



# Palmdale School District

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## Five Year Arts Education Plan 2019-2024



## Palmdale School District Vision and Mission

Palmdale will become a district where... Every Student Leaves Ready for Success in High School and Beyond: College, Career, the Global World.

The mission of the Palmdale School District is to implement our vision with actions and services targeted to students, parents, and staff so our students can live to their full potential.

### The Palmdale PROMISE

After reviewing the current values of today's realities and a globalized 21<sup>st</sup> century environment, Palmdale School District has adopted a new set of five values that incorporate most of the current beliefs, sharpening and focusing them:

**High Intellectual Performance** that prepares every student to graduate ready for college, career, and the global 21<sup>st</sup> century.

**Equity** for all students, schools, and communities as reflected in outcomes and opportunities.

Facilitating and supporting every student's achievement by **building on their strengths, cultures, languages** and experiences to create new successes.

**Multilingualism and Multiculturalism** as an individual, community, national, and global assets in the 21<sup>st</sup> century.

**Integrity and Community** based on trust and common purpose that empower individuals and communities.

### Vision for Arts Education

In 2017 the Palmdale School District established a District VAPA Committee comprised of teachers from each site who convened to develop a five year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing arts instruction TK-8:

- Intentional, relevant and engaging VAPA instruction
- Equal access for all students
- Exposure to qualified and talented arts instructors
- Interactive, hands-on arts integration including STEAM
- Relevant, practical and meaningful on-going professional learning
- Available, sustainable tools, resources and facilities
- Proudly displayed student growth in the arts
- Family and community partnerships

The Palmdale planning team reviewed data to consider instructional strengths & gaps to support developing the new plan.

| <p style="text-align: center;"><b>Strengths</b><br/><i>The strengths that the data reveals about what's in place</i></p>  | <p style="text-align: center;"><b>Gaps</b><br/><i>Gaps- What's not in the data – what did it not reveal</i></p>  |
|---|--|
| <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>○ All middle schools have music instruction with full time teachers</li> <li>○ Adequate space equipment exists for delivering instruction</li> <li>○ Music instructors see about 200 kids</li> <li>○ Moving 6<sup>th</sup> grad to middle school – more time to develop</li> </ul> <p><b>VISUAL ARTS</b></p> <ul style="list-style-type: none"> <li>○ All middle schools have dedicated visual arts programs</li> <li>○ The lower grades appear to have more visual arts exposure - 88% kinder &amp; 67% upper elementary</li> <li>○ 75% of general credentialed teachers teach visual arts</li> </ul> <p><b>DANCE &amp; THEATER</b></p> <ul style="list-style-type: none"> <li>○ Dance is offered after school for some sites</li> <li>○ Three schools offer dance in the school day</li> <li>○ Theater exists at the middle school level</li> </ul> <p><b>COMMUNITY &amp; FINANCIAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>○ 48% of schools have parents who attend arts events</li> <li>○ Ballroom dance, musical theater, orchestra, visual arts, “arts attack”</li> <li>○ 19 schools have dance program after school</li> </ul> | <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>○ Lacking music educational opportunities at most K-5 sites</li> <li>○ Some music exists at Joshua Hills, Desert Rose &amp; Yellen (5<sup>th</sup> gr.)</li> <li>○ Most students don't own their own instruments and instruments are breaking</li> <li>○ Not all school sites are represented in the data report</li> </ul> <p><b>VISUAL ARTS</b></p> <ul style="list-style-type: none"> <li>○ Some school did not enter data or were missing in the report</li> <li>○ For all sites – is it scheduled as elective time or incorporated (arts integration)</li> </ul> <p><b>DANCE &amp; THEATER</b></p> <ul style="list-style-type: none"> <li>○ What schools have a functioning stage?</li> <li>○ TK-2 Golden Poppy does have some dance</li> <li>○ Cheer/dance after school Golden Poppy (3,4,5)</li> <li>○ Ballet is being taught at Tumbleweed</li> </ul> <p><b>COMMUNITY &amp; FINANCIAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>○ (8 schools) felt funding was good; 69% said insufficient</li> <li>○ Funding, allocating dedicated time, scheduling conflicts, space</li> <li>○ Neglect other forms of arts instruction outside of visual arts</li> <li>○ Teaching artists do not exist and only 6 schools have arts partners</li> <li>○ Lack of qualified (FTE) teachers for the arts</li> </ul> |
| <p><b>Opportunities and Considerations</b></p>  |  |
| <p><b>Music</b></p> <ul style="list-style-type: none"> <li>○ 6 elementary school only (provide more after school opportunities)</li> <li>○ Music teachers K-5 needed; start with younger grades</li> <li>○ Provide specific instruction in music TK-5</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>○ Increase after school programs</li> <li>○ Provide visiting artist opportunities and utilize unused arts spaces</li> <li>○ Provide media arts at MS - more Chromebooks are coming</li> </ul>   | <p><b>DANCE &amp; THEATER</b></p> <ul style="list-style-type: none"> <li>○ Build partnership with Palmdale Playhouse, colleges</li> <li>○ Utilize and build more community partnerships</li> <li>○ Hire VAPA consultant, teachers to implement instruction</li> </ul> <p><b>COMMUNITY &amp; FINANCIAL SUPPORT</b></p> <ul style="list-style-type: none"> <li>○ Encourage schools to have arts events with parent support</li> <li>○ Incorporate more cultural relevant events to welcome parents</li> <li>○ Instructional – scheduling, before &amp; after school, Saturdays, field trips</li> <li>○ Collection of websites, resources for family &amp; teacher access</li> <li>○ Build greater access – all students/grade levels</li> </ul>  |

After reviewing the data, the team 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.

| <b>Momentum toward the Vision</b><br><i>Strengths</i>  | <b>Forces resisting our new direction</b><br><i>Challenges</i>  |
|--|---|
| <ul style="list-style-type: none"> <li>○ Palmdale PROMISE in place that includes the arts as a priority</li> <li>○ Dedicated teachers + supportive and proud parents</li> <li>○ Superintendent and School Board that supports the arts</li> <li>○ Local businesses that want to support schools</li> <li>○ Brand new Palmdale School District Ed Foundation</li> <li>○ Antelope Valley Community College as a partner &amp; resource</li> <li>○ \$15M Federal Grant for Magnet Academies at the Middle Schools</li> <li>○ Aerospace Industries, NASA as a resource</li> <li>○ Palmdale Playhouse, Lancaster Playhouse (LPAC)</li> <li>○ MOAH as a partner + Indian Museum</li> <li>○ James Almos Latina Film Festival @ Desert Willow</li> <li>○ SAGE Planetarium</li> </ul> | <ul style="list-style-type: none"> <li>○ Implementation may be unclear due to mandates regarding math, language arts, science – instructional minutes, etc.</li> <li>○ A perception that the district created limits on instructional priorities</li> <li>○ Discouraged that funding is a barrier</li> <li>○ Efficiency – time - maximizing balance with delivering instruction</li> <li>○ Unclear on how we'll attract partners to support implementing &amp; funding the arts</li> <li>○ Preconceptions about the impact of arts education (visual arts, music theater, dance, media arts)</li> <li>○ Some teachers will be reluctant to engage in arts integration</li> <li>○ Strategies and trainings (Professional Learning)</li> <li>○ District experiencing insecurities around expanding to include the arts as part of core curriculum/instruction – message from the top is unclear</li> <li>○ Teachers feel discouraged about teaching the arts because of how the arts have been undervalued in the district</li> </ul> |

Looking to the future, considerations to keep in mind as the plan is being developed:

- **Arts Integration** will be a key strategy along with building a new framework around time in the day for arts instruction
- **Developing a master schedule for the arts** will be a top priority to address the time issues
- Establishing **district-wide buy-in for dedicated arts instruction**
- **Professional Development** for arts integration and discreet instruction in the arts (specialists)
- **Music & visual arts will need to trickle down to the Elementary schools**
- Thus, **scaffolding learning at elementary for visual arts, music, P.E/dance, theater** and providing the resources necessary
- **Maximize** use of music, visual arts **digital and technology tools**
- **Qualified discipline specific instructors** with VAPA standards being foundational
- Moving towards a **21<sup>st</sup> Century skill building mentality where the arts support innovation & creativity**
- Coordinated monitoring and evaluation

## Strategic Directions

To guide the plan and to address the challenges, the team 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: Infrastructure & Sustainability

- Goal: Prioritize and Ensure Implementation of the Arts
- Goal: Establish Arts Education Leadership at the Site Level
- Goal: Commit to Developing Equitable Access to Funding and Resources

### STRATEGY: Content

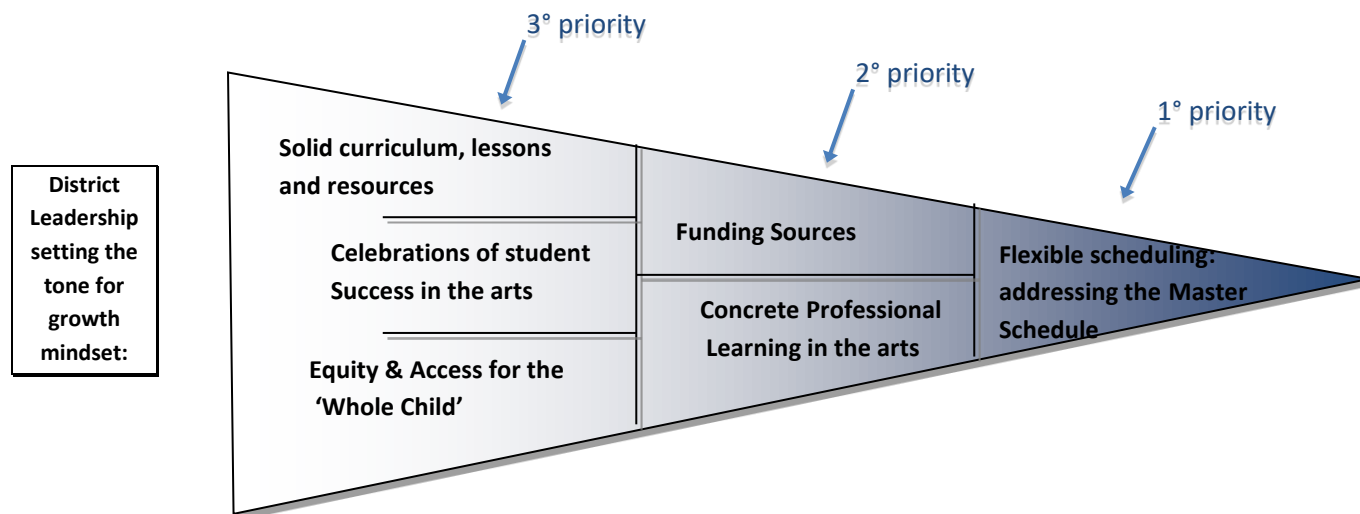
- Goal: Provide Access to Quality Arts Instruction
- Goal: Implement & Develop Quality Curriculum Resources
- Goal: Empower & Support All Stakeholders

### STRATEGY: Community Connections & Celebrating the Arts

- Goal: Community Engagement & Partnerships
- Goal: Celebrate Student Learning in the Arts

## PRIORITY WEDGE

Looking to the future and implementing goals within the 2019-2024 arts plan, the Palmdale VAPA Committee identified the highest leverage implementation actions to focus on. The areas below articulate those first, second and third level priorities.



**Palmdale School District  
5 Year Implementation Plan  
2019-2024**

**Strategic Direction 1: Infrastructure & Sustainability**

**Goal: Prioritize and Ensure Implementation of the Arts**

| Timeline<br>2019-2020 | Actions  | Tasks   | Person(s)/group<br>responsible                                     | Budget<br>Implications                         | Measurable Outcomes<br>(Evidence of Success)   |
|-----------------------|--|---|--|--|--|
| Phase I               | Designate a minimum of 60 minutes of VAPA a week | <input type="checkbox"/> Develop a presentation for Superintendent and Cabinet<br><input type="checkbox"/> Identify date to present to Superintendent and Cabinet<br><input type="checkbox"/> Report the outcomes of presentation to the VAPA team<br><input type="checkbox"/> Provide PLC time for incorporating the arts into content areas | School Board,<br>Superintendent,<br>& Asst. Supt of<br>Ed Services | LCAP & extra<br>duty hours<br>for VAPA<br>Team | Arts implemented in<br>Master Schedule and<br>evidence of student work<br>aligned to the VAPA<br>Standards |

**Goal: Commit to Developing Equitable Access to Funding and Resources**

| Timeline<br>2019-2020 | Actions   | Tasks  | Person(s)/group<br>responsible  | Budget<br>Implications | Measurable Outcomes<br>(Evidence of Success)  |
|-----------------------|---|--|---|------------------------|---|
| Phase I               | Allocate district site funds for VAPA resources and professional learning | <input type="checkbox"/> Obtain LCAP approval to include allocation for the arts in the budget on a designated line for VAPA<br><input type="checkbox"/> Identify grants and complete applications | School Board,<br>Superintendent<br>& Asst. Supt of<br>Ed Services<br>Chief Business<br>Officer (CBO)<br>LCAP Director | Site funding           | Evidence of student work<br>aligned to VAPA standards,<br>Site School Plan for<br>Student Achievement<br>(SPSA) |

**Goal: Establish Arts Education Leadership at the Site Level**

|                      |   |   |  |  |   |
|----------------------|---|---|--|--|---|
| 2019-2020<br>Phase I | Form school site VAPA Committee to help with Implementation                 | <input type="checkbox"/> Communicate with Principals and get approval<br><input type="checkbox"/> Recruit other VAPA advocate teachers - committee of 3 minimum<br><input type="checkbox"/> Establish committee implementation focus for Phase 1<br><input type="checkbox"/> Decide when committee will convene and how often | Site Principals,<br>Barbara & Kelly<br>Directors of C& I<br>VAPA Team                          | Extra duty<br>hours, subs<br>as needed | Meeting agendas and sign<br>in sheets, evidence of plan<br>implementation |
| 2019-2020<br>Phase 1 | Incorporate brain research that supports VAPA instruction in staff meetings | <input type="checkbox"/> Schedule quarterly presentations by VAPA committee<br><input type="checkbox"/> Presentations are to also include research on the importance of arts education and instruction  | Site Principals,<br>Directors of<br>Curriculum &<br>Instruction (CI)<br>Elementary &<br>Middle | Extra duty<br>hours, subs<br>as needed | Professional learning<br>around Brain Research                            |

| <b>Strategic Direction 2: Content</b>                                    |  |   |  |  |  |
|--|--|---|--|--|--|
| <b>Goal: Provide Access to Quality and Professional Arts Instruction</b> |  |   |  |  |  |
| <b>Timeline</b><br>2019-2020   | <b>Actions</b>   | <b>Tasks</b>  | <b>Person(s)/group responsible</b>   | <b>Budget Implications</b>                                 | <b>Measurable Outcomes (Evidence of Success)</b>   |
| Phase I  | Focus on arts integration in visual arts TK-5  | <input type="checkbox"/> Identify grade level key standards (TK-5)<br><input type="checkbox"/> Identify teachers to support developing standards based lessons<br><input type="checkbox"/> Administer a staff survey and review survey results<br><input type="checkbox"/> Assess what training is necessary to ensure quality standards based delivery of the arts in the classroom  | District VAPA Committee (DVC) and Site VAPA Team (SVT), Director of C&I Elementary, Principals | Extra duty hours, subs as needed                           | Agendas, survey results, Professional Learning on what constitutes quality standards based arts integrated lessons |
| Phase I  | Provide music instruction TK-5   | <input type="checkbox"/> Obtain Board approval for new music teacher positions<br><input type="checkbox"/> Upon approval, craft job description – FT and/or PT  | Board, Superintendent, Asst. Supt of Ed Services CBO   | No costs   | Board approved action to implement elementary music program  |
| Phase I  | Secondary performing arts & visual arts 6-8  | <input type="checkbox"/> Continue implementing current visual arts and performing arts programming and assess future program needs  | Asst. Supt of C&I Site Principals  | PSD Foundation, District funds, LCAP/Title 1, Site budgets | Sound programming at the secondary level   |
| <b>Goal: Implement &amp; Develop Quality Curriculum Resources</b>        |  |   |  |  |  |
| <b>Timeline</b><br>2019-2020   | <b>Actions</b>   | <b>Tasks</b>  | <b>Person(s)/group responsible</b>   | <b>Budget Implications</b>                                 | <b>Measurable Outcomes (Evidence of Success)</b>   |
| Phase I  | Design K-3 general arts integration overview for visual arts   | <input type="checkbox"/> Provide Professional Learning to support teachers with curriculum/lesson development<br><input type="checkbox"/> Identify and/or create curriculum for providing arts integrated lessons to K-3<br><input type="checkbox"/> Share identified curriculum resources with site committees<br><input type="checkbox"/> Get district approval to implement in Phase II of arts plan<br><input type="checkbox"/> | Asst. Supt of Curriculum & Instruction, Dir of C & I for Elementary DVC, SVT                   | LCAP, extra duty hours, site budgets                       | Integrated lessons/curriculum  |
| Phase I  | Design 4 <sup>th</sup> & 5 <sup>th</sup> narrowed focused (elective type) arts integration visual arts | <input type="checkbox"/> Investigate potential arts partners or artists to provide instruction where needed<br><input type="checkbox"/> Identify and/or create curriculum for providing standards based arts integrated lessons and share with site committees<br><input type="checkbox"/> Get district approval to implement in Phase II of arts plan  | Asst. Supt of C&I, Dir. of C&I for Elementary DVC, SVT   | LCAP, extra duty hours, site budgets                       | Integrated lessons/curriculum  |

| <b>Goal: Empower &amp; Support All Stakeholders</b>                            |  |  |   |   |   |
|--|--|--|---|---|---|
| 2019-2020<br>Phase I   | Provide professional learning (PL) sessions in arts integration with District VAPA Committee (Visual Arts) | <input type="checkbox"/> Provide PL in what quality arts integration looks like<br><input type="checkbox"/> Select arts integration sessions to present to VAPA Committee<br><input type="checkbox"/> Calendar dates for sessions (1/2 day or full day)<br><input type="checkbox"/> VAPA Committee presents model lessons to staff at PLC (monthly)  | Asst. Supt of Curriculum & Instruction, Dir of C&I for Elementary & Middle DVC, SVT | LCAP, extra duty hours, site budgets + subs     | Arts integrated lesson and presentations, teacher implementation of learning                              |
| Phase I (On-going)   | VAPA Committee members attend selected outside Professional Learning                                       | <input type="checkbox"/> Select opportunities (i.e. LACMA-Evening for Educators, LA Opera for Educators, Teaching Creativity, TEAL, etc.)<br><input type="checkbox"/> Identify dates and committee members who'd like to attend<br><input type="checkbox"/> Present budget and register  | DVC, SVT  | LCAP, site funds, title 1                       | Expanded Professional Learning opportunities and increased content knowledge for classroom integration    |
| <b>Strategic Direction 3: Community Connections &amp; Celebrating the Arts</b> |  |  |   |   |   |
| <b>Goal: Community Engagement &amp; Partnerships</b>                           |  |  |   |   |   |
| Timeline<br>2019-2020  | Actions  | Tasks  | Person(s)/group responsible   | Budget Implications                             | Measurable Outcomes (Evidence of Success)   |
| Phase I  | Create community connections & partners  | <input type="checkbox"/> Survey parents for arts background and willingness to share knowledge with school sites via discussion & projects<br><input type="checkbox"/> Survey teachers/staff for arts background, etc. (via email)<br><input type="checkbox"/> Research and create a master list of community resources to develop local arts partnerships i.e. MOAH, LPAC, Palmdale Playhouse, Michael's, JoAnn's, Hobby Lobby etc.   | School site w/SVT<br><br>District Administration                                    | LCAP<br>Potential extra duty pay, Reprographics | List of resources distributed and teachers utilizing<br>Survey outcome data and analysis of the data      |
|  | Incorporate arts focused field trips   | <input type="checkbox"/> Create a budget and allocate funds for field trips i.e. STEAM, STEAM or curriculum area themes per grade level.<br><input type="checkbox"/> Create a school site schedule to implement arts focused field trips with a minimum of 1 field trip per grade level per year <ul style="list-style-type: none"> <li>○ Visual Arts               <ul style="list-style-type: none"> <li>- Getty Center/Villa, Skirball, AV Indian Museum, MOCA, LCMA, MOMA, MOLA, etc.</li> </ul> </li> <li>○ Performing Arts               <ul style="list-style-type: none"> <li>- LPAC, Music Center, Geffen, Palmdale Playhouse, Pasadena Playhouse, Antelope Valley College, etc.</li> </ul> </li> </ul> | District & site administration  | District allocations to site, LCAP/ Title 1     | # of field trips allocated for the school<br>Each grade level attending field trips at least one per year |
| Phase I  | Extension of PSD arts instruction to after school arts program   | <input type="checkbox"/> Site VAPA Team member and interested staff initiates and implements 1 day a week or month with Principal  | SVT & interested staff  | Staff pay (salary)                              | Student access to afterschool arts learning   |



**Phase II: 2020-2022 Implementation Plan**

**Strategic Direction 1: Infrastructure & Sustainability**

**Goal: Prioritize and Ensure Implementation of the Arts**

| <b>Timeline</b><br>2020-2022 | <b>Actions</b>                                   | <b>Tasks</b>  | <b>Person(s)/group responsible</b>                        | <b>Budget Implications</b>            | <b>Measurable Outcomes (Evidence of Success)</b>   |
|------------------------------|--|---|---|---------------------------------------|--|
| Phase II                     | Designate a minimum of 60 minutes of VAPA a week | <input type="checkbox"/> Maintain the arts in the Master Schedule<br><input type="checkbox"/> Reflect and revise our goals<br><input type="checkbox"/> Provide VAPA planning time quarterly | School Board, Superintendent, & Asst. Supt of Ed Services | LCAP & extra duty hours for VAPA Team | Arts implemented in Master Schedule and evidence of student work aligned to the VAPA Standards |

| <b>Timeline</b><br>2020-2022 | <b>Actions</b>   | <b>Tasks</b>  | <b>Person(s)/group responsible</b>  | <b>Budget Implications</b> | <b>Measurable Outcomes (Evidence of Success)</b>  |
|------------------------------|--|---|---|----------------------------|---|
| Phase II                     | Allocate district site funds for VAPA resources and PL | <input type="checkbox"/> Maintain LCAP/Title 1 funding with dedicated VAPA time<br><input type="checkbox"/> Continue to identify grants and complete applications | School Board, Superintendent & Asst. Supt of Ed Services<br>Chief Business Officer (CBO)<br>LCAP Director | Site funding               | Evidence of student work aligned to VAPA standards, Site School Plan for Student Achievement (SPSA) |

**Goal: Establish Arts Education Leadership at the Site Level**

|                        |   |   |   |                                  |   |
|------------------------|---|---|---|----------------------------------|---|
| 2020-2022<br>Phase II  | Form school site VAPA Team (SVT) to help with Implementation                | <input type="checkbox"/> VAPA Committee continues to meeting quarterly<br><input type="checkbox"/> District provides professional learning for site reps<br><input type="checkbox"/> Recruit a representative from each grade level or/and department | SVT, Directors of CI MS & Elem  | Extra duty hours, subs as needed | Evidence of plan implementation, agendas, sign in sheets                                  |
| Phase II<br>(On-going) | Incorporate brain research that supports VAPA instruction in staff meetings | <input type="checkbox"/> Update current brain research and share with school staff<br><input type="checkbox"/> Compile additional research that supports the impact of the arts on student learning   | Site Principals, Directors of Curriculum & Instruction (CI) Elementary & Middle | Extra duty pay for SVT           | Professional learning around Brain Research and other research around TK-8 arts education |

| <b>Strategic Direction 2: Content</b>                                    |   |   |   |                                      |   |
|--|---|---|---|--------------------------------------|---|
| <b>Goal: Provide Access to Quality and Professional Arts Instruction</b> |   |   |   |                                      |   |
| <b>Timeline</b><br>2020-2022   | <b>Actions</b>  | <b>Tasks</b>  | <b>Person(s)/group responsible</b>  | <b>Budget Implications</b>           | <b>Measurable Outcomes (Evidence of Success)</b>                        |
| Phase II   | Implement arts Integration in visual arts & theater TK-5                      | <input type="checkbox"/> Identify grade level key standards for theater (TK-5)<br><input type="checkbox"/> Assess what training is necessary to ensure quality standards based delivery of the arts in the classroom (visual arts & theater)<br><input type="checkbox"/> Teachers continue to implement and develop visual arts lessons   | Elementary director   | Ditto                                | Ditto   |
| Phase II<br>On-going   | Provide music instruction TK-5  | <input type="checkbox"/> Hire certificated music teachers to teach at the elementary level (4)<br><input type="checkbox"/> TK-5 students will receive a minimum of 30 minutes of instruction  | Board, Superintendent, Asst. Supt of Ed Services<br>CBO                                       | LCAP/Title 1                         | Additional music teachers providing instruction at the elementary level |
| Phase II<br>On-going   | Solidify scaffolding of music instruction 6-8                                 | <input type="checkbox"/> Assess gaps and establish 3 levels of learning: 6 <sup>th</sup> grade beginners, 7 <sup>th</sup> grade intermediate, 8 <sup>th</sup> grade advanced  | Dir. of C&I Middle School, Elective MS teachers   | LCAP/Title 1, Site funding           | Streamlined skill level articulation at middle school                   |
| <b>Goal: Implement &amp; Develop Quality Curriculum Resources</b>        |   |   |   |                                      |   |
| <b>Timeline</b><br>2020-2022   | <b>Actions</b>  | <b>Tasks</b>  | <b>Person(s)/group responsible</b>  | <b>Budget Implications</b>           | <b>Measurable Outcomes (Evidence of Success)</b>                        |
| Phase II   | Design & Implement K-3 arts integration general overview for theater          | <input type="checkbox"/> Provide Professional Learning to support teachers with curriculum/lessons<br><input type="checkbox"/> Identify and/or create curriculum for providing arts integrated lessons to K-3 (theater)<br><input type="checkbox"/> Share identified curriculum resources with site committees<br><input type="checkbox"/> Get district approval to implement in Phase II & Phase III of plan   | Asst. Supt of Curriculum & Instruction, Dir of C & I for Elementary<br>DVC, SVT               | LCAP, extra duty hours, site budgets | Integrated lessons/curriculum   |
| Phase II   | Design & implement 4 <sup>th</sup> & 5 <sup>th</sup> arts integration theater | <input type="checkbox"/> Provide Professional Learning to support teachers with curriculum/lessons<br><input type="checkbox"/> Investigate potential arts partners or artists to provide instruction where needed<br><input type="checkbox"/> Identify and/or create curriculum for providing standards based arts integrated lessons and share with site committees<br><input type="checkbox"/> Get district approval to implement in Phase II & Phase III of plan | Asst. Supt of Curriculum & Instruction, Dir of C & I for Elementary<br>DVC, SVT, PL Providers | LCAP, extra duty hours, site budgets | Integrated lessons/curriculum   |

| <b>Goal: Empower &amp; Support All Stakeholders</b> |  |   |   |   |  |
|---|--|---|---|---|--|
| Phase II  | Provide professional learning sessions in arts integration with VAPA Committee (Theater) | <input type="checkbox"/> Calendar dates for sessions - ½ day per grade/arts content area<br><input type="checkbox"/> Implement staff meetings devoted to VAPA<br><input type="checkbox"/> VAPA Committee continues presents model lessons in visual arts & theater to staff<br><input type="checkbox"/> Implement a Standards Based “Arts Focus Wall” | Asst. Supt of Curriculum & Instruction, Dir of C&I for Elementary & Middle DVC, SVT | LCAP, extra duty hours, site budgets + subs | Arts integrated lesson and presentations, teacher implementation of learning<br><br>Implemented students work on Arts Focus Wall |
| Phase II (on-going)                                 | Identify Professional Learning providers   | <input type="checkbox"/> Investigate outside PD providers like TCAP (costs, arts content, arts integration, etc.)<br><input type="checkbox"/> Schedule opportunities for outside providers to demonstrate new lessons, best practices, strategies to VAPA committee & Site leads  | DVC, Directors of C&I, Asst. Supt of Ed Services                                    | LCAP/Title 1, extra duty pay, Subs          | New partnerships, lessons to implemented,  |

**Strategic Direction 3: Community Connections & Celebrating the Arts**

**Goal: Community Engagement & Partnerships**

| <b>Timeline</b><br>2020-2022 | <b>Actions</b>   | <b>Tasks</b>  | <b>Person(s)/group responsible</b> | <b>Budget Implications</b> | <b>Measurable Outcomes (Evidence of Success)</b>                            |
|------------------------------|--|---|------------------------------------|----------------------------|---|
| Phase II                     | Maintain community connections & continue to build partnerships (on-going) | <input type="checkbox"/> Document and share results from survey to parents regarding skill set and involvement<br><input type="checkbox"/> Make public district-wide the master list of community resources to develop local arts partnerships i.e. MOAH, LPAC, Palmdale Playhouse, Michael’s, JoAnn’s, Hobby Lobby etc.        | Site VAPA Team (SVT)               | Staff salary               | Documentation of data   |
| Phase II                     | Continue and expand arts focused curricular field trips (on-going)         | <input type="checkbox"/> Create a budget and allocate funds for field trips i.e. STEAM or curriculum area themes per grade level (on-going)<br><input type="checkbox"/> Create a school site schedule to implement arts focused field trips with a minimum of 1 field trip per grade level per year<br><input type="checkbox"/> | Site administration                | Site budget                | The number of trips allocated   |
| Phase II                     | Extension of PSD arts instruction to after school arts program             | <input type="checkbox"/> Continue to provide after school programming in varying art forms  | Site administration                | Site budget                | List of scheduled after school classes and number of students participating |

| <b>Goal: Celebrating Student Learning in the Arts</b> |  |  |   |   |   |
|---|--|--|---|---|---|
| 2020-2022<br>Phase II                                 | Create & implement annual arts showcases (district-wide & at the site level) | <input type="checkbox"/> Define calendar dates for an annual district-wide showcase (ongoing)<br><input type="checkbox"/> Create a district-wide showcase administration outline (to-do list)<br><input type="checkbox"/> Create protocols for implementing school site showcases<br><input type="checkbox"/> Student work aligned to standards based arts integration projects<br><input type="checkbox"/> Per Principal approval establish mandated calendar approval (school sites) | Asst. Supt of Ed Services,<br>Directors C&I<br>District office<br>And site administration/<br>staff | Supplies, materials, etc.<br>PSD<br>Foundation,<br>LCAP/Title 1 | Scheduled on district calendar. Workable outline and student learning in the arts showcased with parent and community attendance. |
| Phase II  | Family/Parent Night  | <input type="checkbox"/> Calendar and plan a Multi-Cultural Arts Family/Parent Night<br><input type="checkbox"/> Identify a theme and connect curricular instruction<br><input type="checkbox"/> Support teachers with lessons & resources that tie to theme<br><input type="checkbox"/> Display evidence of student work at school sites  | Site reps   | Site  | Family & Community engagement   |
| Phase II  | Student Arts Ambassadors   | <input type="checkbox"/> Directors will provide teachers with themes and specific protocols for selection of arts focus (artist, cultural, etc.)<br><input type="checkbox"/> Consult with VAPA Committee members to develop ongoing arts directions/interests<br><input type="checkbox"/> Spotlight program on a student arts of the month per grade level<br><input type="checkbox"/> Suggest that each site highlights an artist monthly   | DVC, SVT Asst. Supt, Directors C&I  | LCAP/Title 1,<br>PSD<br>Foundation,<br>Community outreach       | Ongoing celebration of student artistry and engagement with different genres, cultures & artists                                  |

## Phase III: 2022-2024 Implementation Actions

### **Administration**

DVC and Directors revisit and evaluate plan implementation  
Make revisions, updates and modifications where needed  
Seek additional funding streams for Phase III Implementation  
Continue to dedicate time in the Master Schedule for Arts Integration

### **Arts Integration**

Begin focusing on media arts & dance arts Integration TK-5  
Design & Implement standards based arts integration lessons in media arts & dance  
Provide Professional Learning opportunities focused on media arts & dance  
Compile all arts integrated lesson per grade level and create a lesson bank (DVC & SVT)

### **Music**

All middle schools to receive a dedicated teacher for Choir  
TK-5 students continue to receive a minimum of 30 minutes instruction  
All TK-3 students continue to receive standards based general music instruction  
3<sup>rd</sup> grade to receive recorders or percussion  
Provide 4<sup>th</sup> & 5<sup>th</sup> graders with beginning band and/or strings  
Consider guitar at middle schools

### **Visual Arts**

Investigate the potential of incorporating visual arts rotating residencies at the elementary level  
Identify residencies that support building teacher capacity in visual arts as students receive direct instruction in visual arts  
Residencies will support discovering those students who demonstrate giftedness in the visual arts

### **Performing Arts & Visual Arts**

Implement a collaboration between Performing Arts & Visual Arts to mount a district-wide performance that incorporates evidence of all genres

**Palmdale School District VAPA Arts Committee**

**District Leadership**

Barbara Gaines, Director of Curriculum & Instruction, Grades 6-8

Kelly Jenson, Director of Curriculum & Instructions, Grades TK-5

**Committee Members**

|                     |                                    |
|---------------------|------------------------------------|
| Aurelia Benites     | Barrel Springs Elementary          |
| Diana Nolan Goldner | Buena Vista Elementary             |
| Grace Lee           | Cactus Middle School               |
| Elizabeth Mena      | Chaparral Elementary               |
| Lou Arkin Ramos     | Cimarron Elementary                |
| Juliana Xochimitl   | Dos Caminos Immersion              |
| Brian Hodge         | David G. Millen Middle School      |
| Kelly Dickson       | Desert Rose Elementary             |
| Jessica Birds       | Desert Willow Middle School        |
| Velvet Thomas       | Golden Poppy Elementary            |
| Robin Love          | Joshua Hills Elementary            |
| Diane DeYoung       | Los Amigos Immersion               |
| Stephanie Bryant    | Mesquite Elementary                |
| Connie Bolton       | Manzanita Elementary               |
| Kate Townsend       | Ocotillo Elementary                |
| Heather Lighston    | Palmdale Learning Plaza Elementary |
| Elizabeth Reyes     | Palm Tree Elementary               |
| Debra Oliveri       | Quail Valley Elementary            |
| Sue Berman          | Shadow Hills Middle School         |
| Tracy Granger       | Summerwind Elementary              |
| Lisa Kausen         | Tamarisk Elementary                |
| Ann Silva           | Tumbleweed Elementary              |
| Nikki Baartman      | Yucca Elementary                   |
| Derrick Renner      | Arts Ed Consultant                 |

# **APPENDIX**

**Vision Workshop Documentation**  
**Strategic Directions Workshop Documentation**

**Palmdale School District Arts Education Vision Workshop – Documentation**

**In 5 years what will be in place as our arts education programming as a result of our actions?**

| <b>Intentional Relevant Engaging VAPA Instruction</b>   | <b>Equal Access for All</b>  | <b>Exposure to Qualified and Talented Arts Instructors</b>  | <b>Interactive, Hands-on, Arts Integration including STEAM</b>  | <b>Relevant, Practical &amp; Meaningful On-going Professional Learning</b>   | <b>Available, Sustainable Tools, Resources &amp; Facilities</b>  | <b>Proudly displayed Student Growth in the Arts</b>  | <b>Family &amp; Community Partnerships</b>   |
|---|--|---|---|--|--|--|--|
| <p>Freedom to implement</p> <p>Start with one specific fun lesson in any art form</p> <p>Specialized visual arts classes (i.e. painting, drawing, sculpture, ceramics, etc.)</p> <p>Engage students in the creative process w/o focusing on outcomes</p> <p>Grade level VAPA focused</p> <p>Site specific arts program (MS)</p> <p>Students discovering new talents &amp; involved in program selections</p> <p>Variety of choices</p> <p>More VAPA options (dance, media arts, music, visual arts, photography, playwriting, etc.)</p> | <p>The arts are valued and important</p> <p>Equal access for all students</p> <p>Intentional non-learners engaged by using the arts</p> <p>Change elementary Master Schedule</p> <p>Master schedule at elementary addresses whole child</p> <p>Dedicated arts time in schedule</p> <p>Arts education programming accessible and user friendly throughout PSD</p> | <p>Visiting artists or visit art museums or studios</p> <p>Artists-in-residency programs</p> <p>After school programs for music, visual arts, medial arts, theater &amp; dance</p> <p>On site music teachers</p> <p>Qualified music teachers</p> <p>Field trips to support arts</p> | <p>Use of technology like “green screen”</p> <p>Photo Shop/Adobe Illustrator with site subscriptions</p> <p>Use technology to create scripts, music, visual works</p> <p>NGSS standards taught through arts</p> <p>STEAM integrated into all subject areas</p> <p>Arts curriculum integrated into mainstream curriculum</p> | <p>Staff meetings focused on the arts once a month</p> <p>Regularly scheduled PD</p> <p>Admin, staff &amp; advocacy support for arts education</p> <p>Arts Committee sub for PLC’s</p> <p>Marketing that we are a VAPA school</p> <p>Create a mind shift in VAPA expanding beyond just visual arts</p> | <p>Extensive arts supplies</p> <p>Unlimited materials</p> <p>Arts spaces with supplies</p> <p>Easy access to supplies – arts integration</p> <p>Arts classes w/proper flooring &amp; sufficient supplies</p> | <p>Talent shows &amp; site art galleries</p> <p>Arts shown throughout campuses (sculpture, performances, etc.)</p> <p>Hallway &amp; classroom art displays</p> <p>Site &amp; district arts show</p> <p>Competition between schools</p> <p>Kids are happy &amp; proud</p> <p>Arts proudly displayed</p> | <p>Create community based projects</p> <p>Community resources &amp; involvement</p> <p>“The arts” Audience includes peers &amp; community</p> <p>PSD families support PSD Arts Education</p> <p>Family arts nights</p> |



## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Palmdale School District planning team asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The team developed the following strategic directions and goal areas to support implementation.

### A. Infrastructure & Sustainability

#### Goal 1: Prioritize and Ensure Implementation of the Arts

##### Action ideas:

- Revise the Master Schedule to include designated time for standards based arts instruction
- Address the needs of the “whole child” by including access to music, visual arts, dance, theater and media arts). Middle Schools will offer electives.
- Create planning time for arts integration

#### Goal 2: Establish Arts Education Leadership at the Site Level

##### Action ideas:

- a. Form school site VAPA committee to help with implementation
- b. Provide teachers with the time to create arts integrated lessons
- c. Establish a growth mind-set & share data on the value of arts education in a clear message from administration
- d. Create strategies to build teacher buy-in through peer mentoring and professional growth opportunities

#### Goal 3: Commit to Developing Equitable Access to Funding and Resources

##### Action ideas:

- a. Research opportunities to fund arts sustainably i.e. Title 1/LCAP/Grants/Partnership, etc.
- b. Identify key grants and complete applications
- c. Provide materials, supplies and resources needed for instruction with dedicated yearly funding

### B. Content

#### Goal 1: Provide Access to Quality Arts Instruction

##### Action ideas:

- a. Implement credentialed arts teachers (music, visual arts)
- b. Utilize visiting artists through community & arts organization resources
- c. Visual arts/music teachers alternate to P.E. weeks (elementary & site directed)
- d. Seek standards-based artists in-residence programs TK-5
- e. Explore arts resources and find out who is qualified at each-site to teach the arts (arts integration and/or discrete instruction in music, dance, theater, visual arts); Provide necessary training to ensure quality standards based delivery

#### Goal 2: Implement & Develop Quality Curriculum Resources

##### Action ideas:

- a. Establish a dedicated Arts Lab with assigned times for access
- b. Dedicate a month focused on grade level performing arts
- c. Create “Artist of the Month” per grade level

(Goal 2-Continued)

- d. "Reintroduce" a thematic approach to integrating the arts across curriculum
- e. Provide subscriptions to Photo Shop and utilize 'Tech Tuesdays'
- f. Create a list of internet resource to be shared district wide (expand beyond Arts Attack)
- g. Create a manual for visual arts that provides guidelines (art history, aesthetics, visual scanning, studio production, etc.)
- h. Develop a curriculum resource i.e. booklets, that address specific arts disciplines, lessons, ideas for curricular integration, etc.

### **Goal 3: Empower & Support All Stakeholders**

#### **Action ideas:**

- a. Staff development training that allows time to collaborate & plan lessons (visual & performing arts)
- b. Provide professional learning (PL) that includes modeling and demonstrations
- c. Similar to Tech Tuesdays, establish grade level PL days in the arts (per arts content area)
- d. Allow arts teachers to deliver PL to teachers, administrators, parents, etc.
- e. Set aside specific time at staff meetings devoted to VAPA

## **C. Community Connections & Celebrating the Arts**

### **Goal 1: Community Engagement & Partnerships**

#### **Action ideas:**

- a. Build strong connections/communications with local, County, State & National artists & arts communities
- b. Invite parents as cultural arts presenters
- c. Create an after school arts club
- d. Take students to field trips with an arts focus (including virtual)
- e. Implement at least one arts related field trip per grade/year

### **Goal 2: Celebrate Student Learning in the Arts**

#### **Action ideas:**

- a. Work with student Ambassadors (5-12) to keep their voices involved in growing VAPA
- b. Create arts gallery at the school sites to display student & teacher work
- c. Create a district-wide arts show