

Antelope Valley Union High School District

Arts Education Strategic Plan

2017-2022

Table of Contents	Page
District Mission and Vision Statements	1
Current Reality	1-2
Strategic Directions	3-4
Year 1 Implementation Plan	5-7
2-5 Year Phased Plan	8-11
Appendix <ul style="list-style-type: none">◦ Arts Planning Team◦ Vision Workshop	12-13

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Inglewood Unified School District.

Los Angeles County Arts Commission – Arts Education Collective

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County’s 1.5 million public school students receive a well-rounded education that includes the arts.

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

2/27/19 Updated

Antelope Valley Union School District Mission/Vision

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

Board Arts Education Policy Statement

The Board of Trustees believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

In 2016 the Antelope Valley Union High School District became an *Arts for All* school district and engaged in a strategic planning process to develop a five year plan for arts education. Through a consensus building process, the planning team asked the following question to guide building the five year plan: *How do the arts throughout the district prepare students for college careers and life? And in five years what will be in place in our programs as a result of our actions?*

The following **Vision Elements** were created to support plan implementation over five years:

- Intentional comprehensive interdisciplinary arts integration
- Coordinated sustainable resources
- Continuous professional learning and collaboration
- Vibrant pathways to Careers and life
- Dynamic community exchange
- Experiential arts learning
- Activated, creative and growth mindsets
- Designated creative and artistic spaces

The team identified the strengths the district could build on and the challenges it would face as it moved toward enacting the vision for arts education.

Strengths <i>Momentum Towards Visions</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none">• The district leadership supports the arts• A visual arts showcase is implemented every year district-wide• A district-wide theatre festival• Strong output of student work in the arts• Department leads are professional, driven and supportive (high quality staff)• Departments have a voice at the table• Collaborative process for music directors• Strong collaboration between the visual arts department• Tremendous group dedicated arts teachers• A vibrant arts community (MOAH, LPAC, etc.)• Creative industries surrounding us There's district support for creative spaces• The District supports special projects	<ul style="list-style-type: none">• Sequencing issues for cross curricular integration and planning• Addressing the unclear values around what arts education is (benefits, 21st Century learning skills and student development/ learning)• Identifying exemplar programs that clearly defines arts integration• Debilitating insufficient funding models due to competing priorities in education programs• Inconsistent support from site to site• A need for accountability standards• Specific learning standards neglected and unarticulated• School wide plans do not include the arts• Board policy for the arts may be vague and obsolete• Teacher credentialing & shortage• Needs for continued training (PD)• Gaps in vertical articulation and middle school program

Current Reality

The district implemented the Arts for All school site survey to assess the current status of arts programming across the district. The findings from the district profile summarized the following:

Arts education is not equitably distributed across the district. The number of FTE's by school site ranged from 0 to 6.3 at secondary schools. Arts education appears to be less equitable for students in grades 7 and 8, who only have access to media arts courses and receive no afterschool arts programming.

Across the district, a limited number of students have access to arts education.

- Less than 20% of secondary students are enrolled in arts courses across all subject areas.
- Although 100% of district schools offer Visual Arts courses, only 195 of students in the district are enrolled in Visual Arts courses.

Of the ten schools surveyed, four cited funding as a significant barrier to implementing successful arts education programming. Staffing and scheduling constraints were also identified by four schools as factors that prevent arts programming from thriving.

Three principals noted the need to improve arts education culture within the district. One principal shared that the lack of feeder programs from K-8 schools makes it difficult to promote "advanced learning and general interest" in arts education in secondary.

Profile Considerations:

What strategies and policies can Antelope Valley Union HSD implement to ensure all students have equal access to arts education? Goals can be guided by:

- Arts discipline or student area of interests
- Afterschool arts programming and external cultural organizations
- Total FTE at each school site
- Number and types of students who have access

What specific strategies can the district adopt to address funding and scheduling challenges? What materials and resources do schools need in order to provide students with high quality arts education?

How can Antelope Valley USD promote a culture of arts education with their own district as well as the K-8 districts that feed into their district? Are there local community resources that would be willing to partner with Antelope Valley and feeder districts? Are there funding opportunities that the district might be able to pursue in partnership with feeder districts?

Planning team reflections:

The planning team found discrepancies in the report and noted that Principals completing the survey did not include the full picture of what existed at sites. However, the group synthesized the following needs after reviewing the survey:

- How do we reconcile/address that principals said not enough interested students are coming from feeder schools to AVUSD with the fact that not enough arts teachers are coming as well?
- How's the report defining/interpreting what makes a music, visual arts, media arts, theater course?
- Need to address and define: the problems with master scheduling
- Need to address: the AVHSD relationship with its feeder schools
- How do we define a comprehensive program? FTE – does that mean you have a comprehensive program?
- How are after-school enrichment programs reflected in the report? Moving forward will they be included in the scope of our plan?
- How does the report address the difference between arts education and exposure to the arts?
- How do we educate non-arts teachers to teach art in their classrooms?
- How much of what is offered at each site based on values associated with site culture or administration?

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Antelope Valley Union High School District 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. Leadership, Sustainability and Infrastructure

Goal: Create Sustainable Funding Streams for the Arts

Action ideas:

- a. Identify funding priorities
- b. Collect actual cost data for arts program
- c. Develop a long range plan for establishing facilities to support implementing programs
- d. Investigate how funding decisions are made for implementing programs
- e. Establish a budget for continuing education (PD) for VAPA teachers
- f. Call on corporations, government, foundations to fund the arts

Goal: Assess and Evaluate District Policies for the Arts

Action ideas:

- a. Establish a district arts education steering committee
- b. Survey current Board/Cabinet regarding arts education
- c. Research other district policies for arts education
- d. Re-implement "industry" credentials for arts teachers
- e. Establish specific district-wide learning objectives
- f. Create an arts advocacy data bank
- g. Present to the Board a newly revised arts education policy
- h. Advocate for all campuses implementing basic comprehensive VAPA classes
- i. Formally adopt arts standards
- j. Integrate arts into LCAP goals
- k. Develop required VAPA norms

B. Capacity Building to Implement Equity & Access in Arts Education

Goal: Build Capacity for the Arts through Professional Development

Action ideas:

- a. Send more teachers to Collaborative Art Design Institute
- b. Advocate for increased discipline specific trainings
- c. Develop performance based program criteria
- d. Invite arts teacher teams to participate in "teacher space"
- e. Create arts teacher forums
- f. Suggest portfolio requirements across all arts programming
- g. Collaborate with teachers to develop arts integration lessons for other content areas
- h. Find professional development leaders
- i. Establish VAPA Bootcamps for the disciplines/teachers with release time
- j. Spring time planning to develop integrated projects for upcoming year
- k. Utilize student free days/PD days to increase value for arts education and to do cross curricular collaboration
- l. Create PD for administrators on arts programming and development

Goal: Establish and Expand Coherent Arts Programming

Action ideas:

- a. Expand AP arts course offerings
- b. Create a “Wall to Wall Academy” to support arts integration

C. Communications and Community Partnerships

Goal: Develop a Marketing Strategy for Arts Education

Action ideas:

- a. Create an arts P.R. Campaign
- b. Share research & data on the impact of arts education on student learning, achievement and self-development
- c. Collect and share success stories
- d. Invite feeder school administration to VAPA events
- e. Present to counselors
- f. Invite admin to all arts events
- g. Create VAPA events on district-wide public calendar
- h. Articulate how the arts deepen 21st Century Learning Skills (i.e. problem solving, etc.)
- i. Address arts at AVCAC (Curriculum Arts Consortium)

Goal: Showcase Student Accomplishments & Proficiencies

Action ideas:

- a. Implement a district wide theatrical presentation
- b. Promote student work in the arts
- c. Showcase and Exhibit student art work each semester
- d. Track district wide arts accomplishments

Goal: Build Community & Education Partnerships

Action ideas:

- a. Deliver an arts experience for community member on campus at school site
- b. Develop community partnerships to support program implementation
- c. Incorporate high school partnerships with elementary & middle schools

2017-2018 Implementation Plan - Year 1

Antelope Valley Union High School District

Strategic Direction: Leadership, Sustainability and Infrastructure					
August-October	October-December	January-March	March-June	Budget/Person(s) Responsible	Measureable Outcomes
<p>Arts for All planning team becomes an established district Arts Education Steering Committee who continues to convene to support plan implementation (Quarterly)</p> <p>Arts Ed Steering Committee establishes a clear “Why” for arts education – “AVHSD Arts Ed Justification Statement”</p> <p>Identify facilities, resources, materials, supplies for delivering arts education programs & initiatives</p> <p>Appoint an arts lead teacher to support coordination of Year 1 arts priorities</p>	<p>Review current LCAP & Single Plan for Student Achievement (SPSA) goals to identify, align, and incorporate arts plan goals in order to improve student outcomes</p> <p>Develop a job description/outline for an arts coordinator position</p> <p>Identify funding for implementing the arts coordinator position</p> <p>Invite other educators to participate on the Arts Education Steering Committee to provide diversity in perspective and input</p> <p>Create a data supplemental report incorporating Career Technical Education (CTE) arts courses into the site data profile completed in 2016-2017 (Arts Commission report)</p>	<p>Complete LCAP & SPSA alignments</p> <p>Present LCAP/arts goals to all stakeholders, LCAP Forum and Board</p> <p>Present arts coordinator position to the School Board</p>	<p>Review of year 1 steering committee goals and plan for year 2 committee goals</p> <p>Review LCAP & SPSA funding implications and results for student outcomes</p> <p>Hire/appoint an arts coordinator</p> <p>Apply for Arts for All Advancement Grant</p>	<p>Ed Services team, Arts Ed Steering Committee, arts lead teacher</p> <p>Release time for Arts Ed Steering Committee members</p> <p>Estimated budget: \$6,000 – subs for release time \$1,400.00 - arts lead teacher</p>	<p>Arts plan goals aligned with LCAP & SPSA</p> <p>Clear goals established for stakeholder awareness</p> <p>Developed “AVHSD Arts Ed Justification Statement” for establishing equity and access</p> <p>Arts Coordinator job description approved by the Board and posted for hire</p> <p>CTE supplemental data profile</p>

2017-2018 Implementation Plan - Year 1

Antelope Valley Union High School District

Strategic Direction: Capacity Building to Implement Equity & Access in Arts Education					
August-October	October-December	January-March	March-June	Budget/ Person(s) Responsible	Measurable Outcomes
Leverage established teacher PD & collaboration "Teacher Space" to begin integrating the arts through all subject areas	Teachers develop "Pop Up" arts lessons to be delivered during "Teacher Space" collaboration			Arts Ed Steering Committee, Curriculum Coordinators, Arts Lead Teacher	25% of arts teachers have attended "Teacher Space" meetings
Get needed approval from the district and select participants	Convene all arts teachers for a 1 day VAPA PD (i.e. student free day), Potential focus areas include: Careers & Creative Industries; Integrated Curriculum; Standards; STEAM, etc.	Provide discipline specific arts programming field trips to support integrated arts lessons - students & teachers (On-going)		<u>Estimated Budget:</u> Funding for "Teacher Space" attendees – Title 2 or Targeted funding @ \$7,000, \$3,200 for materials	Arts Plan introduced to all stakeholders and advisory committees
Recruit teachers to participate in "Teacher Space" via email	Increase awareness of the arts plan goals by presenting it at district advisory committees:	Explore establishing arts discipline specific Teacher Space sessions (On-going)		1 day VAPA PD Presenter - \$2,000 Materials - \$1,800	All teachers participating in industry externships will complete feedback form aligned to art and career learning objectives
Incorporate an arts teacher into the Integrated Curriculum Team	<input type="checkbox"/> Principals, AP meetings <input type="checkbox"/> AVCAC <input type="checkbox"/> AV Board of Trade <input type="checkbox"/> DELAC <input type="checkbox"/> City Council meeting <input type="checkbox"/> Admin Series <input type="checkbox"/> Instructional Partners <input type="checkbox"/> Career Prep Council <input type="checkbox"/> Ed Services Cabinet <input type="checkbox"/> Counselors <input type="checkbox"/> Department Chairs			CTE funding for field trips \$5,000 (5 trips)	Integrated arts lessons
Begin discussing the integration of the arts into the STEM Expo					Field Trip Request to include lesson plan that addresses field trip as an experiential learning activity that supports integrated curriculum (arts and one other subject area)
Introduce arts teachers to VAPA externships in arts industries related areas that address the creative economy (On-going)					

2017-2018 Implementation Plan - Year 1

Antelope Valley Union High School District

Strategic Direction: Communications and Community Partnerships					
August-October	October-December	January-March	March-June	Budget/Person(s) Responsible	Measurable Outcomes
<p>Identify current and potential community partnerships & key district stakeholders</p> <p>Collaborate with Director of Communications to incorporate the arts plan with the broader districtwide communications & marketing plan</p> <p>Planning begins for yearly showcase of district arts programs</p> <p>Provide participating teachers with additional funding for showcase materials</p> <p>Identify events to showcase the arts programs and student proficiencies then calendar them for the year</p>	<p>Outreach to potential new partners (On-going)</p> <p>Share strategy recommendations made by Director of Communications with internal & external stakeholders (including site communication leads)</p>		<p>Implement district-wide arts showcase (Annually)</p>	<p>Director of Communication</p> <p>Arts Ed Steering Committee</p> <p><u>Estimated Budget:</u> \$3600 – materials for showcase (\$300 per school)</p>	<p>Partnership registry</p> <p>Outline of communication strategies made by Director of Communications</p> <p>Calendar of events showcasing arts programming to the community</p> <p>Student learning in the arts made visible</p>

**Antelope Valley Union HSD
Implementation Plan
2018-2022**

Leadership, Sustainability and Infrastructure

Goal: Create Sustainable Funding Streams for the Arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Aug 2018 - June 2022	Integrate the arts into LCAP & SPSA goals in order to improve student learning outcomes	<input type="checkbox"/> Meet with Dir. of School Improvement & Asst. Supt of Ed Services <input type="checkbox"/> Meet with Principals to support alignments of arts within school site plans and identify funding sources <input type="checkbox"/> Continue to maintain an agenda item with Principals (i.e. school site council, district wide Principals meetings) as needed	Dir. of School Improvement Arts Coordinator	No costs	Increased funding for the arts in LCAP & SPSA
	Apply for grants to grow & deepen arts programming	<input type="checkbox"/> Identify grants that align with district arts plan priorities <input type="checkbox"/> Collect and address actual cost data for programming <input type="checkbox"/> Apply for the Arts Ed Collective Advancement Grant	Arts Coordinator	Release time	A minimum of one grant dedicated to arts education obtained
Aug 2018-2019	Identify Industry and Donor Partnerships	<input type="checkbox"/> Establish donor and industry partnerships <input type="checkbox"/> Create a list of potential partners from the arts communities <input type="checkbox"/> Work with Dir. of Industries Liaison and Post-Secondary	Dir. of Industries Liaison and Post-Secondary	No costs	List of engaged donors and industry partners
Aug 2019-2022	Establish funding through Industry and Donor Partnerships	<input type="checkbox"/> Match up funding needs to outside donor & industry partner funding priorities (externships, supplies & resources, equipment, allocated dollars, field trips, etc.) <input type="checkbox"/> Request funding through donor & industry partner granting requirements	Dir. of Industries Liaison and Post-Secondary Arts Coordinator	No costs	Grants (monetary & non-monetary) obtained to support implementing the arts

Goal: Coordination and District Policies for the Arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-2019	Update the district arts policy to reflect key goals in plan	<input type="checkbox"/> Arts Education Steering Committee reviews and revises current district policy <input type="checkbox"/> Newly developed policy is presented to Board for approval	Arts Coordinator	On-going funding for arts coordination	Policy aligned and updated
Aug 2018 – ongoing	Report out to School Board & Cabinet on district arts education progress	<input type="checkbox"/> Establish a yearly report format based on district-wide arts education plan <input type="checkbox"/> Report to Board annually on accomplishments, budget needs and status of plan implementation			Annual report for School Board
August 2018 – ongoing	Arts Coordinator oversees and monitors arts plan	<input type="checkbox"/> Convene Arts Ed Steering Committee quarterly <input type="checkbox"/> Maintain arts programming and events calendars <input type="checkbox"/> Develop Professional Development calendar based on plan <input type="checkbox"/> Outline a budget prioritizing arts education programs and initiatives (facilities, resources, supplies)	↓	↓	Meeting agendas, minutes, PD calendar, arts programming & event calendar, budget outline

Implement District-Wide Equity & Access in Arts Education

Goal: Build Capacity for the Arts through Professional Development

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Aug 2018–ongoing	Provide Professional Development for Teachers	<ul style="list-style-type: none"> <input type="checkbox"/> Provide professional development in discrete and integrated arts instruction (external & in-house) <input type="checkbox"/> Identify Professional Development needs based on results of curriculum mapping <input type="checkbox"/> Research providers and systems for delivering identified areas for teacher PD (technical arts, arts integration, etc.) <input type="checkbox"/> Use curriculum maps to determine trajectory of “Teacher Space” and arts teacher participation in Integrated Curriculum teams <input type="checkbox"/> Continue to introduce arts teachers to VAPA externships <input type="checkbox"/> Develop Teacher report out & implementation systems - externships learning 	Arts Coordinator	\$15,000	<p>Development of district PD strand focused on arts integration in alignment to district LCAP goals</p> <p>Pre and Post surveys distributed to teachers who attend PD</p> <p>A minimum of two arts lessons will be posted on a shared drive to be used by other teachers</p>
Aug 2018 - ongoing	Provide Professional Development for Administrators	<ul style="list-style-type: none"> <input type="checkbox"/> Plan with Arts Ed Steering Committee the content for Principal presentations <input type="checkbox"/> Present hands-on professional development experiences and arts education updates (Career & Industry, Arts Integration, STEAM, student achievement in the arts) at Principal meetings and other advisory committee meetings - <i>AVCAC, AV Board of Trade, AP, ELA, DELAC, City Council, Admin Services, Instructional Partners, Career Prep Council, ED Services Cabinet, Counselors, Department Chairs, PTA, etc.</i> 	Arts Coordinator Arts Ed Steering Committee, Teachers	Release time & materials	Principals’ and other stakeholders engaged in advancing the arts at the site and district level

Goal: Establish and Expand Coherent Arts Programming

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Aug 2018-June 2020	Engage in Curriculum mapping to align with CA VAPA & National Standards	<ul style="list-style-type: none"> <input type="checkbox"/> Determine which arts standards and concepts (State, National & CTE) align with Common Core and then incorporate key standards in lesson planning <input type="checkbox"/> Identify essential skills required for Advanced Placement (AP) & CTE Capstone courses to each intermediate & foundational arts class <input type="checkbox"/> Assess and document programming needs and present findings to all stakeholders (arts courses and non- arts courses) 	Arts Coordinator Curriculum Coordinators	Subs and release time for curriculum mappers	Reverse scaffold skills from AP to foundational

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Aug 2018- June 2019	Review current arts course offerings by school site (music, theatre, visual arts, media arts, etc.)	<input type="checkbox"/> Collect data & share student enrollment & course offerings <input type="checkbox"/> Make recommendations of arts course sequencing & pathways <input type="checkbox"/> Engage site arts leads & Arts Ed Steering Committee in the process <input type="checkbox"/>	Dir. of Career & Technical Ed, Arts Coordinator, Curriculum Coordinators & Arts Steering Committee	No costs	Accurate and up to date arts course file and arts course sequencing to be referenced by all stakeholders.
2019-2020	Survey students on the availability of course offerings & interests	<input type="checkbox"/> Develop and implement survey <input type="checkbox"/> Collect data and share with stakeholders <input type="checkbox"/> Make recommendations on arts course offerings	Arts Coordinator Curriculum Coordinators	No costs	Complete data report from student surveys
2018-2019	Establish sequential Pathways for the arts in each discipline	<input type="checkbox"/> Convene specialist per content area to develop articulation of learning (music, theater, visual arts, media, etc.) <input type="checkbox"/>			
2019-2021	Implement and deliver curriculum maps aligned with CA VAPA & National Standards & CTE	<input type="checkbox"/> Distribute curriculum maps for teacher use (determine distribution plan) <input type="checkbox"/> Teachers implement discipline specific curriculum maps <input type="checkbox"/> Create a system for monitoring & evaluating implementation <input type="checkbox"/> Refine and revise maps based on teaching and learning <input type="checkbox"/> Create survey or meet 'face to face' to solicit feedback on mapping <input type="checkbox"/> Establish a district-wide portfolio assessment norming system	Arts Coordinator Curriculum Coordinators	Subs and release time for curriculum mappers	Revised arts curriculum in all areas that reflects the standards and consistent metrics for assessment of competencies across district
2019-2022	Conduct & align all field trips with related course of study in Arts Pathway	<input type="checkbox"/> Identify relevant field trips for each discipline Compile and share list with arts specialist, Arts Steering Committee and site leads <input type="checkbox"/> Funding is identified to support field trips	Arts Coordinator, Curriculum Coordinators, Arts Steering Committee		
2020-2022	Revise & align course offerings to increase equity & access across the arts	<input type="checkbox"/> Generate a report to include course inventory, student enrollment, student interests <input type="checkbox"/> Make recommendations to modify & revise course offerings to increase equity & access across the arts (including facilities, materials resources and staffing needed) <input type="checkbox"/> Increase access to arts courses for all students in the district across sites	Dir. of Career & Technical Ed, Arts Coordinator, Curriculum Coordinators & Arts Steering Committee	No costs	Identified gaps of arts content areas by school and developed plan to increase access to arts courses for all students

2018-2022	Build arts academies aligned to Linked Learning Philosophies	<input type="checkbox"/> Create an arts academies planning team <input type="checkbox"/> Develop a vision <input type="checkbox"/> Identify course offerings, structures and schedules <input type="checkbox"/> Create assessments & curriculum <input type="checkbox"/> Continue to follow established Linked Learning model <input type="checkbox"/> Provide articulated pathways in visual arts, performing and media arts	Arts Coordinator Curriculum Coordinators, Dir. of Career & Technical Education	Release time	Arts Academies implemented in alignment with Linked Learning
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Communications and Community Partnerships

Goal: Develop a Marketing Strategy for Arts Education

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2019 and on-going	Create an arts P.R. Campaign (Promotions/Events)	<input type="checkbox"/> Produce a “Creative Economy” Career/Job Fair <input type="checkbox"/> Create and update a VAPA calendar <input type="checkbox"/> Promote current and upcoming VAPA events <input type="checkbox"/> Establish buy-in on all levels, students, etc.	Dir. of Communications	TBD	Showcase of student successes and occupations Increased teacher awareness of district wide events through accessing VAPA calendar
2019 and on-going	Launch P.R. Campaign	<input type="checkbox"/> Create print & media/digital materials <input type="checkbox"/> Maintain & update website, Twitter account, Facebook page	Dir. of Communications	TBD	Streamlined promotional materials Increased community awareness & engagement

Goal: Build Community & Education Partnerships Showcasing Student Accomplishments

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2019-2020	Build awareness of the arts through community events that highlight visual and performance arts	<input type="checkbox"/> Create district-wide showcases & exhibits on an annual basis at school site and district events <input type="checkbox"/> Establish an arts presence at community and business events <input type="checkbox"/> Create a STEAM showcase of student work revise to: Integrate a STEAM strand into the STEM Showcase (competitive student exhibition assessed by industry professionals) <input type="checkbox"/> Create a platform to present Industry Experts <input type="checkbox"/> Develop Pathways & CTE events (i.e. Outlook Conference) <input type="checkbox"/> Delete the 2 statements above and combine to: Promote CTE arts, communications and entertainment pathway at business sponsorship events <input type="checkbox"/> Integrate the arts into the STEM Expo - ACTION	Arts Coordinator Arts Steering Committee STEM Coordinator Director of Industry Liaison Postsecondary Partnerships	\$1000 \$1000 (subs, transportation) \$500 (student projects) \$350 (booth participation)	Master calendar for district that includes arts events Student arts exhibits at a minimum of one business event per year STEAM student projects represented in the STEM Expo by April of 2019 Include Arts to pathway information to a minimum of one business event per year

2019-2022	Establish a regional Arts Committee	<input type="checkbox"/> Align & collaborate with feeder TK-8 school districts who have strategic plans for the arts, <input type="checkbox"/> Review all arts plans and align goals across districts <input type="checkbox"/> Establish a Blueprint for valley-wide arts plan (K-16) <input type="checkbox"/> Produce shared events revise to produce regional art event through the Antelope Valley Regional Arts Committee <input type="checkbox"/> Invite feeder school to participate in arts classroom activities and showcases	Antelope Valley Curriculum Advisory Council (AVCAC) Arts Coordinator	\$1500 (teacher sub costs)	A consortium supporting the arts education needs across the region of the Antelope Valley A developed blueprint for arts education in the region and feeder districts attending valley-wide arts curriculum event
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Appendix 1

Antelope Valley Union High School District 2017-2018 Arts Planning Committee

District Co-Chairs

Betsy McKinstry, Director, CTE, College & Career – bmckinstry@avhsd.org

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Team Members

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Appendix 2: Antelope Valley USD – Vision Workshop Document

How do the arts throughout the district prepare students for college, careers and life? AND... in five years what will be in place in our programs as a result of our actions?							
Intentional Comprehensive Interdisciplinary Arts Integration	Coordinated Sustainable Resources	Continuous Professional Learning & Collaboration	Vibrant Pathways to Careers & Life	Dynamic Community Exchange	Experiential arts learning	Activate Creative & Growth Mindset	Designated Creative & Artistic Spaces
<p>VAPA is thread through all subjects (including core)</p> <p>Enthusiastic integration of the arts within all subjects</p> <p>Turn STEM to STEAM</p> <p>Arts programs in all schools</p> <p>Fully integrated Arts Academy that is a Linked Learning demo school</p> <p>Bring historical & literacy figures alive</p> <p>See the art in everything</p>	<p>Sufficient sustainable budgets to fund and continue growing the arts (front & back end)</p> <p>Ongoing Title 1 funding for arts education</p> <p>Approaching the arts with abundance mindset (we have plenty of resources)</p> <p>Efficient process for funding art programs</p> <p>Access untapped resources</p> <p>District level rep for the arts/coordination</p> <p>Sustainable data collection</p> <p>District-wide involvement</p>	<p>Professional development to integrate arts in all subjects</p> <p>All teachers trained in teaching the arts</p> <p>Sharing of best practices and strategies for success</p> <p>Collaboration student to student and teacher to teacher</p> <p>Release time to work on projects and collaborate</p> <p>VAPA teacher forums</p>	<p>Students are successful in achieving goals (college/post-secondary transition, career/creative economy, quality life)</p> <p>District is a farm team for NASA/PIXAR /UNESCO</p> <p>Professional shadowing/ internships</p>	<p>Showcase more opportunities to display student ability in the arts</p> <p>Students & Community interacting</p> <p>Student artwork positively impacts community aesthetic and culture</p> <p>Community opportunities for art students</p> <p>Community arts day</p> <p>Students create issue influenced art</p> <p>Career/job fair for the arts</p>	<p>Guest artists/speakers</p> <p>Field trips to artist studios</p> <p>Expanded arts environment beyond the classroom (space & opportunities)</p> <p>Strong sense of community in & out of school (trust, communication)</p>	<p>Activating more than one sense at a time</p> <p>Creative mindset abounds</p> <p>Engaging students on an emotional level in all subjects</p> <p>Students using art to express and assess learning in all subjects</p> <p>Accepting “failures” as learning experiences</p> <p>Berger’s Ethic of Excellence as a collaborative model</p>	<p>Auditorium and Gallery performances</p> <p>Classrooms designated for VAPA classes</p>