



ICEF Public Schools Strategic Arts Plan 2020-2025

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and ICEF Public Schools. In 2019-2020 a group of stakeholders from across ICEF Public Schools formed a Community Arts Team and collaborated with Arts Ed Collective Coach, Sandy Seufert, to create this Strategic Arts Plan.

Los Angeles County Department of Arts and Culture – 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 Department of Arts and Culture, formerly called 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

The History of Arts Education and Project Background at ICEF

Arts Education at ICEF

Since ICEF's inception, the organization has incorporated the arts as a core component of its educational values and framed course work around the "Three A's- Academics, Arts and Athletics." The Visual and Performing Arts Department is an integral part of the curriculum at ICEF. We believe the whole child must have opportunities to explore their talents and engage in self-expression. We believe a comprehensive and vibrant arts program is essential to providing a well-rounded education.

All kindergarten through 5th grade students are required to take visual arts classes. All visual arts classes start with the foundations of art language, history, and studio experience. Middle and high school students are offered a wide array of visual and performing arts classes as well as extracurricular programs. With the arts being the primary component of Los Angeles' creative economy, ICEF teachers also focus on exposing students to various career pathways in the arts. In 2018 ICEF View Park Preparatory High School began to offer Career and Technical Education (CTE) pathway courses in Arts, Media and Entertainment (AME). The content and experiences offered in these courses are connected to professional pathways within the arts, media and entertainment industries, providing students opportunities for career readiness. In the summer of 2020, the theater teacher at ICEF obtained a CTE AME credential. In addition, a VPHS alumni with a CTE AME Dance credential was hired, furthering the establishment of the CTE AME pathways at VPHS. The long-term benefit of this program expansion will result in greater equity in Arts, Media Entertainment based career opportunities.

Strategic Arts Planning at ICEF

In 2010, ICEF Public Schools partnered with Arts for All (currently known as the Arts Ed Collective) to create its first Strategic Arts Plan, which was written for the 2011-2012 academic year. Leadership from ICEF's VAPA department collaborated with a coach to create a plan by way of a community building process where ideas and action items were generated for ICEF's arts education goals. Since then, ICEF's leadership has continued to work with the LA County Arts Ed Collective to revise and update their Strategic Arts Plan through similar community building processes. In 2016, ICEF's Strategic Arts Plan was revised once again following a similar process. It was updated as a 3-year plan, where remaining and new arts education needs were added and addressed.

In 2019, ICEF began meeting with community stakeholders to collaboratively establish a completely new plan, which allows for a strengthening of arts education offerings across each of its school sites. The planning group consisted of liaisons from community partners including, The J. Paul Getty Museum, The Lucas Museum, and SoLA Gallery. The core planning members included visual and performing arts teachers from across ICEF, as well as ICEF's Chief Academic Officer, Director of Strategy, Performing Arts Coordinator, and Director of Arts. These individuals met in large and smaller break out groups to refine ICEF's strategic directions, goals, and action tasks for the plan. These groups met over the course of several months and included 4 larger community planning sessions.

It is important to note, when the current strategic arts planning initiative began in the fall of 2019, ICEF was in a state of expansion in regards to arts education and was setting the stage to expand arts offerings in the following school year. As the Covid 19 crisis interrupted the team's work structure, the arts planning group and breakout teams continued to meet virtually and work remotely on the plan.

Why now?

Under new academic leadership and an ongoing partnership with The Getty Museum, ICEF has diligently worked to strengthen and expand the culture of the arts at ICEF over the last five years. Prior to the impact of COVID, the original intention was to expand arts learning in the 2020-2021 school year. Despite challenges, continued momentum in supporting the Arts is a necessary component of the District's educational triad - Academics, Arts and Athletics.

Despite the current Covid-19 fueled budget cuts and setbacks, which the art department now faces, ICEF recognizes that in addition to providing a comprehensive education, the arts also help address the social-emotional health of our students. ICEF recognizes the capacity of the arts to provide a place of refuge and self-expression, which has become particularly important in light of the alarming increase of mental health issues and current stresses facing our nation. Given our current state of affairs, it has never been more imperative to ensure equitable access to quality arts education to the students at ICEF Public Schools.

ICEF quickly responded to the mental health needs of its community. In recognizing the inherent nature of the arts to provide a platform for rejuvenation, healing and stress relief, ICEF intentionally created a bridge between our Arts department with our mental health and wellness initiative, *Embrace the Mind*, and launched an Arts and Wellness enrichment program. Teachers, students, and parents are invited to participate in bi-monthly supplemental arts and wellness activities, which are hosted during lunch for students and after school for teachers and parents. These events include Embrace the Moves, free virtual dance lessons at lunch for elementary students, Embrace the Mic, a spoken word event hosted in partnership with SoLA Contemporary, and virtual Paint Night with free supplies. Under the direction of Judd Fish, Performing Arts Coordinator and Teacher at View Park High School, theatre students were able to work virtually with community arts partners in the Fall of 2020 to develop, rehearse, and perform original and improvised works. Through this and other partnerships, students are continuing to have opportunities to perform in front of audiences, receive direction and feedback, create original improvised and rehearsed content, exposure to contemporary and classical forms of performing arts as well as interact and collaborate with industrial professionals.

ICEF District Vision and VAPA Vision

District Mission

The mission of ICEF Public Schools is to prepare all students to attend and compete at the top 100 colleges and universities in the nation. ICEF started with a vision to create a college-bound network of public schools and has delivered on that promise through the hard work and dedication of students and staff, the involvement of parents, and the commitment of supporters. As our community works together toward our common goals, we will continue to provide the very best for our students and focus on providing a college-ready model that includes our unique "3 As" approach in ACADEMICS, ARTS and ATHLETICS. We believe these opportunities greatly enrich the lives of our students and prepare them for success in a diverse society. Our goal is that each scholar is fit not only to attend, compete, and graduate from a top college or university, but also to effect change as leaders within the communities they will live and serve.

VAPA Mission

Our arts program dedicates itself to building skills in innovation, cultural relevance, critical-thinking, and problem solving. The mission of the ICEF Visual and Performing Arts Department is: *"To prepare students to successfully progress through a degree program at university or college as culturally aware, critical thinkers and creative problem solvers who employ imagination and integrity."*

This mission was founded on the need to support expression through the arts and to enhance understanding of the power of visual communication in contemporary society, as well as cultivate individuals who are art supporters, producers, and enthusiasts; engaging in the arts with the intention of expanding creative thinking, problem solving and social-emotional well-being.

Arts Plan Strategic Directions Summary

To come up with Strategic Directions to guide the plan and address challenges, the ICEF Community Arts Team was asked on March 9, 2020: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation with the ultimate goal of creating a meaningful, relevant and culturally responsive arts program with diversified learning opportunities as well as high quality materials, facilities and real-world opportunities.

Strategic Direction 1: Provide High Quality Curriculum and Instruction in the Visual and Performing Arts

- Goal 1: Develop and provide world-class programming and instruction in the Arts
- Goal 2: Support College and Career Readiness
- Goal 3: Provide Planning Time and Professional Development in the Arts

Strategic Direction 2: Provide a High Level of Visibility and Community Engagement in the Art

- Goal 1: Create Momentum and Excitement for the Arts through Internal Visibility Strategies
- Goal 2: Create Momentum and Excitement for the Arts through External Visibility Strategies
- Goal 3: Expand Arts Exposure and Reach through Community Engagement

Strategic Direction 3: Provide the Necessary Infrastructure to Support Arts Learning and Engagement

- Goal 1: Provide Facilities and Resources to Support High-Quality Arts Instruction
- Goal 2: Generate Adequate Funding for the Arts

ICEF Strategic Arts Plan Links to The District Local Control and Accountability Plan Goals (LCAP)

Each school with the ICEF Public Schools charter network has its own individual and unique LCAP plan, which is tailored to meet the needs of the given student community, which the school serves. Where possible the arts are written into each school site LCAP and are cited as methods for achieving correlating LCAP goals. The outline below documents where the arts are cited and/or aligned in LCAP's across ICEF. This survey of District LCAPs can support inclusion of the Arts in future LCAP revisions at each school site.

Referenced from 2019-2020 LCAP

| Strategic Direction 1: Provide High Quality Curriculum and Instructions in the Visual and Performing Arts | | |
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| Goal 1: Develop and provide world-class programming and instruction in the Arts | | |
| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| LCAP Goal #1: “Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups”. | Action 6: Course Access “In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study” | All Arts courses: Visual Arts, Theater, Music, and Dance |
| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| LCAP Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations. | Action 1: Staffing, programs, strategies & activities to promote student engagement, a positive school climate & provide safe school environment | Art field trips, Art competitions Embrace the Moves-(Elementary and Middle School lunch sessions) |

| Goal 2: Support College and Career Readiness | | |
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| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| <p>LCAP Goal #2: Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).</p> | <p>Action1: Professional Development: ...provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students.</p> | <p>AME CTE online conference-HS</p> <p>Art of Education & Flex curriculum- all sites</p> <p>Scholastic Arts Magazine- HS & MS</p> <p>Art Dept. teachers PLC reading group: Culturally Responsive Teaching and Brain at cadre-(all sites)</p> |
| | <p>Action 3: Core Curriculum to Be Purchased: Every student has access to standards-aligned curriculum</p> | <p>Scholastic Arts ES & MS</p> <p>Art of Education Flex curriculum-all sites</p> |
| Goal 3: Provide Planning Time and Professional Development in the Arts | | |
| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| <p>LCAP Goal #2: Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).</p> | <p>Action 1: Professional Development: ICEF View Park Preparatory Charter High School will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and strategies to improve student outcomes.</p> | <p>Continuation of Getty ELA arts integration- Middle and Lower ES (developed during partnership)</p> |

| Strategic Direction 2: Provide a high level of Community Engagement in the arts | | |
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| Goal 3: Expand Arts Exposure and Reach through Community Engagement | | |
| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| LCAP Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations. | Action 1: Staffing, programs, strategies & activities to promote student engagement, a positive school climate & provide safe school environment | Art field trips, Art competitions, Embrace the Mind & Arts Events, Embrace the Moves, Embrace the Mic Paint Nights |
| | Action 3: Engagement, Participation & Community Outreach: Schools will provide all parents (including unduplicated students, and students with disabilities) with numerous opportunities to engage as partners in their child’s education. | Family art nights & art activities at school community events |

| Strategic Direction 3: Provide the Necessary Infrastructure to Support Arts Learning and Engagement | | |
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| Goal 1: Provide Facilities and Resources to Support High-Quality Arts Instruction | | |
| LCAP GOAL | LCAP ACTION | ART IMPLICATION |
| LCAP Goal #3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations. | Action 4 Facilities: The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program. | Designated resources for hybrid and virtual arts learning Designated resources for hybrid and virtual arts learning- Arts kits (all sites) |

Executive Summary

Practical Vision Goals

The Community Arts Team met and answered the question, “If all things were possible, what would we want to have in place in five years as the result of our plan in arts education?” The following Goals were created from a brainstorming session based on their vision for ICEF on December 11, 2019. The full Practical Vision document can be found in the Appendix.

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| Exposure and Career Pathways and Connections | Funding and Value | Choice and Expanded Offerings | Quality Environment | Visibility and Showcasing | Arts Collaboration | Culturally Responsive Instruction | 21st Century Resources |
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Current Reality

On January 13, 2020 The Community Arts Team of the ICEF Schools 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. This is the Current Reality for the District.

Asterisks indicate key actions and priorities identified by the CAT Team (* = 1 vote, ** = 2-3 votes, * = 4 or more votes)**

| Strengths - Momentum Towards Vision | Challenges - Forces Resisting Our New Direction |
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| <ul style="list-style-type: none"> ● Performing Arts funded and valued** ● Community values Visual and Performing Arts** ● Strong Board and Admin support ● Arts integration with Community Arts Partners** ● Visibility (Showcasing the Arts) ● Dedicated and expanded Staff*** ● Community involvement** ● Title 1 Funds used for Arts ● Student buy-in* ● High quality work from students*** ● Teacher support (resources, Admin) ● Collegial teaching relationships* ● Culture of support* ● Increased teacher support | <ul style="list-style-type: none"> ● Competing priorities*** ● Unbalanced service model** ● Shifting demographics ● Some students falling through the cracks ● Reactive to “problem” students where attention is prioritized ** ● Scarce time to address student needs** ● Continuous testing schedule interruptions** ● Rapid cultural shifts make current model ineffective ● Some teachers reluctant to adapt/shift ● Student exposure to screen time** ● Consumerism culture in the Arts (rather than creating)* ● Students less willing to work hard** ● Learning goals and connections may be unclear* ● Uneven parent involvement** |

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| <ul style="list-style-type: none"> ● Increased emphasis on culturally responsive instruction* ● Social Emotional Learning connections | <ul style="list-style-type: none"> ● Incohesive communication across schools ● Uncoordinated schedules/placement in Arts classes** ● Flawed and outdated educational model statewide |
| Current Reality from Data Review | |
| <p>The district utilized the online Arts Ed Profile from the Arts Ed Collective to review arts education data from neighboring school districts. In addition, the group reviewed the CREATE CA online Arts Education Data Project which shows data for secondary schools throughout California. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:</p> | |
| Data Source Arts Ed Profile (LA County Data Grades K-12) | Strengths <ul style="list-style-type: none"> ● ICEF offers more than LAUSD and Inglewood Unified School District (more student population, across all grades, across disciplines) ● All grade/demographics |
| Arts Ed Data Project (Statewide Data Grades 6-12) | <ul style="list-style-type: none"> ● ICEF has higher enrollment in Visual Arts as compared with the State with more low-income students enrolled in Visual Arts ● Media Arts enrollment increased by 14.5% in LA County ● In reviewing the Multi-Year Dashboard, more students are taking classes throughout the year in the state |
| | Challenges <ul style="list-style-type: none"> ● How to offer more in-school offerings? ● More diversity of disciplines in elementary and middle school outside of Visual Arts ● No Media Arts is offered at high school |
| | Opportunities <ul style="list-style-type: none"> ● ICEF can learn from other charter organizations (PUC Schools) etc. ● ICEF can consider Media Arts at high school ● Diversify elementary and middle school art offerings |
| | <ul style="list-style-type: none"> ● Overall, more high school students are enrolled |

| Initial Year One Priorities |
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| Update Visual Arts Instructional Guides with new CA Arts Standards |
| Obtain tech resources for all arts classrooms |
| Offer continued PD in Google Classrooms and other online learning platforms |
| Expand VAPA in CTE Pathways |
| Develop ways to showcase student work on digital platforms |

Strategic Direction #1: Provide High Quality Curriculum and Instruction in the Visual and Performing

| 1 st Year Goals and Actions for 2020-2021 | Quarter 1 August-October Tasks | Quarter 2 November-January Tasks | Quarter 3 February-April Tasks | Quarter 4 May-July Tasks | Budget Implications/ Point Person(s) | Measurable Outcomes (Evidence of Success) |
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| <p>Goal: Develop and provide world-class programming and instruction in the Arts</p> <p>Action: Enhance current Instructional Guides to include digital learning, Social Emotional Arts Learning, and concepts for Culturally Responsive Teaching</p> | <p>Review and implement new pacing guides lessons & standards at teacher check-in's →</p> <p>Purchase Scholastic and Art of Education curriculum for schools</p> <p>Implement 1 artist of study lesson from the Scholastic program →</p> | <p>Continue to update the Visual Arts Pacing Guide with relevant lessons and new arts standards →</p> <p>Link student tutorials for various digital platforms into the pacing guide</p> | | | <p>Budget: Home Office; Title II Funds</p> <p>Point Persons: Director of Arts; Art Teachers for reviewing curriculum</p> | <p>Updated Instructional Guides</p> <p>All VAPA teachers are using new CA Arts Standards and CTE Standards in lesson planning</p> <p>New lessons and student work as a reflection of new course materials/ student projects, displayed virtually and on campuses when appropriate</p> |

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| <p>Goal: Develop and provide world-class programming and instruction in the Arts</p> <p>Action: Maintain Community Partnerships and explore virtual options for extended arts opportunities</p> | <p>Maintain SoLA Gallery Partnership ties and look for opportunities for virtual collaborations →</p> <p>Investigate existing theater partnerships, looking for opportunities for virtual collaborations: <i>LA Opera, Center Theatre Group, Greenway Court</i></p> <p>Maintain relationship with <i>A Noise Within</i> →</p> <p>Explore ICEF led virtual Theater productions and opportunities</p> <p>Film and share Zoom Podcast with CEO & Digital Music Production Teacher</p> | <p>Continue to participate in local competitions (<i>August Wilson Monologue Competition</i> AWMC)</p> | | <p>Create New: End of the Year Performing Arts/CTE Showcase (June), One Act Play or Original Works</p> | <p>Budget: Hip Hop Education and Equity Grant</p> <p>Point Persons: Performing Arts Coordinator; Digital Music Production Teacher</p> | <p>SoLA partnership event completed</p> <p>Continued and completed theater programming with theater partnerships, including video culmination(s)</p> <p>Continued connections with <i>A Noise Within</i></p> <p>End of the Year Performing Arts/CTE AME Showcase for Dance, Digital Music Production and Theater courses</p> <p>Student work created from cross department collaborations</p> <p>Completed Zoom Podcast session</p> |
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| <p>Goal: Develop and provide world-class programming and instruction in the Arts</p> <p>Action: Add multi-disciplinary art courses to elementary and middle school</p> | | <p>Create an outline for implementing a multidisciplinary arts program across K-8 campuses in 2021-2022</p> <p>Reach out to <i>Youth Orchestra Los Angeles (YOLA)</i> to continue conversation regarding the orchestra program at Inglewood Site</p> <p>Investigate the cost of expansion for Education through Music Program to all Elementary sites</p> <p>Begin creating a visual arts program revision plan where 6th, 7th and 8th grade has a different focus each year</p> | <p>Present cost of expanding <i>Education through Music Program</i> to Executive Leadership and Principals</p> | <p>Present multidisciplinary arts program plan to principals for feedback</p> | <p>Budget: General School Site Budget & Fundraising</p> <p>Point Persons: CEO; Chief Academic Officer; Director of Strategy; Director of Arts</p> | <p>Outlined plan of a multidisciplinary arts program across K-8 campuses</p> <p>Communication with Yola in place to partner in 2021-2022</p> <p>Budget in place for Expanding Education Through Music</p> <p>Visual Arts Program focus revised per grade level for Middle School for 2021-2022 launch</p> |
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| <p>Goal: Support college and career readiness</p> <p>Action: Expand VAPA in Career and Technical Education (CTE) Pathways for Arts Media Education AME</p> | <p>Submit 2020-2021 Career Technical Education Incentive Grant (CTEIG) grant application, AME Demo Site, Hip Hop Education H2E2 Grant, & continue to seek funding opportunities for CTE AME</p> <p>Launch Dance CTE Pathway & Foundation Classes</p> <p>Write syllabi to align with CTE AME Standards and strengthen the curriculum for all CTE AME courses</p> <p>Prepare for Arts Advancement Grant for virtual site visit</p> <p>Consult California Dept of Ed. Programs Consultant for AME regarding VPHS's status for becoming a model AME site →</p> | <p>Assess student enrollment processes in CTE AME Pathway courses</p> <p>Purchase equipment for Digital Music Production</p> <p>Assess & refine CTE AME Dance & Film classes</p> <p>Schedule site visit for Fall AA Grant supporting Film Production position</p> <p>Enroll CTE AME teachers in AME Leadership Institute Conference</p> <p>Hire CTE AME Film Teacher</p> | <p>Create marketing materials for electives and CTE Pathways</p> <p>Explore 9th grade CTE survey course to possibly begin for Fall 2021 or 2022</p> <p>Launch Film Production pathway at VPPHS</p> <p>Coordinate planning meeting with State AME CTE rep regarding how Visual Arts can align with CTE</p> <p>Apply for AAG for CTE AME expansion, schedule site visit & write 2019-2020 final report</p> <p>Check with VPHS CTE AME faculty to make sure all teachers are on track to obtaining CTE AME credentials</p> | <p>Refine and reassess syllabi to align with CTE AME Standards and strengthen the curriculum for all CTE AME courses</p> <p>Create systems to inform students of CTE Courses and electives for incoming students</p> <p>Create “lunch info booths” for a week sharing information with 9th graders about CTE Pathways and CTE graduation requirements</p> <p>Update VPPHS website to reflect CTE AME pathways</p> <p>Assess and revise AME CTE plan for 2021-2022</p> <p>Pay for appropriate credential fee for CTE AME for Visual Arts Teacher at VPHS</p> <p>CTE AME Teachers attend AME</p> | <p>Budget: General School Funds; CTEIG Grant; AME Demonstration and Regional Technology Assistant Grant; Hip Hop Education and Equity Grant; AAG Grant</p> <p>Point Persons: VPHS Assistant Principal; CTE Initiative Lead; Director of Arts-AAG Grant for Film Production position; Digital Film Production Teacher</p> | <p>2019-2020 CTEIG funds received for 2 years of use</p> <p>4 AME CTE Pathways that students can choose from.</p> <p>Increased student enrollment in arts courses.</p> <p>CTE survey course plan and outline</p> <p>Systems are created to inform incoming students of CTE AME electives</p> <p>Lunch info booths scheduled to share information regarding CTE AME graduation requirements to 9th graders</p> <p>Marketing materials are created for all CTE AME Classes</p> <p>4 CTE AME arts teachers with clear credentials</p> |
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| | <p>Plan for CTE AME Teachers to attend AME Leadership Institute</p> <p>Develop post-secondary partnerships with West LA College - Coordinate with local arts organizations for work based learning opportunities, working around limits for working with charter schools →</p> <p>Continue relationship with Music Forward Foundation →</p> <p>Continue to establish and expand CTE AME work-based learning opportunities with Hip Hop University →</p> | | | <p>Leadership Institute Conference</p> <p>Submit final report and invoice for AAG for Film Production position</p> <p>Submit final documents for AME CTE Teachers' credentialing</p> | | <p>CTE AME Dance & Film Foundation course complete and Pathway Established</p> <p>All CTE AME course descriptions and syllabi align with CTE AME Standards</p> <p>Film and Dance course description meets CTE Standards CTE AME Pathways clearly outlined on VPPHS Website Completed AAG site visit and 2021-2022 grant application</p> <p>VPPHS is declared a model CTE AME mentor site</p> <p>New equipment is purchased for Digital Music Production class</p> <p>All CTE AME teachers attend Leadership Institute Conference</p> <p>Meeting with State AME CTE rep, AP of</p> |
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| | | | | | | <p>VPPHS, Director of Arts, and VPPHS Visual Arts Teacher</p> <p>Internships, job shadowing, and mentorships in place with Hip Hop University and other community partners</p> <p>Agenda of guest speakers Select number of career fairs or other networking opportunities for 2021-2022</p> <p>Music Forward Foundation connection is maintained for 2021-2022</p> |
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| <p>Goal: Provide cross discipline collaborative planning time and professional development in the Arts for Culturally Responsive teaching and SEAL</p> <p>Action: Equip teachers to conduct online learning</p> | <p>Develop and implement a PD plan for Culturally Responsive Teaching and Social Justice in the Arts →</p> <p>Offer continued PD in Google Classrooms and other online learning platforms →</p> <p>Explore PD opportunities including more opportunities for hands on learning with technology →</p> | <p>Seek additional Arts Partners, addressing online PD</p> <p>ES and MS teachers are reminded of cross curricular lessons for mutual reinforcement</p> | | <p>Assess SEAL and Social Justice curriculum & PD initiative</p> <p>Assess online PD instruction</p> | <p>Budget: Title II Funds</p> <p>Point Persons: Chief Academic Officer; Director of Arts Academic Team members</p> | <p>All Arts Teachers have read Culturally Responsive Teaching and the Brain</p> <p>Visual Arts Teachers taught two Social Justice Inspired art lessons</p> <p>Classroom and arts teachers have collaborated on three lessons in middle school and TK-2nd grade</p> <p>Teacher's knowledge and confidence regarding Google Classroom and Padlet use has improved</p> <p>New sources for PD and curriculum online content are implemented</p> |
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| Strategic Direction #1: Provide High Quality Curriculum and Instruction in the Visual and Performing Arts | |
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| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
| Goal 1: Develop and provide world-class programming and instruction in the Arts | |
| <p>Action: Continue to expand Online learning and create an Arts Curriculum Team to assess and curate online learning resources to add to the pacing guide.</p> <p>Budget: Home Office</p> <p>Outcome: Online Arts Curriculum Team in place; digital lesson archive, with links to pacing guides</p> | <p>Action: Explore PD opportunities that involve hands on, makerspace to build lessons</p> <p>Budget: Home Office/Title II</p> <p>Outcome: PD Plan/links of lessons for makerspace embedded in pacing guides</p> |
| <p>Action: Build a moveable or permanent stage in the Theater Production Classroom and purchase sewing machines with CTEIG funds</p> <p>Budget: CTEIG (grant)</p> <p>Outcome: Stage, sewing center and more work-based production learning for students</p> | <p>Action: CTEIG fund used to expand performing arts resources at The Academy (the student learning center at ICEF's Home Office)</p> <p>Budget: CTEIG (grant)</p> <p>Outcome: Second stage at home office and more work-based production learning for students</p> |
| <p>Action: Develop a strategic and through 2-week arts classroom program for week zero in the classroom.</p> <p>Budget: Home Office</p> <p>Outcome: Weekly lessons/ activities in place for week zero, which are linked to the pacing guides</p> | <p>Action: Implement new arts integrated lessons from summer pacing guided work for 3-5.- Science and ELA</p> <p>Budget: Home Office</p> <p>Outcome: 3 arts integrated Science and ELA lessons for each subject, per grade level, linked to the visual arts pacing guides.</p> |
| <p>Action: Launch After School Arts Academy Program (Getty Inspired) courses at VP Family of schools with digital music production and performing arts component (Reader's Theater, improv etc.)</p> <p>Budget: School site general budgets (move year 3)</p> <p>Outcome: Completed and ongoing After School arts programming course from ICEF's "Academy" with VPMS & VPHS</p> | <p>Action: Add other ICEF Schools to After School Arts Academy Program.</p> <p>Budget: School site budgets Year 4</p> <p>Outcome: The Academy's After School Arts Programming course launched with additional ICEF schools participating.</p> |

| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
|--|--|
| <p>Action: Implement phase 1 of multidisciplinary course art instruction in elementary schools Budget: General budget and fundraising Outcome: 2 arts courses implemented</p> | |
| <p>Action: Investigate the expansion of Education Through Music Course throughout Elementary school sites Budget: General budget and fundraising Outcome: ICEF approved Music course in place at all elementary sites</p> | <p>Action: Expand arts offerings (multi-disciplines) across elementary school sites. (Move to year 4) Budget: General School budget & Fundraising Outcome: All ICEF schools offer multi discipline arts</p> |
| <p>Action: Expand Education through Music at Vista Middle School Budget: General budget and fundraising Outcome: ICEF approved Music course in place in 7th & 8th grade at Vista</p> | |
| <p>Action: Reinstate student productions and art shows at ICEF and with community partners Budget: Home Office Budget Outcome: All ICEF Winter and Spring Production is reinstated; SoLA Gallery Pop-up Arts Show is reinstated</p> | |
| <p>Action: Recruit new students for a student podcast and launch year 2 Budget: No budget implications Outcome: New cohort of student podcasters</p> | |
| <p>Action: Develop HS “Glee Club” into a recording arts program → Budget: HS General Fund Outcome: Glee club established and collaborative student PA created</p> | <p>Action: Continue “Glee Club” into a recording arts program → Budget: No budget implication Outcome: New Glee Club members and collaborative student PA’s</p> |
| <p>Action: Host mini after-school performances, led by HS students with ES/MS performers Budget: No budget implications Outcome: New High school directed, Middle school performance</p> | |

| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
|---|---------------------|
| <p>Action: Revise and update Visual Arts Pacing Guides. Budget: Home Office Outcome: Pacing Guides are updated with current California Common Core Standards and links to digital lessons.</p> | |
| <p>Action: Create monthly meeting time for Classroom and Art teachers to collaborate in middle school → Budget: No budget Implications Outcome: Schedule established that supports collaborative planning and resource sharing</p> | |
| <p>Action: Implement Film/Theater Production collaboration for PA students develop acting demos → Budget: No budget implications Outcome: Student work created to support performing art showcases</p> | |
| <p>Action: Recruit students for Music Forward Foundation program Budget: No budget implications Outcome: 20 students participating in the Music Forward Foundation program</p> | |
| <p>Action: Collaborate to develop Performing Arts & Digital Music students to record vocal & voice-over demos Budget: No budget implications Outcome: Student demos for professional application/portfolio</p> | |
| <p>Action: Nurture potential collaboration with LMU to assess CTE AME program Budget: No budget implications Outcome: LMU connection maintained and new opportunities are in place for students enrolled in CTE AME programs</p> | |

| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
|--|--|
| <p>Action: Develop post- secondary partnerships with Hollywood (Cinema Production Resources) CP→</p> <p>Budget: No budget implications</p> <p>Outcome: Established partnership with Hollywood CPR</p> | |
| <p>Action: Revisit concept of State funding VPPHS as a model site through grant</p> <p>Budget: AME Model Demonstration Grant</p> <p>Outcome: VPPHS supports other school in becoming a become</p> | |
| <p>Goal 2: Support College and Career Readiness</p> | |
| <p>Action: Finalized 5-6 CTE AME Pathways and courses at VPHS</p> <p>Budget: HS General budget & CTE Grant</p> <p>Outcome: 5-6 established CTE AME Pathways and courses at VPHS</p> | <p>Action: Expand CTE AME pathways to align with middle school arts offerings</p> <p>Budget: MS General budget & CTE Grant</p> <p>Outcome: Middle School Digital Music Program at VPMS</p> |
| <p>Action: Establish VPHS as a CTE AME model site</p> <p>Budget: No budget implications</p> <p>Outcome: VPHS is designated a model site by the state</p> | <p>Action: Continue compliance to maintain active status for VPHS as a CTE AME model site</p> <p>Budget: No budget implications</p> <p>Outcome: VPHS has designated a model site by the state</p> |
| <p>Action: Expand work-based learning opportunities for CTE AME</p> <p>Budget: No budget implications</p> <p>Outcome: New internship opportunities in place for each CTE AME pathway.</p> | <p>Action: Invite Art professionals to speak and work with students</p> <p>Budget: No budget implications</p> <p>Outcome: Scheduled events with guest speakers and industry internships</p> |
| <p>Goal 3: Provide Planning Time and Professional Development in the Arts</p> | |
| <p>Action: Continue to create collaborative planning opportunities for classroom and Art teachers</p> <p>Budget: No budget implications</p> <p>Outcome: VAPA and Grade level teachers meet once for collaborative planning during August institute and 3-4 VAPA Led or influenced PD activities at each school site (1 per trimester minimum)</p> | <p>Action: Continue to create collaborative planning opportunities for classroom and Art teachers</p> <p>Budget: No budget implications</p> <p>Outcome: 3-4 VAPA Led or influenced PD activities at each school site (1 per trimester and established grade level and VAPA collaborative planning time during August Institute)</p> |

| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
|---|--|
| <p>Action: Continued PLC around the book, "Culturally Responsive teaching in the Brain," as it relates to online arts learning, social justice curriculum implementation and SEAL</p> <p>Budget: Title II funds</p> <p>Outcome: Curriculum and student projects reflecting culturally responsive teaching and SEAL methods</p> | <p>Action: Research and advocate for a guest speaker addressing culturally responsive teaching and the arts</p> <p>Budget: Home Office (Summer Institute) Budget</p> <p>Outcome: Guest speaker addressing the arts, culturally responsive teaching and/or SEAL for all ICEF Event or Summer Institute</p> |
| <p>Action: Expand online arts learning resources and strategies for arts teachers and students</p> <p>Budget: Title II Funds</p> <p>Outcome: Continued sourcing of lessons from the Art of Education and Scholastic</p> | <p>Action: Assess and realign PD offerings and resources to meet current needs and potential new partnerships</p> <p>Budget: Title II Funds</p> <p>Outcome: Updated online PD plan</p> |

Strategic Direction #2: Provide a High Level of Visibility and Community Engagement in the Arts

| 1 st Year Goals and Actions for 2020-2021 | Quarter 1 August-October Tasks | Quarter 2 November-January Tasks | Quarter 3 February-April Tasks | Quarter 4 May-July Tasks | Budget Implications/ Point Person(s) | Measurable Outcomes (Evidence of Success) |
|---|---|---|--|--------------------------------|--|--|
| <p>Goal: Create momentum and excitement for the Arts through internal visibility strategies</p> <p>Action: Develop ways to showcase student work on digital platforms and build arts engagement practices at school sites</p> | <p>Teachers choose a digital platform and create a presentation schedule for the year for presenting student work at their school. (Soundcloud, social media, Seesaw, Padlet, Dojo, etc.)</p> | <p>Pilot a live stream virtual staff, family & student engagement activity for the arts (Ex. Paint night) →</p> <p>Create quarterly newsletter or an announcement to showcase things happening in the arts at school sites →</p> <p>Create and maintain an art Instagram page for ICEF →</p> <p>Principals incorporate a monthly shout out for reference to the arts in staff address →</p> | <p>Invite and involve Board members to annual ICEF Events (ex. Serve as a judge, share a message to the community) →</p> <p>Continue policies and procedures around student upload of artwork (with teacher discretion of actual post) →</p> <p>Coordinate, quarterly with Office Managers at VP schools to display student work on digital screens in lobbies →</p> <p>Create promotional timeline for printing posters</p> | | <p>Budget: Home Office</p> <p>Point Persons: Visual Arts Teachers at Schools sites; Director of Arts; Home Office Communications staff</p> | <p>Each Board member has attended one ICEF Arts related event</p> <p>Live streamed or virtual family student arts engagement activity completed or one ICEF Virtual Paint Night completed</p> <p>Students understand how to post and upload artwork on various learning platforms</p> <p>Arts newsletter/regular announcement created and completed</p> <p>Principals share a monthly art shout out or reference</p> |

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| | | | and advertising the signature arts events → | | | <p>Each school has a platform for digitally sharing student art</p> <p>A weekly feature of students performing arts on social media</p> <p>Soundcloud channel for ICEF created</p> <p>Dedicated arts at ICEF Instagram page</p> <p>Digital display boards are showing student art work at each VP school</p> <p>Tracking system of art displays and promotion for each school site created</p> <p>Arts Event advertising schedule created</p> |
| Goal: Create momentum and excitement for the Arts through external visibility strategies | Create tracker for visibility opportunities: What to share and what has been | | Create a cultural of monthly submission opportunities for sharing photos of | | Budget: No budget implications | Regular publication or sharing of art in community setting (social media, |

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|---|---|---|--|----------------------------------|--|---|
| <p>Action: Develop an external marketing/communications schedule with core messages and regular sharing of varied arts content</p> | <p>shared on social media and in other channels →</p> <p>Build timeline and schedule for sharing regular arts messages on ICEF's website and social media platforms →</p> | | <p>student work and school site art events/news in a cross organization google drive for ICEF media rep to share →</p> <p>Update ICEF Website with regular photos/features →</p> | | <p>Point Persons: Communications staff; Director of Arts; Performing Arts Coordinator</p> | <p>newspaper, video, gallery) Social Media metrics demonstrating community engagement for the arts</p> <p>Art sharing for social media schedules created</p> <p>Artwork displayed on each school website</p> |
| <p>Goal: Expand Arts exposure and reach through community engagement</p> <p>Action: Develop plan for outreach to local community partners and media outlets</p> | <p>Continue to nurture current relationship with SoLA Gallery →</p> | <p>Share with communications team and use holiday arts partners mailing list for arts newsletter →</p> <p>Create a quarterly newsletter, featuring the arts with protocols, a template, and contact list for community arts partners and donors</p> <p>Send 1st newsletter - December</p> | <p>Send 2nd newsletter - March</p> | <p>Send 3rd newsletter - May</p> | <p>Budget: No budget implications</p> <p>Point Persons: Communications staff with Director of Arts</p> | <p>Increased free art opportunities for students</p> <p>Number of people/partners we are communicating with increases</p> <p>Increased engagement with community partners/donor prospects</p> <p>Art Newsletter is sent according to schedule</p> |

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| | | Continue to ask Community Relations Coordinator to promote extended learning arts opportunities regularly--> | | | | |
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| Strategic Direction #2: Provide a High Level of Visibility and Community Engagement in the Arts | |
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| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
| Goal 1: Create Momentum and Excitement for the Arts through Internal Visibility Strategies | |
| Action: Reinstate regular school-based arts activities for events Budget: General Fund & Embrace the Mind Budget (Home Office) Outcome: Family Arts Nights are reinstated, and the arts are kept in related Family Nights | Action: Coordinate with school site Community Relation Coordinator to Identify 1-2 parent leaders to help with Art Activities throughout the year per school site Budget: No budget implication Outcome: Each school site has 1-2 parents dedicated to supporting the arts and art related events on campus |
| Action: Continue to maintain arts Instagram page Budget: No budget implication Outcome: Arts Instagram page with weekly posts | |
| Action: Create and update a tracking system for how we promote the arts at each school site → Budget: No budget implication Outcome: System in place with metrics on tracking arts promotion at each school site | |
| Goal 2: Create Momentum and Excitement for the Arts through External Visibility Strategies | |
| Action: Assess, refine and revise ICEF's display of the arts in social media → Budget: No budget implication Outcome: ICEF Arts is represented on a regular and scheduled basis → | Action: Choose one inspirational and applicable arts policy/ practice to implement for expanding arts engagement → Budget: No budget implications |

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| | Outcome: Increased arts engagement via a new practice |
| Action: Continue to update ICEF Arts website pages Budget: No budget implications Outcome: ICEF and school site websites displaying student artwork | Action: Research District policies on use of social media and with other platforms → Budget: No budget implications Outcome: Director of Arts understands district trends and policy in relation to social media |
| Goal 3: Expand Arts Exposure and Reach through Community Engagement | |
| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
| Action: Continue to enter student work into contests → Budget: No budget implication Outcome: Students artwork is regularly entered into contests | Action: Research new trends in community engagement and arts education Budget: No budget implication Outcome: Summary and assessment of trends in arts education |
| Action: Continue work with community partners to showcase work → Budget: Home Office Outcome: 1-2 New community partner’s showcase student artwork | Action: Showcase student artwork, performances, and music Budget: Home Office Outcome: Additional community partners are showcasing student work in differing media and platforms |
| Action: Increase number of free community partners supporting arts programs Budget: No budget implications Outcome: 2-3 New Community Arts Programs → | Action: Formalize and solidify ongoing community partnerships that benefit students through multi-year relationships Budget: No budget implications Outcome: Increased number of students annually participating in programs with community Arts Partners |
| Action: Winter Play invite with student profiles (aligned before an event - Winter Play) Budget: Home Office Outcome: Advanced Winter play marketing with student features | |

Strategic Direction #3: Provide the Necessary Infrastructure to Support Arts Learning and Engagement

| 1 st Year Goals and Actions for 2020-2021 | Quarter 1 July- Sept Tasks | Quarter 2 Oct- Dec Tasks | Quarter 3 Jan- March Tasks | Quarter 4 April-June Tasks | Budget Implications/ Point Person(s) | Measurable Outcomes (Evidence of Success) |
|--|---|---|--|--|---|---|
| <p>Goal: Provide facilities and resources to support high-quality arts instruction</p> <p>Action: Provide all needed resources for hybrid and virtual learning</p> | <p>Conduct surveys from visual arts teachers to gather program needs to build individual student supply packs</p> <p>Create and distribute supply kits virtual arts learning →</p> <p>Art of Education and Scholastic Arts resources are used in lessons and lesson planning-></p> | <p>Survey art teachers regarding their self-efficacy for virtual teaching</p> <p>Reassess arts integration plan for hybrid learning</p> | <p>Create long-term plan for digital arts resources, understanding when we will need new equipment or replaced supplies</p> <p>Fundraise to supplement budget monies for these resources</p> | <p>Add a long-term plan into the budgeting process and prepare for the 2021-22 school year</p> <p>Budget for school arts' needs and coordinate with IT and Chief Academic Officer around digital media resources (Ahead of school start)</p> <p>Assess usage and access to digital media resources</p> <p>Conduct end of the year post-survey for teachers on digital teaching self-efficacy and resources</p> | <p>Budget: General budget</p> <p>Point Persons: Chief Academic Officer; Principals; Directors of Arts; Art Teachers; Director of Technology</p> | <p>Report of digital resource needs and suggested allocation</p> <p>Digital media resources were purchased and implemented into art teacher PD and lesson planning</p> <p>Report on Art teacher survey results on digital self-efficacy and resource needs</p> <p>Students receive quarterly art supply kits aligned with art teachers' requests</p> <p>All TK-2nd and Middle school teachers have art supplies to continue the arts integration initiative</p> |

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| <p>Goal: Generate adequate funding for the arts</p> <p>Action: Create an annual arts budget and fundraising plan</p> | | <p>Develop an arts budget for 2020-21 that can be revised annually</p> <p>Create an arts budget summary as it relates to arts programming</p> <p>Seek grant opportunities →</p> | <p>Develop an arts fundraising plan and targets for the year</p> <p>Review art budgets quarterly and update in line with enrollment/ADA →</p> <p>Create a fundraising grant calendar with notifications</p> | <p>Establish fundraising partnerships where possible →</p> <p>Set goals for 2021-22 arts fundraising</p> <p>Update grant calendar for 2021-2022 school year</p> | <p>Budget: General Fund</p> <p>Point Persons: Director of Arts; Chief Schools Officer; Charter Impact</p> | <p>Budgets for 2020-2021, which are aligned with depth of arts programming across grade levels</p> <p>Fundraising grant calendar with notifications for application</p> <p>Grant applications completed</p> |
| <p>Goal: Use data for program evaluation and improvement</p> <p>Action: Build common methods for evaluating program success and using data to demonstrate progress</p> | | <p>Create a methodology for collecting data around arts education and arts integration initiatives</p> <p>Begin quarterly reviews of arts data with academic and school-based teams →</p> <p>Begin collecting observation data from arts-integration</p> | <p>Mid-year arts teacher and arts integration survey</p> <p>Feedback meetings session with principals regarding arts data</p> | <p>Create a final year report of student participation regarding arts data</p> <p>Summarize and share student, teacher, and parent feedback regarding the arts and digital engagement</p> <p>Create a report of arts data-based recommendations for the following school year</p> <p>Include a question for student, teacher, and parent feedback regarding the arts in ICEF Panorama survey or <i>Embrace the Mind</i> Survey</p> | <p>Budget: No budget implications</p> <p>Point Persons: Director of Strategy; Director of Data & Assessment; Director of Arts</p> | <p>ICEF will have accurate data on the students that are participating in arts instruction (by arts disciplines, grade levels)</p> <p>Report of students' participation in extended arts programming</p> <p>Arts Teacher and arts integration survey results shared with ICEF Leadership</p> <p>Arts related question added to panorama and/or <i>Embrace the Mind</i> Survey</p> <p>ICEF will be able to demonstrate the</p> |

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| | | | | | | benefits of the arts programming for students, teachers and families |
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| Strategic Direction #3: Provide the Necessary Infrastructure to Support Arts Learning and Engagement | |
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| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
| Goal 1: Provide Facilities and Resources to Support High-Quality Arts Instruction | |
| <p>Action: Designate art room on new building purchases and construction at elementary schools IIES, Innovation, and Vista Budget: School site general fund Outcome: A designated dance and /or theater room with proper flooring and an art room with a sink at each campus</p> | <p>Action: Designate art room on new building purchases and construction at IIES, Innovation, and Vista Budget: School site general fund Outcome: A designated dance and/or theater room with proper flooring and a designated art room with a sink at each campus</p> |
| Goal 2: Generate Adequate Funding for the Arts | |
| <p>Action: Create and implement a fundraising plan for the arts at ICEF Budget: No budget implications Outcome: Implemented fundraising plan with goal to raise 20%</p> | <p>Action: Created fundraising channels - raising 30% of arts budget Budget: No budget implications Outcome: Annually reviewed and implemented fundraising plan for the arts</p> |
| <p>Action: Honor or safeguard funds that have been specifically designated for arts programming → Budget: School Site Budget Outcome: Funds earmarked for the arts continue to be used for the arts throughout the entire school year with transparency →</p> | <p>Action: Create a report outlining budget expenditures for the arts Budget: No budget implications Outcome: Dedicated funds for the arts with accountability structures in place</p> |
| <p>Action: Dedicate PD time to Donor’s Choose projects for the art department → Budget: No budget implications</p> | |

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| Outcome: Increased arts offerings at select sites | |
| Goal 3: Utilize Data for Program Evaluation and Improvement | |
| Phase 2 (2021-2023) | Phase 3 (2023-2025) |
| <p>Action: Continue tracking arts programming and use info to revise and expand arts offerings →</p> <p>Budget: No Budget Implications</p> <p>Outcome: Arts Programming tracked and referenced in arts planning</p> | <p>Action: Track arts programming and use results to seek new funding and arts partnerships →</p> <p>Budget: No Budget Implications</p> <p>Outcome: One new source of arts funding and one new supporting arts partnership</p> |
| <p>Action: Using external data to show how ICEF arts compares with other schools in L.A. or across the nation</p> <p>Budget: No Budget Implications</p> <p>Outcome: Data summaries of ICEF Arts offering in relation to other schools in LA or across the nation</p> | <p>Action: Art programs are revised in relation to two years of comparison between ICEF and other districts</p> <p>Budget: No budget implications</p> <p>Outcome: Data driven arts programming is created or reaffirmed</p> |
| <p>Action: Develop an ICEF arts data dashboard displaying student arts participation</p> <p>Budget: No budget implications</p> <p>Outcome: ICEF Arts data dashboard created, updated, and referenced →</p> | |
| <p>Action: Regularly share arts data with Department heads, school site leaders, and executive ICEF Leadership</p> <p>Budget: No budget implications</p> <p>Outcome: All ICEF stakeholders are informed of ICEF’s arts offerings and student participation</p> | <p>Action: Share arts data and suggest areas for inclusion in LCAPS</p> <p>Budget: No budget implication</p> <p>Outcome: Principals are thoroughly adding the arts to their LCAPs throughout ICEF</p> |
| <p>Action: Include a question for student, teacher, and parent feedback regarding the arts in ICEF Panorama survey or <i>Embrace the Mind Survey</i> →</p> <p>Budget: No budget implications</p> <p>Outcome: Survey data to guide arts programming</p> | |

Appendix

ICEF Public Schools Practical Vision for the Arts

December 11, 2019; Answering the question – “If all things were possible, what would we want to see in our District in five years in arts education?”

| Exposure and Career Pathways and Connections | Funding and Value | Choice and Expanded Offerings | Quality Environment | Visibility and Showcasing | Arts Collaboration | Culturally Responsive Instruction | 21st Century Resources |
|---|--|---|---|--|--|--|--|
| Art Career Paradigm | Equitable pay (Full-time salaried art teacher positions) | Expand the Music Program: Band/Orchestra/Choir | Safe and Comfortable Creative Environment | Auditorium | More accountability to Arts Integration in classrooms | Students looking at Art critically | Kiln, Photo, Tools, Wood Shop, Tech Shop |
| Partnerships with professionals in creative industries | Investment and pride in Arts in the school | Student Choice in the Arts (smaller class size) | Support staff in the Art Room | Designated Gallery | Cross grade and Art department projects | Culturally responsive pedagogy which empowers students | Access to co-working space at Leadership Academy |
| Outside artistic opportunities (internships, travel, field trips) | Quality resources | Student access to a variety of Art electives | Better Art Facilities (sink, lock for closet) | Student dedicated art space and supplies | Resources for cross curricular planning | | Technology in Art Room |

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| Opportunities to support productions through video production, journalism, costumes | Fully funded Arts program | Dance Teachers | | Students regularly showing their work | Art Therapy in Practice (in partnership with “Embrace the Mind”) | | Students learning with various materials and mediums, including technology |
| Resident artist collaborations | Overall consensus that Artistic thinking is valuable | Culinary Arts | | Students participate in activities and campus beautifications | | | |
| | | | | Authentic expressions from All Students | | | |
| | | | | Performing Arts events at the Home Office | | | |
| | | | | High School Community Mural Team | | | |

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the ICEF Community Arts Team was asked on March 9, 2020: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation.

1. Provide High Quality Curriculum and Instruction in the Visual and Performing Arts

Goal 1: Develop and provide world-class programming and instruction in the Arts

Actions:

- a. Research art opportunities for students (programs, internships, etc.)
- b. Investigate out of school (after school) options to provide diverse Arts courses
- c. Add more project ideas to Visual Arts pacing guide
- d. Invite a variety of artists during the school year to have an art showing and highlight a specific technique (Visual Arts such as painting, pastels, etc.)
- e. Research a variety of Art electives or artists to visit/teach a lesson throughout the year
- f. Research social media in how it could inform Visual Arts lessons – Ex: pattern cat-use famous cats)
- g. Move Art activities outside the classroom for more student buy-in
- h. Invite Art professionals to speak and work with students

Goal 2: Support College and Career Readiness

Actions:

- i. Investigate other District models for scheduling and allocation of Arts courses
- j. Create or align with an event to highlight potential careers in the Arts
- k. Create an annual course expansion proposal across all schools
- l. Familiarize Arts Department staff with View Park High School CTE (Career and Technical Education) Pathway plan
- m. Partner with community, city colleges to support resources, facilities, and CTE Pathways
- n. Develop a more dedicated plan for Middle School CTE Access

Goal 3: Provide Planning Time and Professional Development in the Arts

Actions:

- o. Create a PD (Professional Development) plan to continue collaboration between classroom teachers and VAPA teachers where VAPA teachers can lead arts integration sessions
- p. Create an Arts PD plan that includes guest speakers and organizations
- q. Provide more PDs that focus on best teaching practices

- r. Generate an Art Department PD plan (post Getty Center partnership) to continue high quality PD around behavior management, addressing teachers' needs, and character education
- s. Explore how the Summer Institute can allow for Art Teachers to collaborate/share lessons and update pacing guides by grade level
- t. Clarify next steps with the Getty partnership that supports arts integration strategies
- u. Hold end of the year collaborative Visual Arts curriculum planning
- v. Explore strategies for continuation and sustainability of the Arts integration plan

2. Provide a High Level of Visibility and Community Engagement in the Arts

Goal 1: Create Momentum and Excitement for the Arts through Internal Visibility Strategies

Actions:

- w. Encourage a VAPA share-out at every Wednesday staff meeting
- x. Create opportunities for teachers/staff to understand what their colleagues are working on
- y. Research and share art contest or other opportunities with others in the Arts Department
- z. Advocate for a dedicated area for Art display in communal areas of each school
- aa. Encourage schools to include the Arts in all school newsletters on a monthly basis
- bb. Maintain bi-annual presentation (various festivals and Art Month) in all Arts to exhibit student work
- cc. Involve counselors in select VAPA meetings to support better understanding and appreciation for VAPA work and expectations
- dd. Hold trimester submissions for Lobby screens
- ee. Maintain all school and ICEF-wide events to have an Arts presence in the form of VAPA

Goal 2: Create Momentum and Excitement for the Arts through External Visibility Strategies

Actions:

- ff. Update and maintain VAPA tab on each school website
- gg. Create an ICEF Film and Performing Arts YouTube Station and/or Spotify Station
- hh. Explore opportunities to students to present and perform at community locations
- ii. Create VAPA focused social media account
- jj. Include a VAPA social media presence on Classroom Dojo/Instagram
- kk. Develop promotional video showcasing VAPA programs
- ll. Develop social media protocols for VAPA
- mm. Encourage listing of school-based Arts events on ICEF website

Goal 3: Expand Arts Exposure and Reach through Community Engagement

Actions:

- nn. Encourage students to be content creators on Class Dojo and share their work with family
- oo. Encourage attendance at participation at Community Arts opportunities and events with parents

- pp. Engage community members, Board members, and school/organization partners in select Arts events
- qq. Develop and articulate engagement opportunities for parent volunteers and share related information at PIMS (Parent Information Meetings), when appropriate

3. Provide the Necessary Infrastructure to Support Arts Learning and Engagement

Goal 1: Provide Facilities and Resources to Support High-Quality Arts Instruction

Actions:

- rr. Provide IT (Information Technology) clear vision and wish lists of needed software/tech for VAPA Teachers
- ss. Create secure storage for Art related supplies and equipment
- tt. Designate Art classrooms/bungalows at every site

Goal 2: Generate Adequate Funding for the Arts

Actions:

- uu. Educate teachers on Donor's Choose through an annual PD
- vv. Apply for Arts grant opportunities
- ww. Develop transparent Arts budget procedures for each site
- xx. Research other District procurement practices
- yy. Convene Art teachers to collectively write/create grants (or Donor's Choose) to procure big items for the Department (kiln, etc.)

Goal 3: Utilize Data for Program Evaluation and Improvement

Actions:

- zz. Utilize West Ed evaluation data to access Arts integration implementation

Community Arts Team Members - 2019-2020

| Name | Title or Role | Email |
|---------------------|--|--|
| Jamie McAndrews | Arts Coordinator | jamie.mcandres@icefps.org |
| Lauren Gregor | Director of Strategy | lgregor@icefps.org |
| Kevin Peanh | ICEF Vista MS | kpeanh@icefps.org |
| S. Elkouby | View Park Preparatory High School | selkouby@icefps.org |
| Rosalinda Leal | View Park Preparatory Middle School | rleal@icefps.org |
| Cindy Harrison | ICEF Inglewood Elementary Charter Academy | charrison@icefps.org |
| Amiekileh Usafi | ICEF Innovation Los Angeles Charter | ausafi@icefps.org |
| Judd Fish | ICEF View Park Preparatory High School | jfish@icefps.org |
| Ebonie James | ICEF View Park Preparatory Elementary School | ebonie.james@icefps.org |
| Kelly Williams | Lucas Museum | kelly.williams@lucasmuseum.org |
| Darcie Beeman-Black | Getty Museum | dbeemanblack@getty.edu |
| Shelly Hefler | SoLA Gallery | shelleyheffler@gmail.com |
| C. Palmer | ICEF View Park Preparatory High School | cpalmer@icefps.org |
| S. Owens | Chief Academic Officer | sowens@icefps.org |
| Brooke Sauer | ICEF Vista Elementary | bsauer@icefps.org |

Community Arts Partners

| Organization | Contact | <u>Email</u> |
|------------------------------|-------------------|--|
| LA County Arts Ed Collective | Megan Kirkpatrick | MKirkpatrick@arts.lacounty.gov |
| Greenway Court | Miguel Lopez | mlopez@greenwayartsalliance.org |
| LA Opera | Andrea Fuentes | afuentes@laopera.org |
| SoLA Contemporary | Peggy Sivert Zask | director@solacontemporary.org |
| The Getty Museum | Rebecca Edwards | redwards@getty.edu |
| LA Commons | Beth Peterson | pethbeth@lacommons.org |
| Pacific Asian Museum | Valentina Quezada | valentina.quezada@pam.usc.edu |
| Center Theatre Group | Traci Kwon | tkwon@ctgla.org |
| The Lucas Museum | Kelly Williams | kelly.williams@lucasmuseum.org |