



# **Green Dot Public Schools Visual and Performing Arts Education Plan**

In an effort to more fully integrate arts education into the educational experience for students in Green Dot Schools, the Community Arts Team (CAT) has prepared the following arts plan.

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## Green Dot Guiding Principles

### **Mission**

Green Dot's mission is to transform public education in Los Angeles and beyond so every student can graduate prepared for college, leadership and life.

### **Background**

Unique in the nation for a major charter management organization, Green Dot is proving that it can achieve better student outcomes with the same student population, lower per pupil funding than the district and a unionized workforce. We are the leading charter school operator in Los Angeles and one of the top three largest in the nation.

The U.S. Department of Education has featured Green Dot as a national leader in school turnarounds, and we are the only charter school operator in the country to lead the turnaround of a 3,000-plus student high school.

### **Green Dot's Core Values**

Our underlying belief is that all students can go to college. Green Dot's success is rooted in five core values that form the basis of our schools' commitments to their students and guide everything we do.

1. An unwavering belief in all Student's Potential  
*All students can be successful learners.*
2. Passion for Excellence  
*All challenges can be overcome through commitment and passion.*
3. Personal Responsibility  
*We take responsibility in our lives to drive accountability for our actions.*
4. Respect for Others and the Community  
*We respect others in our daily interactions.*
5. All Stakeholders are Critical in the Education Process  
*We have proven that young adults receive the best education when all stakeholders make a genuine effort to participate in the education process.*

## Practical Vision

**Focus Question: *If all things are possible, what would Arts Education look like in Green Dot Schools in three years from now?***

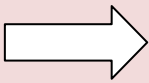
Consistent, Goal-Driven Professional Development that Builds Capacity through Collaboration and Interdisciplinary Practices	Rigorous, Standard-Based, Sequential Arts Curriculum	Active Outward Engagement Connects Schools to Wider Creative Community	Highly Qualified and Empowered Teaching Used in Innovative Ways	Arts as a Vehicle for Critical Thinking and Problem Solving Skills in Preparation for College Opportunity and Leadership in Life	Commitment to Provide Resources
<p>More (intentional) professional development</p> <p>Framework for collaborative professional development across Arts as well as other content areas</p> <p>Arts, sciences &amp; language co-teaching opportunities</p> <p>Infrastructure for Art classes &amp; program</p> <p>Professional development</p> <p>Interdisciplinary professional development to integrate arts teaching techniques across content areas</p> <p>Consistent professional development</p> <p>Goal-driven professional development that moves toward something</p>	<p>Consistent elements of Arts Curriculum across Green Dot</p> <p>Rigorous practice</p> <p>Literacy/writing (common core)</p> <p>Rigorous assessment</p> <p>Aligned curriculum</p> <p>Green Dot unpacked standards – clearly matched curriculum across grade levels with real world applications</p> <p>We had continuity across grade levels</p> <p>More awareness of the value of Arts</p> <p>Collaboration among classrooms across Green Dot</p>	<p>Community involvement</p> <p>Communication (colleagues and families)</p> <p>Integrated field trips – museums, theatre, place-based inspiration</p> <p>Celebration of student Art</p> <p>Creative portfolio – vertically built (interdisciplinary)</p> <p>Established community partnerships</p> <p>Center for the community</p> <p>Integrated after-school programming</p>	<p>Arts teachers rotational residencies or visiting workshops</p> <p>Hired a leader who has demonstrated content mastery and organizational skills</p> <p>We hired well qualified teachers in each of the 5 disciplines</p> <p>Building support teacher-admin-Green Dot (i.e., for sustainability)</p> <p>Malleable enough to continue working toward goal</p> <p>Informed about bigger picture</p>	<p>College knowledge skills in problem solving and critical thinking</p> <p>Opportunities in place for arts careers education</p> <p>Adaptive</p>	<p>We invested in dedicated facilities (studios, theatres)</p> <p>Integrated vision with clear activities and expected outcomes that can win funding – private and public</p>

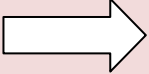
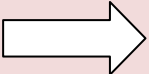
## Green Dot Current Reality

<b>Green Dot Arts Education STRENGTHS:</b>	<b>Green Dot Arts Education CHALLENGES :</b>
<p><b>Specific Arts Programs/Staff Provided:</b></p> <ul style="list-style-type: none"> <li>• Fine art and drama at Animo Ralph Bunch</li> <li>• Muralist at Animo Pat Brown</li> <li>• Drama program at Jackie Robinson</li> <li>• 14 art teachers (approximately 1 per high school)</li> <li>• Locke has a drama club</li> <li>• Middle school drama</li> <li>• Drama class at APW</li> <li>• Visual/performing arts for all students A-G</li> <li>• Animo Venice has an A.P. program</li> <li>• Locke has a music program and drill team</li> <li>• Beauty Brains Art Club APW drumming</li> <li>• Film-making at Animo Watts</li> <li>• Locke has a digital arts course</li> <li>• Digital media arts at Venice</li> <li>• Animo Venice has multiple arts teachers</li> <li>• Fine arts at Venice</li> <li>• Locke has a fine arts class</li> <li>• AP Visual Arts at Venice</li> <li>• Congenial arts instructors</li> </ul> <p><b>Availability of Resources, Supplies, Facilities and Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Auditorium stage/lighting, sound booth, dressing rooms at Henry Clay Learning Complex (APW/AW)</li> <li>• Theater at Locke</li> <li>• Connections to mobile film class for filmmaker experience</li> <li>• Resources</li> </ul> <p><b>National Standards – Arts are Core:</b></p> <ul style="list-style-type: none"> <li>• Passion for writing across the curriculum</li> <li>• Creative writing APB</li> <li>• Standards based A-G course and enrichment class</li> </ul> <p><b>Talented and Creative Students:</b></p> <ul style="list-style-type: none"> <li>• Creative resourceful innovative desirous students!</li> <li>• Beautiful art and talented students</li> <li>• Creative problem solving</li> </ul> <p><b>Team and Networking:</b></p> <ul style="list-style-type: none"> <li>• Team</li> <li>• The right people on our new team</li> </ul> <p><b>Support for Arts :</b></p> <ul style="list-style-type: none"> <li>• Clubs: after school programs that support arts</li> </ul>	<p><b>Specific Arts Programs/Staff Provided:</b></p> <ul style="list-style-type: none"> <li>• Arts liaison to integrate non-profit resources/organizations</li> <li>• Visual art classes for Music Science students</li> <li>• No creative writing at Locke</li> <li>• Ballroom dancing</li> <li>• More than 1 administrative staff with arts background... until next year</li> <li>• Music education</li> <li>• Arts leadership</li> <li>• Director of arts education</li> </ul> <p><b>Availability of Resources, Supplies, Facilities and Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Proper facilities for teaching visual arts at several schools</li> <li>• Enough professional development for art educators</li> <li>• Appropriate materials</li> <li>• Various professional development</li> <li>• Working musical instruments at Locke</li> <li>• Consistent funding across organization</li> </ul> <p><b>Pathways/Opportunities for Students:</b></p> <ul style="list-style-type: none"> <li>• Multiple pathways</li> <li>• Multiple opportunities to take fine arts courses</li> <li>• Students identified as “Gifted in visual arts” P.A.</li> <li>• Green Dot lacks a vertical art pathway for students (i.e., ME – HS, Intro – AP)</li> <li>• No college level rigor in arts course at Locke</li> </ul> <p><b>Creation of and Communicating Vision:</b></p> <ul style="list-style-type: none"> <li>• There have been no school site Education Directors that emphasize VAPA skills and techniques for other content teachers to visualize</li> <li>• An ambitious and innovative vision</li> <li>• Overarching arts vision as part of Green Dot education</li> <li>• Common understanding of the value/importance of arts</li> </ul> <p><b>National Standards – Arts are Core:</b></p> <ul style="list-style-type: none"> <li>• Aligned arts curriculum</li> <li>• Standard assessment across courses</li> <li>• Professional development for core teachers to integrate visual arts content into curriculum</li> </ul> <p><b>Movement:</b></p> <ul style="list-style-type: none"> <li>• Consistency</li> </ul> <p><b>Networking:</b></p> <ul style="list-style-type: none"> <li>• Cross-network scope and sequence</li> </ul>

<p><i>These are <b>STRENGTHS</b> of the group...</i></p>	<p><i>These are some of the <b>BENEFITS</b> of achieving our vision...</i></p>
<ul style="list-style-type: none"> <li>• In/out of classroom experience collectively</li> <li>• Level of commitment</li> <li>• Diversity</li> <li>• Vast capability</li> <li>• Solution oriented</li> <li>• Familiar with High performance</li> <li>• Collaborative</li> <li>• We're Green Dot!</li> <li>• All here for a reason</li> <li>• Shared vision</li> <li>• Funding sources/available</li> </ul>	<ul style="list-style-type: none"> <li>• Drives outcomes in other disciplines</li> <li>• Open future opportunities</li> <li>• For all - benefitting everyone</li> <li>• Prepared students for 21<sup>st</sup> century</li> <li>• Preparation for common core</li> <li>• Access greater community: college, work, leadership</li> <li>• Driving community partnership</li> <li>• Building new model</li> <li>• Sustainability</li> <li>• Placing best opportunities in front of kids</li> <li>• Replicable</li> <li>• Process itself is a hallmark</li> </ul>
<p><i>These are some of our <b>WEAKNESSES</b> of the group...</i></p>	<p><i>These are some potential <b>DANGERS</b> of achieving our vision...</i></p>
<ul style="list-style-type: none"> <li>• Overthinking</li> <li>• Many commitments</li> <li>• Become paralyzed</li> <li>• Different locations = more opportunity for misunderstanding</li> <li>• Over-concern for being "realistic"</li> <li>• I don't know what I don't know</li> <li>• Concern for carrying the flag forward</li> <li>• How well we know each other</li> <li>• Group does not include students/parents</li> </ul>	<ul style="list-style-type: none"> <li>• When we leave this room people will say we can't...naysayers</li> <li>• Starts then goes away – loses momentum</li> <li>• Mishandling earliest communication</li> <li>• Articulation of Arts to school sites that is not well-received</li> <li>• Missed opportunities</li> <li>• "Green Dot is telling us to do yet another thing"</li> <li>• Differences between sites</li> </ul>

## 3 Year Strategic Directions for Green Dot Schools

<p><b>Aligning Systems and Creating Structures for Sustainability</b></p> 	<p><b><i>Building capacity for strengthening and integrating Arts</i></b></p> <ul style="list-style-type: none"> <li>• Begin to address professional development for upcoming school year</li> <li>• Administrative training – Arts related</li> <li>• 1 professional development at each school site lead by Arts teacher</li> <li>• Empower Arts teachers to lead professional development “critical thinking”</li> <li>• Give appropriate strategies that integrate Art into other disciplines at Green Dot Days with adequate follow up</li> <li>• Reserve and source the time and expertise for Arts professional development at Green Dot Days</li> <li>• Offer 1 day resource exchange within an Arts discipline &amp; do some precision partnering over the FY 2013 summer</li> <li>• High quality teaching</li> <li>• Intentional professional development</li> </ul>	<p><b><i>Develop strategy, messaging, strategic plan for CAT communication effectively to create buy-in</i></b></p> <ul style="list-style-type: none"> <li>• Plan on-going meetings</li> <li>• Develop CAT group communications channels</li> <li>• A communication structure and frequency for the CAT</li> <li>• Strengthen communication amongst &amp; support for Art teachers through Green Dot Days professional development “build grassroots support”</li> <li>• An agreed upon timing and language for communicating CAT within Green Dot</li> <li>• System to market to current VAPA teachers</li> <li>• Sharing between school sites &amp; communication on regular basis</li> <li>• Develop school site communications &amp; messaging strategy – consistent &amp; aligned language</li> <li>• Challenge - preconceptions preemptive of strategy</li> <li>• Make 1 initiative welcoming &amp; highly visible</li> <li>• CAT Team resource download</li> <li>• Facilitation at each campus fundraising at school site identifying resources needed/gaps – know our assets</li> </ul>	<p><b><i>Building infrastructure that supports strategic plan</i></b></p> <ul style="list-style-type: none"> <li>• Revisit – Define job descriptions for the Art disciplines</li> <li>• Reserve multiple Green Dot school field trips to arts location (ex. The Getty) &amp; communicate to students that they’re doing a common Arts unit that culminates with a peer students Art study at the field trip</li> <li>• Integrate Arts into current &amp; tech data tools (Connect, Tableau, Data Director)</li> </ul> <p>Established leadership and awareness from Home Office</p>
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<p style="text-align: center;"><b>Strategic Partnerships – Funding and Programmatic</b></p> <p style="text-align: center;">c</p> 	<p><b>Researching and planning successful models (external)</b></p> <ul style="list-style-type: none"> <li>• Research post-secondary VAPA programs and career areas</li> <li>• Research community outreach/ opportunities</li> <li>• Reach out to other CMOs that have strong Arts</li> <li>• Learn from best-practices elsewhere: local, national, and beyond</li> </ul>	<p><b>Forging timely &amp; programmatic partnerships</b></p> <ul style="list-style-type: none"> <li>• Partnership with Art college programs with end goal in mind</li> <li>• Criteria/focus on relationships with partners</li> <li>• Develop an outside (or multiple partner) to create pressure &amp; drive priorities forward</li> <li>• Strategic partnerships download CAT Teams resource access (prioritize for contact, possible integration, include all Arts teachers)</li> <li>• Community partnerships drive forward energy</li> <li>• Research opportunities post-secondary VAPA programs &amp; career areas</li> <li>• Research community outreach/ opportunities</li> <li>• Develop unified vision story to win funding early</li> <li>• Research funding opportunities &amp; proposal schedule</li> <li>• Develop brand/marketing motives narratives for funders/stakeholders</li> </ul>		
<p style="text-align: center;"><b>Develop Rigorous Arts Curriculum &amp; Programming</b></p> 	<p><b>Illustrating success in Arts</b></p> <ul style="list-style-type: none"> <li>• Green Dot travelling exhibit</li> <li>• Match 1 celebrity figure with each school as a creativity ambassador</li> <li>• Student &amp; teacher Art walls of Home Office</li> <li>• Pilot at ASLA Year 1- Student Art showcase drama/fine arts at each school leading to Green Dot wide showcase</li> <li>• District-wide Art gallery</li> <li>• Revive &amp; reimagine the music program at Locke High School (money, 1 teacher, instrumentals)</li> <li>• Showcase student artwork at a central location within each cluster</li> </ul>	<p><b>Assessing and collaborating existing Art programming at Green Dot (internal)</b></p> <ul style="list-style-type: none"> <li>• Map VAPA teacher supports (track what's in place)</li> <li>• Develop roll out schedule and benchmarks</li> <li>• Survey arts teachers to access offering</li> <li>• Gather a baseline</li> <li>• Collect data from fine arts teachers</li> <li>• Arts in Green Dot – courses/grade level, vertical &amp; horizontal (who do we have, what do they teach)</li> <li>• Identifying TCRP +/- overall &amp; by VAPA subject</li> <li>• Learn from best practices elsewhere, local national &amp; beyond</li> <li>• Reach out to CMOs that have strong Arts</li> </ul>	<p><b>Engaging students as stakeholders in their own education (and the Arts)</b></p> <ul style="list-style-type: none"> <li>• Create forums for student, parent, community input</li> <li>• Survey/assess student demand (what classes can/should we offer, student voice)</li> <li>• Encouraging and collecting student voice on demand for Arts/creativity (compensation, surveys, experience, online platform)</li> <li>• Cultivating talent with Art constraints</li> <li>• Career path incorporation</li> <li>• Art opportunities for students</li> </ul>	<p><b>Developing programming and curriculum</b></p> <ul style="list-style-type: none"> <li>• Determine the outcomes for each cluster for Year 1 based on the data from the baseline</li> <li>• Develop a more consistent assessment tool</li> <li>• Student assessment standards</li> <li>• Determine “power” standards”</li> <li>• Create a work team to develop curriculum map</li> <li>• Inventory current standards-based Art curriculum in use at Green Dot and create alignment and integrate with core subject statistics (ex., Visual Art &amp; Geometry, Drama &amp; English Language Arts)</li> <li>• Develop scope &amp; sequence that is aligned to standards (with common core)</li> <li>• Receive practices in the discipline</li> <li>• Year-long diary</li> <li>• Cross-curriculum plan</li> <li>• Develop integrated-aligned curriculum</li> </ul>

## Green Dot Strategic Directions Action Plan

Committee	Quarter I July – Sep 2013	Quarter II Oct – Dec 2013	Quarter III Jan – Mar 2014	Quarter IV April - June	Indicators of Success
<p><b>Aligning Systems and Creating Structures for Sustainability</b></p> <p><i>Yuliya, James, Todd</i></p>	<p>Offer 1-day resource exchange within an arts discipline &amp; do some precision partnering over the FY13 summer</p> <p>Admin training Arts related</p> <p>Revisit/define job descriptions for the Art disciplines</p> <p>Help recruit high quality</p> <p>Building capacity to ask the right questions</p> <p>Established leadership &amp; advancement from Home Office</p> <p>Develop school site communications &amp; messaging strategy – consistent &amp; aligned language</p> <p>Tools for collaborative teacher-owned Arts programming</p> <p>Begin to address professional development for upcoming school year</p> <p>Reserve &amp; source the time &amp; expertise for Arts professional development at Green Dot Days</p>	<p>Give appropriate strategies that integrate Art into other disciplines at Green Dot Days with adequate follow up</p> <p>Strengthen communication amongst &amp; support for Art teachers through Green Dot Day professional development – “build grassroots support”</p> <p>System to “market” to current VAPA teachers</p> <p>Make 1 initiative welcoming &amp; highly visible</p>	<p>1 professional development at each school site led by an Arts teacher</p>		<p>1 professional development at each school site led by an Arts teacher</p> <p>Messaging &amp; strategy articulated</p> <p>Create calendars, documents &amp; CAT schedule on Connect</p>



<p><b>Strategic Partnerships – Funding and Programmatic</b></p> <p><i>Chame, Douglas</i></p>	<p>Strategic partnerships download CAT Team’s resource access (prioritize for contact, possible integration, include all Arts teachers)</p> <p>Secure 1<sup>st</sup> Partnership done</p> <p>Research community outreach/opportunities</p> <p>Research post-secondary VAPA programs &amp; career areas</p> <p>Assets &amp; gaps assessment</p>	<p>Learn from best-practices elsewhere: local, national and beyond</p> <p>Reach out to other CMOs that have strong Arts</p> <p>Partnership with art college programs with end goal in mind</p> <p>Criteria/focus for relationships with partners</p> <p>Develop unified vision story to win funding early</p> <p>Budget for needs/programming</p> <p>Ensure list of needs/resources &amp; existing programs &amp; gaps are stated</p>	<p>Learn from best-practices elsewhere: local, national and beyond</p> <p>Reach out to other CMOs that have strong Arts</p> <p>Partnership with art college programs with end goal in mind</p> <p>Research funding opportunities &amp; proposal schedule</p> <p>Develop brand/marketing narratives for funders &amp; stakeholders</p>	<p>Develop an outside (or multiple) partner to create pressure &amp; drive priorities forward</p>	<p>Secure our founding (initial) funding &amp; program partners</p> <p>How many proposals submitted/conversation held</p> <p>Partner stewardship structure in place</p>
<p><b>Develop Rigorous Arts Curriculum &amp; Programming</b></p> <p><i>Vanessa, Jodi, Peter, Nancy</i></p>	<p>Map VAPA teacher supports (track what’s in place)</p> <p>Survey Arts teachers to assess offerings</p> <p>Gather a baseline</p> <p>Identifying TCRP +/- overall &amp; by VAPA subject</p> <p>Create a work team to develop curriculum map</p> <p>Arts in Green Dot, courses/grade level, vertical &amp; horizontal (who do we have, what do they teach)</p> <p>Determine “power” standards</p> <p>Receive practices in the discipline</p>		<p>Encouraging &amp; collecting student voice focused on demand for arts/creativity (composition, surveys, expression, online platform)</p> <p>Developing scope &amp; sequence that is aligned to standards (with common core)</p>	<p>Create forums for student, parent, community input</p> <p>Develop a more consistent assessment tool</p> <p>Curriculum completed</p> <p>Students display of artwork</p>	<p>Deepen &amp; refine curriculum &amp; scope of project (“building city of our mini towns”)</p> <p>Student &amp; teacher arts on Walls of Home Office</p> <p>Pilot at ASLA – Student art showcase drama/fine Arts at each school leading to Green Dot wide showcase</p> <p>Baseline completed</p> <p>Curriculum completed</p> <p>Student display of artwork</p>

## ***Parking Lot & Next Steps***

### **Suggested Next Steps:**

1. Soft copies for Dropbox/emailed to team
2. Send fund development team resources created for resource development and donor tracking
3. Documentation details

### **Next Steps Planning:**

1. Calendar and connect
  - Green Dot Days on Wednesday from 4:30 – 6:30pm - 9/11, 9/25, 10/21, 11/20, 2/26, 3/24, 5/21, 1/13 & 2/5) CAT requested to revisit dates
  - Suggestion earlier time from 8am to 10am (more productive)
2. Personal responsibilities
3. Recruitment and support suggestions for consideration included:
  - Everyone brings one person in
  - Representation from both School sites (18) and Clusters (31)
4. Documented/draft plan in 2 weeks
5. Meeting follow up to give feedback on plan before June 30<sup>th</sup>
6. Plan to board

## ***Follow Up Planning Meeting on 6/24/13***

Attendance: Aja Howell, Lisa Crawford, Megan Quaile, and Annette Gonzales

Agenda:

- I. Review Arts For All plan – garner feedback
- II. Plan for Board Approval/Adoption
- III. Next Steps for Year 2 award
- IV. Planning recommendations and suggestions for reviewing plan

Next Steps:

1. Plan Review: Coaches will send revised final plan with meeting notes from our follow up session and recommendations from us as coaches, this will include:
  - Suggestions for content to take to board – this report. Note: extra content in this report was eliminated, essentially this document, excluding this page on next steps is what we recommend to go forward to the board for approval. However, after meeting with the Executive Team, we understand you may reduce document for approval. Our understanding is that Executive Team approval will ensure the plan is carried out and implemented.
  - A few ideas for your first session when you reconvene to review plan
  - Sample planning agenda review templates will be sent in addition to planning process
2. Board Approval: Next meeting will be July 31<sup>st</sup> too soon, will present at next quarterly meeting, date still TBD.
3. Year 2 Application: Annette will work with Aja Howell to ensure year 2 plans are sent in by June 30.
4. Planning recommendations: At the next meeting, team will want to be sure they do the following:
  - Orientate new members – review plan together
  - Discuss concrete actions, next steps, and ensure ownership
  - Consider quarterly or detailed implementation steps with regular reviews