

Saugus Union School District



Arts Education Plan

2015-2020

Table of Contents	Page 1
District Vision and Current Reality	Page 2-3
2015-2017 Implementation Plan	Pages 4-5
2017-2020 Implementation Plan	Pages 6-7
Planning Committee	Page 8

District Mission: Saugus Union School District in partnership with the home and community is committed to excellence in elementary education.

Vision: Academic and personal success for every child.

Arts Education Context: Saugus Union School District became an *Arts for All* School District in 2008 and developed a strategic plan for arts education. In 2014 the district decided to update and revise the strategic plan and designated an arts committee to develop a new vision that would guide them as they implement new district goals for arts education.

In 3-5 years the Saugus Union School District endeavors to see the following in place for arts education in the district.

- Practical and sustainable professional development
- Expert support through teacher leadership
- Comprehensive dynamic arts programming
- Equitable and engaging experiences for ALL students, teachers and administrators
- Powerful active community partnerships
- Vibrant multi-cultural community celebration of the arts
- Active parent involvement
- Inspiring pathways to arts careers

The Saugus Union School District VAPA planning team identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education.

Strengths <i>Momentum Towards Visions</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> • School site commitment to the arts (passionate teachers, administration and parents) • Kennedy Center collaboration • College of the Canyons PAC partnership • Support from the city, local arts commission, Arts for All • CAL Arts is in the community • District supports expanding arts education • A community where parents have careers in the arts and entertainment industry • A diverse community • Strong teachers leaders across the district • Arts & Literacy Festivals/Events • Strong community involvement • The talent amongst the teachers 	<ul style="list-style-type: none"> • Neglected resources due to unknown accessibility • Teacher resistance to implementing the arts due to insecurity, fear, time, etc. • Time restrictions • In the past, an unclear vision for the arts • Narrow understanding of how to integrate the arts • Conflicting priorities • Disorganized implementation plan/unfocused • Evolving standards in the arts (CA VAPA, National Core, etc.) – what should we focus on? • Pessimistic view about what is possible – not connected to the big picture • Restricted understanding across district about the value of the arts to support student learning in other content areas • Fully utilizing the teachers trained under Kennedy Center •

Current Reality	
<p>The district conducted a school site survey to assess the current status of arts programming across the district. The surveys revealed that each site was receiving various forms of the following and that different priorities existed amongst the different school sites. Each school site in the district is receiving a high percentage of music instruction in different forms. However, with the other arts disciplines (theatre, visual arts, dance, etc.) the team noted that there were inequities from site to site due to funding, school site preferences, PTA support, programming opportunities and Title 1. In looking to the future the team suggested that a district level arts committee be established to support equity, district-wide and community awareness building in the arts.</p> <p>The surveys revealed that dance was implemented the least and with the College of the Canyons PAC partnership students received field trips, assemblies and residencies (dance, theatre, music, visual arts, media, etc.) across sites and throughout the school year.</p>	
<p>Music Instruction (across sites)</p> <ul style="list-style-type: none"> ○ Vocal ○ Recorders ○ Choir ○ Concert Band ○ Keyboards ○ African Drumming ○ Percussions ○ Meet the Masters ○ Mime, music & movement 	<p>Visual Arts (some sites)</p> <ul style="list-style-type: none"> ○ Arts integration ○ Residencies ○ Out of the Box – Drawing/Painting ○ Visual Thinking Strategies (VTS) ○ Animation/technical arts STEMinar ○ Mobile Film Classroom ○ Art lessons - residencies
<p>Theatre (some sites)</p> <ul style="list-style-type: none"> ○ Drama clubs ○ Broadway Bound Players ○ Arts Integration ○ Bad Wolf Press Plays ○ Dramatic presentations, puppetry, mime ○ Kennedy Center’s Actor’s Toolbox 	<p>Dance (some sites)</p> <ul style="list-style-type: none"> ○ Hip Hop (residencies) ○ Fundamentals of dance and movement (Mrs. Holland’s STEMinar) ○ Meet the Master (movement & rhythm)

**Saugus Union School District
Implementation Plan**

2015-2017					
Strategic Direction	Phase 1	Phase 2	Phase 3	Phase 4	Indicators of Success
<p><u>CONTENT</u> <i>Curriculum, Pedagogy, Professional Development</i></p> <p>-Develop a comprehensive and sustainable VAPA and arts integration plan implemented through active district-wide leadership</p> <p>- Arts integration PD prioritize at all school sites</p> <p>Focus schools: <i>Rio Vista, Cedar creek, Highlands, Sky Blue, Santa Clarita</i></p>	<ul style="list-style-type: none"> Identify VAPA and Arts Integration planning committee members Create meeting dates and timeline for committee Identify teachers and administrator liaison at each site who will work collaboratively to implement plan Plan PD for new admin or as refresher to already trained admin (on-going) VAPA & Arts Integration committee designates PD planning time (days/hours) 	<ul style="list-style-type: none"> Develop PD pre-survey VAPA & Arts Integration committee develops PD plan in 1-2 meetings Implement pre-survey to assess teacher need for PD Plan teacher PD workshops at each site (on-going) Develop a shared lesson & resource library for the arts Conduct site surveys to identify resources, funding, community outreach & parent involvement 	<ul style="list-style-type: none"> VAPA & arts integration PD built into school day in grade level teams (on-going) Research & develop additional resources for STEAM & cross curricular integration 	<ul style="list-style-type: none"> Evaluate post PD survey results 	<p>-A clear and comprehensive plan for teacher PD in the arts</p>
<p><u>Infrastructure</u> <i>Admin/Coordination, Facilities & Equipment, Partnerships</i></p> <p>-Create a District Arts for All committee comprised of at least one teacher and one parent to meet quarterly at each site</p> <p>-Create/sustain partnerships with professional artists and arts organizations</p> <p>- Develop dynamic leadership at district and school site levels</p> <p>-Address facilities and equipment needs</p>	<ul style="list-style-type: none"> Identify arts TOSA and coaches Develop list of Santa Clarita Valley art partnerships and opportunities Develop an inventory checklist (arts spaces, equipment, curriculum) Continue monthly planning meetings with Kennedy Center/College of the Canyons 	<ul style="list-style-type: none"> Establish district arts committee with site reps Conduct inventory of arts spaces, equipment and curriculum at each site Plan with facilities director to meet arts space needs Appoint liaisons for local arts partnerships 	<ul style="list-style-type: none"> Develop list of North LA County resources 		<p>-Completed list of partnerships and resources</p> <p>-District lead and TOSA in place</p> <p>-Completed inventory checklist</p> <p>-Monthly meetings in place</p> <p>-District arts committee established</p>

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<p><u>Sustainability</u> <i>Communications, Funding, Program Evaluation, Advocacy</i></p> <p>-Develop means to communicate progress to staff, families and community</p> <p>-Prioritize funding for arts integration PD materials</p>	<ul style="list-style-type: none"> Convene committee and set arts goals for current year Staff representation on District VAPA committee; reports at staff meetings Parent representative on District VAPA committee; shares at site council meetings 	<ul style="list-style-type: none"> Develop & implement assessment protocols that tracks student learning in the arts 	<ul style="list-style-type: none"> Identify additional funding opportunities (grants and partnerships) 	<ul style="list-style-type: none"> Evaluate programs Report to the Board, staff and community Assess availability of LCAP funding 	<p>-Shared understanding about what's happening in VAPA across school sites and district</p> <p>-Inspired parents and community supporting and continuing to support</p> <p>-VAPA in schools Increased Equity across the district</p> <p>-Outline of funding resources (site and district opportunities)</p>
	<ul style="list-style-type: none"> Principal's shares updates in school newsletter (on-going monthly) "Arts Corner" w/universal symbol on district website spotlighting student/school site work in the arts 				
	<ul style="list-style-type: none"> Community Visibility and communication: 				
	<ul style="list-style-type: none"> District VAPA committee representative writes "blurb" in magazine of Santa Clarita -Parent newsletter -Monthly newsletter to teachers -Presentations to School Board & parent advisory council -District Facebook page Invite the community to engage in district arts events -Festival of the Arts -City Youth Arts Showcase 				

Saugus Union School District Implementation Plan

2017-2020					
Strategic Direction	Phase 1	Phase 2	Phase 3	Phase 4	Indicators of Success
<p><u>CONTENT</u> <i>Curriculum, Pedagogy, Professional Development</i></p> <p>-Develop a comprehensive and sustainable VAPA and arts integration plan implemented through active district-wide leadership</p> <p>- Arts integration PD prioritize at all school sites</p>	<ul style="list-style-type: none"> TOSA's deliver a training in arts integration to new teachers Develop targeted PD schedule Create standards based grade level lessons and assessments by identified arts disciplines Establish protocol for teaching artists including training in standards & arts integration Deepen student exposure/learning in theatre & drama Incorporate either choir and band at each school site 	<ul style="list-style-type: none"> PD on creating lesson plans in music, dance, visual arts & arts integration, aligned to VAPA standards Continued & enhanced lessons available for teachers on school-wide website On-going arts integration & STEAM PD delivered at sites (on-going) Continue & update training for new admin and refresher for others -Overview of arts education goals -Arts integration strategies 	<ul style="list-style-type: none"> Standards based unit per discipline and grade level developed Board approved arts curriculum with scope and sequence 	<ul style="list-style-type: none"> Evaluate post PD survey results 	<p>-Established yearly PD plan for teachers and administrators</p> <p>-Library of arts lessons for all teachers and sites to access</p>
<p><u>Infrastructure</u> <i>Admin/Coordination, Facilities & Equipment, Partnerships</i></p> <p>-Create a District Arts for All committee comprised of at least one teacher and one parent to meet quarterly at each site</p> <p>-Create/sustain partnerships with professional artists and arts organizations</p> <p>- Develop dynamic leadership at district and school site levels</p> <p>-Address facilities and equipment needs</p>	<ul style="list-style-type: none"> Network with other LA County area districts (arts/integration, opportunities & practices, marketing) - ongoing Protocol for sharing under-utilized equipment between sites Inventory of materials needed for lesson implementation Purchase materials needed for visual arts, music, dance & arts integration lessons 	<ul style="list-style-type: none"> Establish a dedicated space/room at each site for the arts 	<ul style="list-style-type: none"> Consider expanding district TOSA role to support the remaining 10 schools Contingent upon funding incorporate discipline specific arts TOSA's while sustaining the arts integration program established at the five focused schools in 2015-2017 scope of plan 		<p>-Expanded list of partnerships and resources</p> <p>-Compiled inventory lists and reports</p> <p>-Site specific space for the arts</p>

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<p><u>Sustainability</u> <i>Communications, Funding, Program Evaluation, Advocacy</i></p> <p>-Develop means to communicate progress to staff, families and community</p> <p>-Prioritize funding for arts integration PD materials</p>	<ul style="list-style-type: none"> Establish a grant committee to research and apply for grants Identify and train district arts coaches (on-going) Continue to deepen partnerships w/CAL Arts, COC PAC, City, artist groups and organizations Continue to deepen involvement with city of Santa Clarita Establish a district-wide parent arts newsletter (on-going) Increase parent involvement and participation on the district arts committee Continue and expand the role of the arts TOSA's Create pre & post assessments in the arts (begin w/one discipline) 	<ul style="list-style-type: none"> Continue to highlight and collect data on site specific multicultural celebrations and showcases of the arts Expanding on all of the Kennedy Center learning, build our own arts integration PD opportunities (flexible dates, times) Workshops for parent volunteers to actively experience arts lessons 	<p>→</p> <p>→</p>	<ul style="list-style-type: none"> Mount a district wide showcase of student learning and best practices in the arts (standards based) Careers in the arts day with parents & community <p>→</p>	<p>-Established coaches and expanded role of arts TOSA's</p> <p>-High quality student products in the arts</p>