



**ABC PROJECT**

# Arts in Basic Curriculum

SC Arts  
Commission

SC Dept of  
Education

Winthrop  
University

# Arts Education Strategic Planning Manual

This document is meant to serve as a resource for current and prospective ABC sites in the strategic planning process. Please contact ABC Project Director Christine Fisher **before** beginning the strategic planning process.

This edition developed for

**Arts Education Leadership Institute 2014**

**Developed for the ABC Project  
South Carolina**

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## INTRODUCTION

In his book titled Strategic Planning for America's Schools (1988), Bill Cook describes strategic planning as “an effective combination of both process and discipline which, if faithfully adhered to, produces a plan characterized by originality, vision, and realism.” He continues as follows:

*The discipline includes the vital ingredients of the plan itself; the process is the organizational dynamic through which the vital ingredients are derived. Both the discipline and the process are aimed at total concentration of the organization's resources on mutually predetermined measurable outcomes.*

It is from this perspective that Arts Education Strategic Planning Teams will approach the planning process. A strategic arts education plan should serve as a guide toward the development and implementation of a quality arts education program, which offers the promise of meeting the needs of all students at all levels of the instructional process. The plan should be grounded in the overall educational philosophy and should be consistent with the primary mission of the district or school.

The manual is designed to support the strategic planning process model displayed on the next page. A series of worksheets will guide participants through the planning process. The manual is structured to serve as the basis of planning team deliberations and to facilitate attainment of consensus on major plan components. Specifically, agreement must be reached with regard to the following:

- The significant challenges facing arts education in the district or school
- The arts education philosophy of the district or school
- The district's or the school's mission with regard to arts education
- The district's or school's vision for arts education
- The district's or school's long-term arts education goals
- The specific strategies by which the district or school will work toward the designated goals

These five features, each of which is defined on the page following the process model, will form the basic structure of the plan. Comprehensive action plans, to be developed in the latter stages of the process, will address key issues related to priority activities, schedules/timelines, leadership responsibilities, and associated costs. An outline of procedures/methods by which progress will be evaluated will complete the strategic arts education plan.

Crucial to a successful planning effort is the strategic planning team. This group should include broad-based representation, not only from the educational community, but from the larger, external community as well. It is recommended that planning team composition include district and school administrators, district- and school-level arts educators, parents, students, community leaders, community arts representatives, and business/industry leaders. Planning team participants must understand the responsibility demanded by the process, must be willing to devote significant time and energy to the effort, and must have as their primary focus an interest in moving the district or the school forward in the area of arts education.

(This page revised February 2011)

# Strategic Planning Leaders

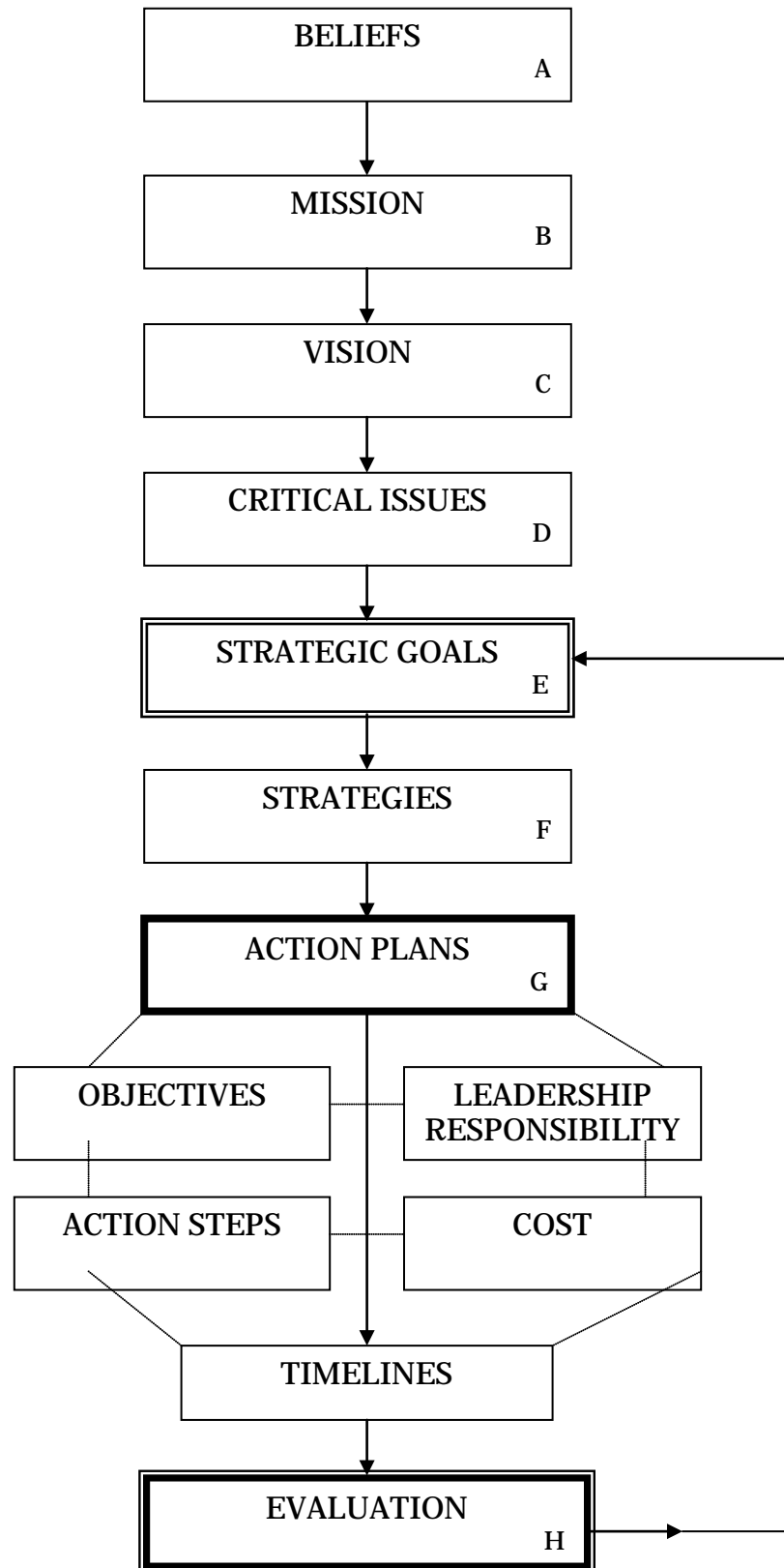
\*Making Strategic Planning Work

1. Understanding Context – Leaders need to appreciate the social, political, and economic history and recognize how best to balance these forces in a given context. They must also have an intimate knowledge of their organization in order to make sense of it in relation to broader context.
2. Understanding the people involved – Leaders should understand the people who are involved in strategic planning AND implementation, including themselves. They should develop and appreciation of the rich diversity of these people as well as their commonality for this is the heart of leadership. Such strength enables people to focus on what matters to them, balance competing demands, maintain a sense of humor, and find courage to take risk, explore difficult issues and new strategies, and pursue what might be unpopular causes.
3. Sponsoring and championing the process – Leaders should have enough prestige, power and authority to commit the organization to strategic planning and hold people accountable. They model the kind of behavior they hope to get: reasoned, diligent, committed, enthusiastic, good spirited pursuit of the common good. They keep the process on track and push, encourage, and cajole the strategic planning team through any difficulties.
4. Fostering Collective Leadership – When strategic planning is successful, it is a collective achievement. Many people contribute to its success, *sometimes leading, other times following*.

\*From “Leadership Roles in Making the Strategic Planning Work.” (Chapter 11) *Strategic Planning for Public and Nonprofit Organizations*: By John M. Bryson and Barbara C. Crosby. (1995) Jossey-Bass Publishers.

This page added April 2003

## Strategic Arts Education Planning Model



## **Strategic Arts Education Plan Definitions and Features**

### **A. Arts Education Beliefs (Philosophy)**

Formal expressions of the district's or school's beliefs and values regarding arts education

### **B. Mission**

A description of the purpose of the district's or school's arts education program stated in results-oriented terms

### **C. Vision**

A description of what the district's or school's arts education program should look like in 2009 and beyond. Vision statements should address instructional objectives, quality, and delivery systems as well as the relationship of the arts to other curricula areas and the community

### **D. Critical Issues**

The collection, organization, and synthesis of critical data regarding the strengths, weaknesses, problems, and opportunities related to arts education and to the factors which are likely to affect arts education efforts

### **E. Strategic Goals**

Statements of the district's or school's long-term (3-5 years) arts education goals for students stated in results-oriented terms

### **F. Strategies**

Statements of the initiatives through which the district or school strategic goals will be met stated in "concrete" language and in measurable terms

### **G. Action Plans**

Detailed descriptions of the actions required to implement respective strategies, including priority activities, schedules/timelines, leadership responsibilities, and associated cost

### **H. Evaluation**

A description of the procedures and methods by which progress toward strategic goals and action plan objectives will be regularly assessed and monitored

## Strategic Arts Education Plan Worksheet # 1 ... Planning Timeline

Steps	Ref. Model Cell	Ref. Worksheet	Ref. Page	Leadership	Target Completion Dates
1. Appoint Planning Team					
2. Conduct Planning Team Orientation		1	6		
3. Finalize Beliefs (Philosophy)	A	2	7		
4. Finalize Mission Statement	B	3	8		
5. Formulate Vision	C	4	9		
6. Identify Critical Issues	D	5	10 11		
7. Template for developing Strategic Goals	E		12		
8. Finalize Goals	E	6	13 14		
9. Finalize Strategies	F	7	16		
10. Finalize Action Plan <i>See Example Page 17</i>	G	8	16		
11. Finalize Evaluation Procedures <i>See Example Page 17</i>	H	9	16		

# Beliefs

## Strategic Arts Education Plan: Worksheet #2

Use this worksheet to finalize the philosophical beliefs that will guide the strategic arts education plan for your district or school. The final set of beliefs will include the common beliefs identified by participants and may include beliefs already agreed upon by the school or district.

### Examples

#### We Believe...

- ▶ Arts education nurtures the creativity and imagination of every child.
- ▶ Arts education is basic to a quality education.
- ▶ The arts and arts infused approach to learning promote meaningful connections between the curriculum, the child and the world.
- ▶ The arts bring people together in enriching experiences that provide positive recognition to the individual, the school, and the community.
- ▶ Arts infused curriculum provide the opportunity to combine physical, intellectual, and emotional skills encompassing the multiple intelligences while encouraging diversity to achieve the most comprehensive education.
- ▶ Since the arts are integral to comprehensive education, opportunities must be available for K-12 students to access the arts, creating a life-long appreciation.

-from drafts from South Carolina schools or districts

### We Believe ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Mission

## Strategic Arts Education Plan: Worksheet #3

Use this worksheet to finalize the mission statement for the arts education program for your district or school. The arts program mission statement should be compatible with and should support your school and your district primary mission statements.

### Examples

#### The Mission of:

- ... is to provide instruction that will promote lifelong appreciation, understanding, creative expression and active participation in the arts for all students.
- ... in collaboration with home community, is to provide an artistically challenging and integrated educational environment for all students which will develop understanding and support for lifelong involvement in the arts.
- ... is to reveal a passion for learning, accommodate differences , teach appreciation and stimulate creativity and imagination in and through the arts
- ... is to provide a dynamic environment where students will be motivated to become caring, interested, responsive and productive individuals through the arts.
- ...is to provide an artistically enriched educational environment in which children can explore, discover, express, create, and succeed.

- drafts from South Carolina schools or districts

### District or School Mission Statement

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### District or School Arts Program Mission Statement

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# Vision

## Strategic Arts Education Plan: Worksheet #4

Use this worksheet to finalize the components of the ideal arts program for your district or school. Your vision should address the question: "What should the arts program look like in 2009 and beyond?" Consider all program components including:

- Instructional objectives
- Instructional quality
- Instructional delivery systems
- Relationship to other curriculum areas
- Relationship to community arts organizations and services

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### Arts Program Components ... 2020 and Beyond

Examples:

- The physical structure meets the needs of the programs, gallery
- There will be a strings program
- All instructional programs are supported by appropriate technology
- Develop a totally arts infused-curriculum
- Parents, educators and community work together in a true partnership to educate all students

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_





## **A Template for Goal Setting**

Setting goals requires careful selection of broad based elements under which priorities for visions are set. Goal statements, like the mission statement, must be broad enough to allow for implementation of strategies and activities that will accomplish the visions. Each step of this process must be tempered by beliefs established, must be cognizant of assets and limitations and must be systematic in the design of evaluation indicators.

### **Arts Education Strategic Plans often contain goals in the following general areas:**

- A. Arts as a part of the general education (basic education) of all students
  - a. Arts as disciplines by specialists in all four arts disciplines
  - b. Arts infusion, integration, thematic units etc.
  - c. Curriculum development
  - d. Staffing, to include artists in residency program
  
- B. Understanding and support of arts education within the school and community
  - a. Advocacy
  - b. Community involvement
  - c. Community support, etc.
  
- C. Facilities and Materials
  - a. Arts classrooms
  - b. Performing venues
  - c. Galleries
  - d. Budget for equipment and consumables
  
- D. Staff Development
  - a. For the non arts teachers, about arts infusion
  - b. For specialists, to both teach the disciplines and serve as consultants for generalists
  - c. For artists, through the artists in residency programs
  
- E. School reform issues
  - a. Improving academic achievement in all subjects
  - b. Accenting and addressing a variety of learning styles
  - c. Addressing the multiple intelligences theory
  - d. Improving the school ecology/environment
    - i. Student and teacher attendance
    - ii. Reducing office referrals

# Strategic Goals

## Strategic Arts Education Plan: Worksheet #6 ...

Use this worksheet to draft and finalize the strategic goals of the arts program in your school or district. The goals should represent major long-term objectives (five years out), should be measurable, and should support your district's art program mission statement.

For reference, record your Arts Program Mission Statement here:

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### Examples

- I. To develop a comprehensive fine arts program through an aligned and sequential curriculum.
- II. To establish, through advocacy and arts education, a positive relationship with the arts among school leaders, teachers, parents, students and the community.
- III. To implement quality professional arts development for arts specialists, classroom teachers and staff
- IV. To implement quality professional development opportunities in the arts for both arts specialists and classroom teachers.
- V. To create a well-equipped school facility to deliver the arts curriculum and standards to serve the students and serve the community.

-drafts from South Carolina schools and districts

### Your Strategic Goals:

I.

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II.

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III.

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IV.

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V.

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**Strategies**  
**Strategic Arts Education Plan: Worksheet #7**  
**(Duplicate this page)**

Use this worksheet to record strategies, which support each strategic goal. These strategies will serve as the basis for action plans. Use one sheet per goal.

**Goal #** \_\_\_\_\_

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**Strategies:**

A.

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B.

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C.

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D.

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**ACTION PLANNING FOR EACH STRATEGY and EVALUATION FOR EACH ACTION STEP**

**WORKSHEET # 8**

Use one sheet for each STRATEGY

Goal # \_\_\_\_\_ (I)

**Goal Statement:**

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**Strategy: # (1)** \_\_\_\_\_

<b>Action Steps</b>	<b>Leadership</b>	<b>Completion Date</b>	<b>Cost</b>	<b>Funding Source</b>
A.				
B.				
C.				
D.				
E.				

**Evaluation:**

<b>Indicators of Success</b>	<b>Date Reached</b>
A.	
B.	
C.	
D.	
E.	



***Example \* Example \* Example***

**Goal II: Establish, through advocacy and arts education, a positive relationship with the arts.**

**Strategy: # 3: Develop and utilize community artists and resources.**

<b>Action Steps</b>	<b>Leadership</b>	<b>Completion Date</b>	<b>Cost</b>	<b>Funding Source</b>
A. Develop an electronic list of community arts volunteers with contact information	Community Volunteer (List name of person)	Fall 2014	\$100 for copying	ABC Grant
B. Update list annually	Community Volunteer (List name of person)	Every Fall	None	N/A
C. Two arts assemblies per year utilizing community artists	Arts teachers and principal	Spring 2016 Annually	\$200	ABC Grant
D. Plan and implement an annual School Arts Night	Grade Level Chairs and Arts Teachers	Fall 2018	\$500	Arts Grants and Partnerships
E. One Artists in Residence in school	Principals and arts teachers	Spring 2017 Annually	\$2,000	Arts Grants
F. Visual arts displays within the community	Art Teacher and Community Leader	Fall 2017		General Fund and Arts Grants

***Example \* Example \* Example***

**Evaluation:**

<b>Indicators of Success</b>	<b>Date Reached</b>
A. Electronically published list of volunteers	
B. Copy of revised list sent to all faculty	
C. Programs and evaluation documents from arts assemblies held	
D. Schedule of School Arts Night and parent evaluations	
E. Contract for services rendered, programs and evaluations, and/or student- work	
F. Display area in place and in use	

Manual Last Updated June 17, 2016