

Strategic Arts Plan

Garvey School District

Providing premier education in a 21st century learning environment to develop tomorrow's responsible leaders.

The development of a Strategic Arts Education Plan is a partnership between
Los Angeles County - Arts Education Collective and Garvey School District

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Garvey School District Vision, Mission and Arts Policy

Garvey Vision Statement

Providing a premier education in a 21st century learning environment to develop tomorrow's responsible leaders.

Garvey Mission Statement

The students of the Garvey School District will learn academic skills, moral and ethical values and a respect for diversity that will enable them to be life-long learners and productive members of a global society.

Garvey Arts Education Statement

The Garvey School District recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The District believes that a comprehensive arts education program must be an integral part of the basic education offered to all students in all grades.

LA County Arts Commission & Arts Education Collective

In 2002, the Los Angeles County Board of Supervisors established the *Arts Education Collective* to align efforts across the region with the mission of ensuring that LA County's 1.5 million public school students receive a quality and well-rounded arts education by expanding teaching and learning, and building political and public will.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates, with Strategic direction guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. <https://www.lacountyartsedcollective.org/>

Our collective impact approach addresses complex challenges by coordinating the efforts of diverse stakeholders around our common goal. Collective partners stimulate cross-sector dialogue that leads to well informed, field-driven strategies for promoting system-wide progress on advancing arts education. Arts Ed Collective staff and coaches work with school districts to build infrastructure to increase quality, quantity and equity of the arts instruction in schools.

California Declaration of All Students Rights to Equity in Arts Learning

Los Angeles County is the largest and most diverse county in the Country. To further the County's commitment to arts, culture, and diversity, today the Board of Supervisors passed a motion, co-authored by arts advocates Supervisors Sheila Kuehl and Hilda L. Solis, to become the first municipality in California to adopt and establish the State of California's *Declaration of Rights of All Students to Equity in Arts Learning*.

The Declaration of Rights of All Students to Equity in Arts Learning was drafted by California's statewide arts education coalition, known as CREATE CA, and outlines the rights of all students to a high-quality arts education regardless of race, culture, language, religion, national origin, place of residence, socioeconomic, or legal status. Today's motion makes these rights applicable to the County, which includes every student's right to arts learning, arts participation, and arts educators. The full Declaration can be read at <http://www.createca.net>

Arts Education Collective – 5-Year Strategic Arts Plan

In Winter/Spring 2018 Garvey School District developed a 5-year strategic arts plan to assess and grow their current TK-8 Arts instruction, aligned with the District's mission and strategic plan. In partnership with two coaches from the Los Angeles County Arts Ed Collective, the District organized an Arts Team with representation from a variety of stakeholders, teachers, administrators, and community members. The Arts Team met seven sessions from January through May 2018. In the 2018-2019 school year, the 5-year strategic arts plan was refined and updated based on the input from the Visual and Performing Arts (VAPA) teachers and administrators, including the Superintendent and principals, and under the guidance of the coach from the Los Angeles Arts Ed Collective.

The Garvey Arts Team followed a guiding question towards the development of an Arts Vision:

In 5 years if all things were possible, what do we want to see in place as a result of our Strategic Arts actions?

The Garvey Arts Vision developed by the Garvey Strategic Arts Team include the following key elements:

- Ongoing Effective + Collaborative VAPA Professional Development
- Dedicated Learning + Program Facilities
- Optimal State of the Art Resources
- Engaged + Supportive Community
- Equitable and Focused Student Engagement
- Fulltime dedicated VAPA Coordination
- Sustainable Funding Sources
- Professional Enrichment Opportunities
- District + Community Wide Arts Showcasing
- Rigorous + Relevant Arts Curriculum
- Specific + Strategic VAPA Scheduling

The Garvey Arts Team identified **STRENGTHS** the District can build on and **CHALLENGES** it may face as it moves towards its Vision

Strengths	Challenges
<p>Allies at all District levels District commitment to Strategic Arts Plan VAPA support from District Superintendent Temple Intermediate School has a 10-year legacy of buy-in towards VAPA Garvey Education Foundation Support Local Kiwanis support</p> <p>Middle Schools (MS) added 7th period for student VAPA access Established and quality MS curriculum and staff MS provides opportunities for students to expand VAPA learning Good reputation for preparing student for HS Theater and Music State of the Art District Auditorium</p> <p>Increased adequate VAPA staffing Music and Visual Art at TK8 Passionate and dedicated VAPA teachers Desire to collaborate amongst VAPA staff</p> <p>Passionate students School Community Coordinators assist language interpretation with parents</p>	<p>Declining enrollment and funding District impediments to valuing VAPA Inadequate facilities for program expansion Performance spaces too small for audience size Competing initiatives in District VAPA not valued as a core subject Garvey Community undervalues VAPA No Drama TK6 No Dance TK8</p> <p>VAPA program inequities across schools Some students forced into VAPA classes to fit schedules in MS Reactive scheduling of classes Limited VAPA enrichment opportunities No articulation/collaboration with local High Schools Limited communication and collaboration between VAPA itinerant teachers and classroom teachers *Limited curricular planning/alignment with VAPA across TK8 ES Schedule driven by Professional Learning Community *Class time is limited at each school *Elementary Schools have large class sizes *Students being pulled from VAPA classes for PLC at ES and MS</p>

*Challenges that have been addressed with significant progress in 2018-19

Strategic Directions: *“What creative and innovative actions can we take to address our challenges and move towards our vision?”*

Using the equation - *Quality Education = Content + Infrastructure + Sustainability*

Garvey Arts Team identified the following Strategic Directions and Key Goals:

<u>Strategic Direction 1</u>	<u>Expand and Sustain VAPA Programs – <i>Content</i></u>
Goal 1	Build Districtwide Cohesive Standards-based VAPA Curriculum
Goal 2	Showcase Student Work
Goal 3	Expand VAPA Resources and Marketing Strategies
<u>Strategic Direction 2</u>	<u>Prioritize VAPA as an Equitable Core Subject – <i>Infrastructure</i></u>
Goal 1	Strengthen Collaboration among VAPA Teachers
Goal 2	Strengthen Articulation Across all District Schools
Goal 3	Coordinate Consistent VAPA Class Scheduling at each school
Goal 4	Expand Staffing in all VAPA areas
<u>Strategic Direction 3</u>	<u>Sustain Support for All VAPA Programs – <i>Sustainability</i></u>
Goal 1	Promote Valuing of VAPA Within District
Goal 2	Ensure Adequate VAPA Funding within District
Goal 3	Develop Partnerships from outside District

PHASE I/YEAR 1 – 2018-2019 *Implementation of actions and tasks*

Strategic Direction: 1. Expand and Sustain Arts Programs – *Content*

Year 1 Actions	June-August Tasks	August-December Tasks	December-March Tasks	March-June Tasks	Point Persons & Budget	Measurable Outcomes
1. Build Districtwide Coherent, Standards-Based VAPA Curriculum at all schools	VAPA Teachers plan scope and sequence and develop lesson plans based on State Standards.	Elementary VAPA teachers implement Art and Music curriculum for Grades 2-6 at all schools.	-----> Develop an Evaluation Tool/Protocol to collect feedback from students, teachers, and administration.	Elementary Art and Music teachers assess quality and effect of Year 1 curriculum. Use findings to refine curriculum (with lesson plans and materials) for Year 2 (2019-2020).	Elementary VAPA Teachers Team Budget: \$10,000 (3-day Professional Development)	Elementary VAPA teachers develop Grades 2-6 curriculum,
2. Create Mid-Year and Year-End VAPA Showcases		Develop an implementation plan for Showcases (including locations, materials, personnel, budget, and promotion)	Inform all teachers of specifics for Showcase selections. Present Mid-Year Showcase.	Assess Mid-Year Showcase. Present Year-End VAPA Showcase.	VAPA Teachers District and School Administration Budget: \$3,000	Mid-Year and Year-End VAPA Showcase Events
3. Advertise Garvey Concert through Local Community to Grow VAPA Appreciation		Form a Committee to research and contact performing artists and the use of Garvey Auditorium	----->	----->	VAPA Committee Budget: \$1,000	Completed Concert research and development

Strategic Direction 2. Prioritize VAPA as an Equitable Core Subject – <i>Infrastructure</i>						
Year 1 Actions	June-August Tasks	August-December Tasks	December-March Tasks	March-June Tasks	Point Persons & Budget	Measurable Outcomes
1. Develop Articulation between Elementary & Middle School	Develop a TK-8 VAPA Teacher collaboration meeting schedules (e.g., Districtwide Professional Development Days)	Meet to collaborate and share curriculum Scope and Sequence for all VAPA teachers.	Plan a continuum of VAPA instruction for grades 2-8 at all schools.	----->	VAPA Teachers	TK-8 VAPA Teacher Collaboration Schedule Articulation Plan (Grades 2-8)
2. Establish Consistent Collaboration Structure for Elementary VAPA Teachers	Establish a collaboration meeting schedule for: monthly Elementary VAPA teachers meetings and Elementary/Middle VAPA teacher meetings	Implement, assess and revise	----->	----->	VAPA Teachers	Monthly VAPA Teacher Meetings
3. Develop an Elementary VAPA Schedule to maximize quality instruction at all schools	Develop an Elementary VAPA schedule with input from VAPA teachers and administrators.	Implement schedule	Assess effect of Elementary VAPA schedule at February Districtwide Professional Development.		Superintendent VAPA Teachers	Elementary VAPA Class Schedule
4. Establish Consistent Skill Level Criteria for MS VAPA Student Assessment and Placement	Elective MS VAPA teachers meet principals to formulate new structure for student VAPA placement	----->	----->	----->	MS VAPA Teachers MS Principals	New Criteria for VAPA student placement
3. Provide VAPA Facilities/Spaces for instructional, performance, and storage purchases		Identify needs in facilities/spaces and develop an action plan.	Implement identified action steps.		Superintendent Principals VAPA Teachers	New VAPA facilities/spaces (if necessary)






Strategic Direction: 3 Garner and Sustain Support for All VAPA Programs – <i>Sustainability</i>						
Year 1 Actions	June-August Tasks	August-December Tasks	December-March Tasks	March-June Tasks	Point Persons & Budget	Measurable Outcomes
1. Identify and Allocate Funding to VAPA Needs		VAPA Teachers and administration develop a list of VAPA resources and budget needed for the school year. Submit request to District administration.	District administration identifies and allocates funding with the use of LCFF and/or grant funds.		VAPA Teachers District Administration	VAPA Budget & Allocation
2. Strengthen and Expand Current Relations with Current Community Partners	Assign partner liaison or sub-committee to partner relations	Assess success and challenges of current partnerships	Develop a plan to strengthen and expand current partnership.	Make initial contacts with each current partner.	VAPA Partner Liaison or Subcommittee Current Partners	Community Partners Relations developed
3. Seek new Community Partners and Sponsors		Research to identify new community VAPA partners and sponsors	Assess ongoing VAPA resources and budget needs at each school	Assess capacity of new VAPA partners and sponsors to meet VAPA needs	VAPA Partner Liaison or Subcommittee New Partners	Community Partner and Sponsor Needs assessed

PHASE 2 & 3/YEARS – 2019-2023 *Implementation of actions and tasks*

Strategic Direction 1: Expand and Sustain VAPA Programs – *Content*

Goals	Phase 2 – 2019-2021 Action/Tasks	Phase 3 – 2021-2023 Action/Tasks	Point Persons & Budget	Measurable Outcomes
1. Revise VAPA Curriculum to align with New State Arts Standards (2019)	<p>VAPA teachers attend professional development on new State Arts Standards.</p> <p>Begin to revise VAPA curriculum to align with new State VAPA standards and identify appropriate resources and materials.</p>	Finalize and fully implement the new VAPA curriculum	<p>VAPA Teachers</p> <p>District VAPA Administrator</p>	Revised VAPA Curriculum
2. Showcase Student Work	<p>VAPA teachers revise the implementation plan of the VAPA Showcase events based on assessment findings of Year 1 Showcase. The plan includes the schedule, program, types of student work display and performances, logistics, personnel, and budget.</p> <p>Present Mid-Year and Year-End Showcases.</p> <p>Conduct assessment and use findings to revise the implementation plan for the following year.</p>	Continue to refine and improve VAPA Showcase.	<p>VAPA Teachers</p> <p>District VAPA Administrator</p> <p>Budget: \$2,000</p>	Annual Mid-Year & Year-End Showcase Events
3. Expand VAPA Resources & Marketing Strategies	<p>Advertise Spring Concert to parents for VAPA awareness & buy-in.</p> <ul style="list-style-type: none"> • Survey, assess parents to gauge interest and arts' relevance to them • Plan and schedule Spring Concert • Contact performing artists • Create procedures for outreach • Develop and distribute Concert Promotion <p>Present Spring Concert</p>	<p>Explore partnerships with visiting artists in classrooms.</p> <p>Explore STEAM and TEAL opportunities.</p>	<p>VAPA Teachers</p> <p>District VAPA Administrator</p>	

Strategic Direction 2 – Prioritize VAPA As an Equitable Core Subject – <i>Infrastructure</i>				
Goals	Phase 2 – 2019-2021 Action/Tasks	Phase 3 – 2021-2023 Action/Tasks	Point Persons & Budget	Measurable Outcomes
1. Explore Staffing Increase in all VAPA Areas	<p>Explore possibility of hiring a VAPA TOSA (based on availability of funding)</p> <ul style="list-style-type: none"> * Outline job descriptions * Assess feasibility <p>Explore possibility of VAPA staffing increase (based on availability of funding)</p> <ul style="list-style-type: none"> • Assess and document need to expand • VAPA staffing. • Assess and identify fiscal resources. 	Implement staffing plan based on availability of funding	<p>District Administration</p> <p>Budget: TBD</p>	Staffing Increase Plan
2. Strengthen Articulation at All District Schools	<p>Develop relationships with local High School District in all VAPA areas</p> <ul style="list-style-type: none"> • Examine avenues of communication • between Alhambra and Garvey School Districts in all VAPA areas • Initiate contacts and develop relations • Share plan with Alhambra USD at inter-district VAPA meeting 	<p>Develop relationships with local High School District in all VAPA areas</p> <ul style="list-style-type: none"> • Calendar regular articulation meetings • Pursue feasibility of implementing joint MS/HS performance presentations 	<p>District Administration</p> <p>VAPA Teachers</p> <p>Budget: TBD</p>	Consistent Articulation between MS and HS
3. Coordinate Consistent VAPA Class Schedules at each school	Continue to assess and refine Scheduling Structure of VAPA/PLC as determined by needs assessment	—————▶	VAPA Committee	Consistent VAPA class schedules at each school

Strategic Direction 3 – Sustain Support for All VAPA Programs – <i>Sustainability</i>				
Goals	Phase 2 – 2019-2021 Action/Tasks	Phase 3 – 2021-2023 Action/Tasks	Point Persons & Budget	Measurable Outcomes
1. Ensure Adequate VAPA Funding from District	Allocate funding to VAPA needs <ul style="list-style-type: none"> Continue to assess VAPA needs for LCFF funding and align VAPA Plan with LCAP goals. 		District Administration VAPA Teachers Budget: TBD	Consistent Funding to support VAPA needs
2. Promote Valuing of VAPA within District	Strengthen and Expand VAPA Awareness within District <ul style="list-style-type: none"> Educate teachers, administrators and staff on the State requirements for VAPA and on VAPA value for whole child education. Develop PD plan for all District staff 	Strengthen and Expand VAPA Awareness within District  Implement districtwide VAPA PD plan	District Administration VAPA Teachers Budget: TBD	Teachers, staff and administration value VAPA & whole child learning
3. Promote Valuing of VAPA in the Local Community	Strengthen and Expand VAPA Awareness in the Community <ul style="list-style-type: none"> Show appreciation and celebrate sponsors Provide documentation (photos/video/letters) of how contributions are being implemented Meet partners to promote continued growth Implement new goals & support 	Strengthen and Expand VAPA Awareness in the Community 	District Administration VAPA Teachers Budget: TBD	Consistent support from community partners and sponsors
4. Develop Partnerships from Outside District	Seek New Community Partners and Sponsors Identify and initiate new partnership opportunities Assess new partnerships for continued relations Deepen relations with new partners Research Grant Opportunities and Funding Partnerships Apply for Arts Education Collective – Advancement Grant Identify other Arts Grants and funding partnerships and develop funding proposals	Seek New Community Partners and Sponsors.  Pursue Grant Opportunities and Funding Partnerships 	District Administration VAPA Teachers Budget: TBD	Increased VAPA partnership and sponsorship in local community Consistent VAPA funding

Garvey School District

District Arts Team Members

*Co-Chair

NAME	POSITION	SITE	EMAIL
*Michael Drange	Music Teacher	Garvey Intermediate	mdrange@gesd.us
*Chris Spitler	Drama Teacher	Temple Intermediate	cspitler@gesd.us
Debbie Benevidez	Art Teacher	Temple Intermediate	dbenevidez@gesd.us
Tracey Willson	Art Teacher	Itinerant	tduey@gesd.us
Ann Mari Salas	Music Teacher	Itinerant	amsalas@gesd.us
Dr. Robert Boyd	Principal	Temple Intermediate	rboyd@gesd.us
David Alarcon	Principal	Garvey Intermediate	dalarcon@gesd.us
Gabriela Benitez	Principal	Sanchez Elementary	gbenitez@gesd.us
Bobbi Breusch	Former Board Member Kiwanis Club Officer	Rosemead Community	bobbreusch@charter.net
Anita Chu	Superintendent	Garvey School District	achu@gesd.us

Arts Education Collective Coaches

- Dorit Cypis (2017-2018)
- Jill Newman (2018-2019)

Consultation Team (2018-2019)

- VAPA Teachers
- Principals
- District Administration