



Glendale Unified School District

Five Year Strategic Arts Plan

2021-2026

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The Development of the strategic plan for arts education is a partnership between the LA County Department of Arts and Culture, Arts Education Collective and the Glendale Unified School District.

Glendale Unified School District Arts Education Background

Glendale Unified School District (GUSD) fosters creative expression through a district-wide comprehensive, sequential, standards-based art education program. Through multiple methods, GUSD strives to engage all students to demonstrate mastery of the visual and performing arts (VAPA) standards and connect art education to global learning for the 21st Century.

GUSD has strong community support for the exceptional elementary, middle, and high school VAPA programs. Community partners include the City of Glendale, Glendale Educational Foundation, The Music Center of Los Angeles County, Brand Library and Art Center, and Los Angeles Arts Collective. The middle/high schools have award winning music and theatre programs and many offer VAPA focused Career Technical Education pathways, including Hoover High School's Media Arts Academy which allows students to major in art while pursuing their high school diploma. 75% of GUSD high schools have dedicated space for art galleries including virtual galleries for use now. At GUSD Board of Education meetings, a regular "VAPA Shines" presentation highlights the great VAPA work at each school.










Elementary school teachers in Kindergarten - 3rd grade have access to a Visual Arts platform, Arts Attack. Arts Attack is a hands-on program that teaches elements and principles of art and drawing to give children tools to express themselves through art. Additionally, all elementary schools offer instrumental music in 4th - 6th grades. Twelve of 21 elementary schools provide additional arts programming, including the hiring of art/music teachers (8 schools) or the "Meet the Masters" program (5 schools). These additional opportunities are largely funded by parent foundations.

At Keppel Elementary, a VAPA Magnet, all students in kindergarten-5th grade participate in a high-quality program which promotes academic achievement and social competencies by infusing VAPA into the core curriculum. Keppel offers dance, theatre, music, and visual art experiences taught by resident artists to all students both as independent classes and as interdisciplinary subjects woven into core content areas.

Prior to COVID-19 school closures, teaching artists had been working with 38% of GUSD elementary schools. Innovations to support distance learning included a program to expand the reach of the Keppel VAPA Magnet's resident artists. Videos with high quality art instruction were created to be used throughout the district. All GUSD teachers and students (TK-6th grade) have been given access to weekly instructional videos in visual arts, music, dance, and theatre created by these artists

In January 2021, Glendale USD established an Arts Steering Committee to develop a new five-year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing TK-12 arts instruction across schools:

With the five year plan, the district strives to implement the following:

-  Persistent, equitable TK-12 arts alignment
-  Collaborative, authentic teacher-led professional development
-  A mindset that values arts as essential for learning and social-emotional development
-  Sustainable equitable ongoing funding and resources
-  Experienced, knowledgeable district leadership that advocates and coordinates TK-12 arts
-  Cross curricular arts integration
-  VAPA dedicated campus galleries and arts spaces
-  Supportive, informed parents and community
-  Real-world, industry ready career pathways

The committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

<p style="text-align: center;">Strengths <i>Momentum toward our vision</i></p>	<p style="text-align: center;">Challenges <i>Forces resisting our new direction</i></p>
<ul style="list-style-type: none"> ● District secondary instrumental festival ● Glendale Education Foundation (GEF) supports the arts ● Art nights, gallery openings, virtual gallery at GHS ● Partnership with Music Center ● Resident artist working with all elementary during distance learning ● Working professional artists as the educating instructors/mentors ● Arts Attack for grades K-3 ● Keppel’s arts instructional program (model for elementary) ● District secondary choral festival ● Community and district celebration of the arts ● Middle school and elementary instrumental honors groups ● Instrumental music for grades 4-12 ● Partnerships with neighboring movie studios ● VAPA shines – different schools highlighted) at every Board meeting ● Professional artists and musicians who live in the area ● CTE programs and funding for the arts ● Amazing arts teachers ● Partnership between Keppel-Toll-Hoover (working toward alignment TK-12) ● Administrative support at school sites ● Annual Glendale Block Party ● Brand library and art center collaboration with GUSD High Schools ● Art Gallery at Hoover ● Current professionals teaching CTE/VAPA programs ● Master Class opportunity for Keppel students and community ● Parents who support arts magnet 	<ul style="list-style-type: none"> ● Unbalanced support for areas other than the arts ● Outdated thinking about the arts ● More requirements for High School students to graduate ● Disjointed and outdated scheduling system (e.g. 6 periods instead of 7) ● Uncoordinated and confusing requirements (e.g. science and CTE) ● Competing priorities across elementary and secondary ● Subject matter based on graduation or college admission requirements under valued and unclear ● Inequitable resources amongst elementary schools ● Teachers are uninformed about existing resources ● Limited opportunities for establishing professional development in the arts for elementary

Review of the GUSD 2010 Visual and Performing Arts Strategic Plan

In looking to the future the GUSD committee reviewed the previous Five Year Strategic Plan to reflect on accomplishments, gaps and challenges the district encountered in implementing the plan. The reflection also took into account items the committee felt were important to keep in mind as they moved forward with developing a new plan.

What stands out to you about the plan?

Relies on district level coordination

2010 VAPA Goals and Priorities are Remarkably Similar to 2021

No funding sources were identified :(

That focus areas 3 & 4 are still relevant and crucial.

This plan mentions rubrics and assessments, which we have not specifically commented on.

Relies on external group to provide PD/lessons

10 years ago we were scrapping for resources

What goals and/or actions do you still see as being relevant today?

Standards-based/ leveled

Continued fine-tuning and alignment with current VAPA standards

We need to work with external partners

Most of the focus area 3 professional development goals are still critical but need to be realized. '

Someone needs to coordinate this at the District Level

What do you recognize as having been accomplished?

External Partners did work with at least some schools

They made a plan...

Things that happened that were not in the plan:

dual language immersion program has grown

resurgence of arts in city of Glendale which resulted in more funding

bought arts for all curriculum

I think the strength of the emergence of the CTE programs and specifically of AME in CTE has made major shifts

Keppel became an arts magnet

arts, media and entertainment in CTE has increased

Glendale foundation has given funding to arts

The flag program has grown

What was not addressed in this plan that you'd like to see moving forward?

Resource allocations from external funding sources/ organizations

Add levels to focus areas

Intern/ apprentice opportunities for high school students

Budget and Funding Sources

STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the committee reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGY: Build Systems of Coordination, Sustainability and Communication

- Goal: Create systems for coordinating and funding the arts
- Goal: Increase access and equity to arts instruction
- Goal: Increase visibility of the arts through strategic communication

STRATEGY: Implement Equitable, Culturally Relevant Arts Instruction TK-12

- Goal: Strengthen a VAPA/CTE connection
- Goal: Implement consistent, high-quality arts across all elementary schools
- Goal: Position the arts as a strategy for addressing social-emotional learning, cultural relevance and diversity
- Goal: Engage teachers in collaborative professional development and the sharing of resources

STRATEGY: Deepen and Build Relationships with Community Partners and Families

- Goal: Strengthen relationships with families and community
- Goal: Pursue and develop industry collaborations

**Phase I/Years 1-2 Implementation Plan
2021-2023**

Strategic Direction: Build Systems of Coordination, Sustainability and Communication

GOAL: Create systems for coordinating and funding the arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Expand the capacity of the Teaching and Learning team to support arts plan implementation	<input type="checkbox"/> As the Teaching and Learning team expands, assign arts implementation tasks and set up a communication system	District Admin	Staff time	-Arts plan goals are implemented and coordinated
Identify funding streams and sources - grants and categorical funding, Federal, State, Local (Ongoing)	<input type="checkbox"/> Reach out to community organizations <input type="checkbox"/> Research local, state and federal grant opportunities <input type="checkbox"/> Include arts programs in LCAP	District Admin	No cost	-Apply for and receive grant funding targeted to identified needs -Schools provided with equitable funds and resources

GOAL: Increase access and equity to arts instruction

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Inventory and identify needs and wants for various performing and visual arts programs TK-12	<input type="checkbox"/> Conduct community needs assessment (meeting forums within the district that includes the community) <input type="checkbox"/> Analyze feedback from needs assessment	District Admin	Potential release time	-Forums held in school communities -Teacher and community input gathered and analyzed -Identified needs per school site
<u>Elementary</u> - planned dedicated arts instruction <u>Secondary</u> - Explore and examine alternative scheduling	<input type="checkbox"/> Conduct needs assessment for elementary sites <input type="checkbox"/> Research alternative scheduling options (site visits)	District Admin	No cost	-Well articulated plan for VAPA instruction for all elementary students -School sites participate in process to explore schedule alternatives based on contractual site based management processes

Strategic Direction: Implement Equitable, Culturally Relevant Arts Instruction TK-12

GOAL: Implement consistent, high quality arts across all elementary schools

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create equitable access to high quality visual arts, dance, theatre and music opportunities at all elementary sites (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Identify priority Arts Standards for each grade band <input type="checkbox"/> Develop standards-based discrete units in four arts disciplines for each grade band <input type="checkbox"/> Develop a coaching model with VAPA lead teachers at each school <input type="checkbox"/> Identify funding sources and/or need to hire additional music, dance, theatre and visual arts resident artists 	District Admin	Grant funds	80% of teachers implementing discrete arts lessons

GOAL: Engage teachers in collaborative professional development and the sharing of resources

Professional Learning for TK-12 teachers (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Develop PD for classroom teachers in VAPA Standards, priority standards for elementary and for new units <input type="checkbox"/> Identify specific professional learning needs for secondary 	District Admin	Grant funds	Increased implementation of standards-based and equitable arts instruction
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GOAL: Strengthen a VAPA/CTE Connection

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
VAPA and CTE departments meet together to collaborate in developing a transparent communication plan for each school site in order to represent all programs equitably	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss the idea of CTE and VAPA departments collaborating <input type="checkbox"/> Carve out the time for administrators and counselors to meet and discuss the communication plan 	District Admin, designated site lead	Potential release time, other costs TBD	-Established ongoing teacher collaboration -Arts are integrated into one content area, one unit a year

Create lessons that integrate the arts into content areas for secondary	<input type="checkbox"/> Identify dates with principals <input type="checkbox"/> Plan cross department meetings between content teachers and CTE/VAPA teachers to increase collaboration <input type="checkbox"/> Identify time to collaborate with content teachers and arts specialists on arts integration	District Admin	Potential release time and PD provider costs	Increased integration between departments
Train secondary VAPA teachers in the new CA Arts Standards	<input type="checkbox"/> Create synchronous and Asynchronous PD opportunities <input type="checkbox"/> Identify PD provider and district resources to support delivering the PD	District Admin	Release time and PD provider costs	-Observed evidence of teachers implementing lessons aligned to the new CA Arts Standards - Documented lesson plans and new PD provider partnerships
GOAL: Develop/Implement curriculum, lessons, and instruction that addresses cultural differences and personal experiences				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Support teaching artists with delivering arts lessons that address social emotional learning and cultural relevance	<input type="checkbox"/> As lessons are created, incorporate strategies that target student SEL needs <input type="checkbox"/> Make lessons accessible to teachers (include in established lesson and/or resource bank, model or distribute at professional development sessions)	District Admin	Release time and grant funding	-Established lessons/resources for teachers to access - The arts being used as a pathway to deliver classroom SEL lessons
Strategic Direction: Deepen and Build Relationships with Community Partners and Families				
GOAL: Pursue and develop industry collaborations				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Link working professionals with various areas of the arts/CTE Pathways	<input type="checkbox"/> Identify committee members and create the process for linking professionals <input type="checkbox"/> Create a directory of partnerships with professionals across creative industries	District Admin	Staff time	-An established directory of working professionals in the creative industry

Create a marketing story about the importance of the arts in GUSD	<input type="checkbox"/> Outline responsibilities <input type="checkbox"/> Delineate needs for elementary and secondary <input type="checkbox"/> Get Board of Education approval <input type="checkbox"/> Hire individual to develop marketing tools	District Admin/Glendale Education Foundation	TBD	-Marketing and branding materials in place (brochures, website, posters, videos, etc.)
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GOAL: Strengthen relationship with families and community

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Implement Family Art Nights	<input type="checkbox"/> Identify school leaders for coordinating Family Art Nights or for marketing secondary arts activities	District and Site Admin	Site funding	-Elem: Family Art Nights implemented -Secondary: Families attending gallery shows and theatrical and musical performances

**Phase II/Years 3-5 Implementation Plan
2023-2026**

Strategic Direction: Build Systems of Coordination, Sustainability and Communication

GOAL: Create systems for coordinating and funding the arts

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Coordinate systems for sharing instructional arts resources across different subjects in elementary and secondary	<ul style="list-style-type: none"> <input type="checkbox"/> Outreach to VAPA teachers for ideas and resources <input type="checkbox"/> Research and compile findings on resources (ex: NAFME.ORG, etc) 	District Admin	Staff time	-Curated resources made widely available to teachers via webpages, newsletters and other methods
Investigate the idea of creating TOSA positions for VAPA (elementary and secondary) or advocate for creating a district level arts coordinator (PT or FT)	<ul style="list-style-type: none"> <input type="checkbox"/> Outline the responsibilities for coordination role (elementary and secondary) <input type="checkbox"/> Obtain School Board approval <input type="checkbox"/> Identify funding and set timeline for <input type="checkbox"/> implementing the position 	District Admin	LCAP	- TOSA's or a coordinator position is in place -Increased TK-12 VAPA communication and articulation
Apply for grants along with the Arts Ed Collective Advancement Grant	<ul style="list-style-type: none"> <input type="checkbox"/> Collection of grant application(s) RFP's <input type="checkbox"/> Mark grant planning cycle on calendars <input type="checkbox"/> Discernment of district ability to meet funding/reporting requirements <input type="checkbox"/> Explore use of an outside firm for grant submission 	District Admin	Staff time	-Completed grant applications -Awarded grants to support arts priorities
Research what neighboring or sister districts have done to achieve funding sustainability	<ul style="list-style-type: none"> <input type="checkbox"/> Create a list of which districts to reach out to <input type="checkbox"/> Decide on process of connecting with district (email, introduction via a connection in the district) <input type="checkbox"/> Build relationships with other Arts Ed Collective districts 	District Admin	Release time and staff time	-Data from research and newly identified funding streams

GOAL: Increase access and equity to arts instruction				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Build equitable access to art supplies, resources, musical instruments, equipment, etc.	<input type="checkbox"/> Research how organizations, businesses and programs get funding or supplies <input type="checkbox"/> Contact VAPA teachers to see what they have done in the past for ideas	District Admin	Staff time; other costs TBD	-All teachers have access to supplies and resources -Identified and sustainable funding earmarked for resources
Vertical Articulation - what do elementary students need to know and be able to do for success in MS/HS VAPA	<input type="checkbox"/> Cluster specific surveys to identify skills needed at each level <input type="checkbox"/> Collaboration among grade level teams to create scope and sequence for grade levels <input type="checkbox"/> Identify areas within the curriculum to infuse arts lessons	District Admin	Staff time	-Articulation plan/Scope and Sequence developed specific to each cluster identifying the skills to be taught to all students at each grade level
Identify minimum standards of what all schools have at each level (ES, MS, HS)	<input type="checkbox"/> VAPA TOSA(s) or coordinator identifies current programs and areas of need in collaboration with VAPA teachers in each cluster using the Arts Standards and Framework	District Admin	Staff time and release time	-Completed list of minimum standards
GOAL: Increase visibility of the arts through strategic communication				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create a district directory of all the arts programs, galleries, shows and community partnerships	<input type="checkbox"/> Establish whether directory is on website or a database that sites have access to <input type="checkbox"/> Set system for gathering directory content <input type="checkbox"/> Identify how the directory will be managed and shared across the district	District Admin	TBD	-Established directory made available to all school sites
Build out the VAPA section of the website (calendars, communication, resource bank, etc.) elementary and secondary	<input type="checkbox"/> Identify individual or sub-committee who will review and update website <input type="checkbox"/> Work with arts coordination to build calendar and gather content for resource bank <input type="checkbox"/>	District Admin	TBD	-Updated website

Strategic Direction: Implement Equitable, Culturally Relevant Arts Instruction TK-12				
GOAL: Implement consistent, high-quality arts across all elementary schools				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create equitable access to high quality visual arts, dance, theatre, and music opportunities at all TK-5 sites	<input type="checkbox"/> Promote the Keppel cross curricular arts units <input type="checkbox"/> Continue to develop standards-based discrete units in four arts disciplines for each grade band	District Admin	TBD	-Integrated arts units promoted and implemented -Discipline specific units created
GOAL: Strengthen a VAPA/CTE Connection				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create work-based learning opportunities for both VAPA and CTE	<input type="checkbox"/> Identify internship opportunities	District Admin	TBD	-Students engaged in industry internships
GOAL: Develop/Implement curriculum, lessons, and instruction that address cultural differences and personal experiences				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create culturally relevant resources and learning experiences	<input type="checkbox"/> Convene a team of teacher leaders <input type="checkbox"/> Outline and pool culturally relevant resources and develop lessons	District Admin	TBD	-Online bank of culturally relevant resources and lessons for teachers
GOAL: Engage teachers in collaborative professional development and the sharing of resources				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Build time in PD scheduling for elementary teachers to engage in VAPA PD/ or embed arts learning into existing PD	<input type="checkbox"/> Find internal or external PD providers <input type="checkbox"/> Identify best timing for delivering PD and implementing PD into existing PD <input type="checkbox"/> Develop content and PD focus	District Admin	Release time and PD provider costs	-Teachers will attend VAPA-focused PD and implement new strategies

Strategic Direction: Deepen and Build Relationships with Community Partners and Families				
GOAL: Pursue and develop industry collaborations				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Initiate a fundraising process for honorariums	<input type="checkbox"/> Design the fundraisers (district-wide and/or school site) <input type="checkbox"/> Formalize how to distribute funds equitably to all schools	District and site admin	Release time and planning time	-Sufficient funds are available annually -Allocations available for every program (equity and consistency)
Legitimize partnerships by creating a marketing profile	<input type="checkbox"/> Formalize the partnerships <input type="checkbox"/> Develop the materials	District Admin	TBD	-Marketing materials for the partnerships established -Formal agreements that are advertised on websites
Create and build out career opportunity internships, etc. (HS)	<input type="checkbox"/> Tap into expertise of VAPA CTE Specialists <input type="checkbox"/> Address how to prepare students for potential opportunities <input type="checkbox"/> Coordinate with the CTE department for possible student internships and build student awareness of opportunities <input type="checkbox"/> Market opportunities <input type="checkbox"/> Enroll HS Counselor in the effort	District Admin	TBD	-Students participating in meaningful internships
GOAL: Strengthen relationship with families and community				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Begin community-wide rollout of GUSD marketing strategies	<input type="checkbox"/> Disseminate across district, school sites and community	District Admin	TBD	-Full launch of branding campaign
Create a list of potential partnerships (careers, arts organizations, businesses)	<input type="checkbox"/> Identify point person to coordinate <input type="checkbox"/> Tap into the expertise of the VAPA Department Chairs <input type="checkbox"/> Survey the elementary schools to gather data regarding partnerships	District Admin	Staff time	-Compiles list of partners and documentation meetings and communication -Engagement with new partners

APPENDIX

Vision Workshop Documentation
Strategic Directions Workshop Documentation


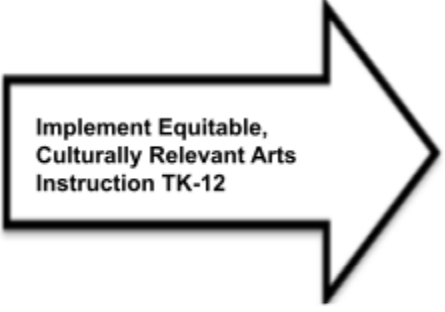

Glendale Unified School District – Vision Elements

January 21, 2020

What do we want to see in place in five years as a result of our actions?

Persistent, equitable TK-12 arts alignment	Collaborative, authentic, teacher-led professional development	A mindset that values arts as essential for learning and social-emotional development	Sustainable, equitable ongoing funding and resources	Experienced, knowledgeable district leadership that advocates and coordinates TK-12 arts	Cross curricular arts integration	VAPA dedicated campus galleries and arts spaces	Supportive, informed parents and community	Real-world, industry ready career pathways
<p>All elementary schools (ES) offer all 5 disciplines</p> <p>Resident artists/arts specialists in ES</p> <p>All ES have art teachers</p> <p>Sequenced curriculum from K-12</p> <p>Direct connections to including ALL arts programs (not just animation) to movie studios (Disney, Pixar, etc.)</p> <p>All 4-5 arts disciplines taught at all levels</p> <p>Multiple years in HS</p> <p>HS honors groups (like orchestra)</p> <p>Secondary schools: 7 period day to open access to arts</p> <p>HS magnet for the arts</p> <p>Connections from K-HS</p>	<p>More opportunities for district-wide collaboration between teachers and students</p> <p>More PD for teachers (art/music related)</p> <p>PD for general education teachers to integrate hours</p> <p>Collaboration between elementary, middle, and HS art departments</p> <p>PD for teachers to integrate</p> <p>District showcase for all arts (at the Alex?)</p> <p>Consistent feeder pattern by collaboration</p>	<p>Arts viewed with legitimacy as a core class</p> <p>Increased VAPA HS graduation requirement (1-2 yrs) for all students</p> <p>More opportunities for arts classes (7 period/day)</p> <p>Significance of arts understanding school wide</p> <p>Respect for VAPA</p> <p>Accountability to include quality of work/growth over time</p> <p>Access for all</p>	<p>Fully funded arts program</p> <p>Funding</p> <p>Systemic funding and management</p> <p>Adequate funding including FTE</p> <p>District budget for elementary art supplies, materials, and teachers</p> <p>Equitable access for resources across schools</p>	<p>VAPA coordinator</p> <p>District department leadership</p> <p>GUSD Vision</p> <p>District arts coordinator</p>	<p>Arts integrated into content areas in elementary</p> <p>Cross curricular projects – 1 theme per grade</p> <p>Arts infused not extra</p> <p>Art informs form and function (critical thinking)</p>	<p>State of the art facilities and resources</p> <p>Dedicated performance/gallery spaces on each campus in the district</p> <p>Improve secondary facilities/classrooms</p>	<p>Parent/community/sibling night art classes</p> <p>Parent support and participation</p> <p>Community outreach and involvement with community professionals</p>	<p>Real world application and exposure to careers in arts</p> <p>More field trip opportunities /real world experiences</p>

Strategic Directions Workshop

<p>Create Systems for Coordination and Funding the Arts</p> <ul style="list-style-type: none"> • VAPA Coordinator manages and creates strategies for addressing competing priorities, and communicating available resources, funding and support for VAPA • VAPA Coordinator provides or identifies PD, ensures equity, oversees district plan and advocates for programs • Coordination system for sharing arts instruction across different subject areas • Resource allocations from external funding sources • Create a funding pool for HS VAPA programs • Research what neighboring or sister districts have done to achieve funding sustainability • Initiate connections and network with community groups to unearth additional funding resources • Arts Coordinator to have counseling background 	<p>Increase Access and Equity to Arts Instruction</p> <ul style="list-style-type: none"> • Vertical Articulation - what ES students need to know and be able to do for success in MS/HS VAPA • Minimum standards of what all schools have at each level (ES, MS, HS) • Explore alternative schedule for secondary (7 periods) • Explore different scheduling alternatives to maximize access to arts programs <p>Increase Visibility of the Arts through Strategic Communication</p> <ul style="list-style-type: none"> • Create a district directory of all of the arts programs, galleries, shows and community partnerships • Build out the VAPA section of the website (calendars, communication, resource bank, etc.) ES, MS, HS 	 <p>Build Systems of Coordination, Sustainability and Communication</p>
<p>Strengthen a VAPA/CTE Connection</p> <ul style="list-style-type: none"> • Encourage VAPA teachers to become CTE certified • Make Toll and Hoover an Arts Magnet • Too/Hoover Magnet - arts integration schoolwide • Intern/apprentice opportunities for HS students • Enhance the VAPA graduation requirements to connect with CTE in order to lead towards career readiness. Make it inclusive. Remove CTE Grad requirement <p>Develop/Implement Curriculum, Lessons, and Instruction that Address Cultural Differences and Personal Experiences</p> <ul style="list-style-type: none"> • Create arts integration that addresses SEL • Develop and implement art therapy classes for students with special needs 	<p>Implement Consistent, High Quality Arts Across All Elementary Sites</p> <ul style="list-style-type: none"> • All elementary students have access to music and visual arts • Create a strategic plan for elementary that is culturally relevant and responsive Communicate and expand Arts Attack at elementary • Create grade level videos in each discipline • Use Keppels resident artists plan as model for the district • Identify essential arts standards for TK-6th grade students • Have arts teachers/specialists model lessons in elementary classrooms <p>Engage Teachers in Collaborative Professional Development and the Sharing of Resources</p> <ul style="list-style-type: none"> • Build time in PD scheduling for elementary teachers to engage in VAPA PD/or embed arts learning into existing PD • Provide PD in arts integration/Arts & SEL • Teacher swapping to support building capacity, share resources and lessons (utilize secondary teachers) • Offer stipends to teachers to support other teachers 	 <p>Implement Equitable, Culturally Relevant Arts Instruction TK-12</p>
<p>Strengthen Relationship Around the Arts with Families and Community</p> <ul style="list-style-type: none"> • Create a district RFP process for school/community/businesses partnerships - for resources and student opportunities, i.e. apprenticeships and/or speakers • Build partnerships with outside arts organizations • Family Arts Activities 	<p>Pursue and Develop Industry Collaborations</p> <ul style="list-style-type: none"> • Fundraise for honorariums for speakers, etc. • Launch advisory committees that link working professionals with the various focus areas of the arts in order to strengthen PD offerings and maintain industry relevance • Create/build out career opportunities, etc. (HS) 	 <p>Deepen and Build Relationships with Community Partners and Families</p>