music/Dance

December 18, 2006  
January 29, 2007  
March 26, 2007  
June 22, 2007  
April 30, 2007  
May 10, 2007

#### Physical Ed.

December 18, 2006  
January 29, 2007  
March 5, 2007  
April 25, 2007  
April 30, 2007  
June 21, 2007

### Leadership

Ron Jesse, Arts Coordinator  
SDCOE

Brenda Jones, Assistant Supt.  
Educational Services

Dr. Merryll Goldberg, Assoc. Professor  
Visual and Performing Arts, CSUSM

Paula Pendell, Coordinator  
Extended Learning Support

### Participants

#### Visual & Performing Arts

Janice Arcaro  
Libby Campbell  
Michelle Cavassa  
Kim Comes  
Lori Fisher  
Tomoko Kuta  
Terrilynn Quick  
Laura Rader  
Katie Raggazi  
Ron Smith  
Donna Tabone  
Ana Marie Velasco  
Mary Walsh

#### Music/Dance

Rick Ausby  
Susan Banning  
Pat Bavender  
Jack Brooks  
Ildiko Demeter  
Jeannette Gonzalez  
Becky McCaslin  
Debi Pellkofer  
Steve Rumbold  
Leila Sackfield  
Beth Tabor  
Mel Takahara  
Patty Truman

#### Physical Ed.

Rachel Brawdy  
Nickie Hudson  
Paul Kwiatkowski  
Ken McFadden  
Tim O'Brien  
Julie Rich  
Kristin Stehly