

Inglewood Unified School District Arts Education Plan

2017-2022

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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 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**

3/13/2017

Inglewood Unified School District Mission

The mission of the Inglewood Unified School District (IUSD) is to ensure that all of our students are taught a rigorous standards-based curriculum, supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools and effective partnerships with all segments of the community. IUSD has made major strides in carrying out the core values of its mission with the delivery of district-wide programs and services in recent years that are ensuring our students are 21st Century college and career ready. Our focus remains in ensuring that our students, staff, parents, and community have access to a quality education that is in line with our current Local Control and Accountability Plan (LCAP).

Highlights include, providing access to high quality professional development learning opportunities for IUSD teachers and administrators to ensure that every student has access to instructors who are prepared to teach to the levels of rigor required by the Common Core State Standards and STEM.

Arts Education Background

In 2006-2007 the Inglewood School District became a LA County Arts Education Collective school district and developed an arts plan. In 2012 the district was placed into State Receivership and the implementation of the arts shifted to a school site specific initiative. However at that time the district developed an action plan for teacher professional development in the arts as part of the Arts for All Teacher Professional Development Grant Program. The plan focused on Visual Arts spanned across the district TK-12 with an emphasis on Common Core and interdisciplinary connections.

At the high school level, students have access to beginning and advanced band, music instruction, theater, visual and media arts. At the K-8 level varying sites provide students with access to visual arts, theater, dance, choir and band. In addition, Warren Lane Elementary is a Turnaround Arts school that has access to a myriad of coordinated sequential capacity building arts experiences that are provided in partnership with organization such as PS Arts, The Armory Center for the Arts, Focus 5 and Mr. Holland's Opus, LA Promise Fund for Public Schools.

In 2017, Inglewood USD engaged in a strategic planning process to develop a new five year plan for arts education. Through a consensus building process, the planning team created the following vision elements to support plan implementation over the next five years:

In five years, the following will be in place in our districts arts education program as a result of our actions:

- Branded arts focused schools identified and made visible
- Vertical articulation in the arts
- Standards aligned integrated arts professional learning
- Aligned arts integrated curriculum
- Developed and authentic audiences for student exhibitions
- Engaged community partnerships
- High student engagement
- Innovative spaces

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

Strengths <i>Momentum Towards Visions</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> • Strong camaraderie among community & staff • Dedicated teachers • Supportive parents • Artistic & creative abilities amongst staff • Dedicated space for the arts • Available music instruments to expand upon • Dedicated Board & State Administrator • Awareness of the need for the expansion of the arts in IUSD • Strong arts partnerships • Opportunities for students to excel through college & career pathways • Potential for arts pathways (music, visual arts, dance, theater, media arts, etc.) • An established IUSD Arts Council • An IUSD Communications Plan that includes the arts • A desire to integrate and link the arts to academic content areas 	<ul style="list-style-type: none"> • A reluctance amongst teachers to fully commit to arts integration • Insufficient access to arts courses (students) • Disorganized systems for articulation with feeder schools • Vague vision for the arts at the district level • Access to the arts is restricted • Obsolete resources – insufficient supplies for implementing the arts • Discouraged instructional coaches & staff • Inaccessible supplies & equipment • A history of unavailable curriculum & supplies • Conflicting priorities (Common Core, testing, assessments and other routines for teaching) • Administrators dissatisfied with arts partners that are not delivering lessons connected to academic content areas • Current program not assessed & documented to address student achievement • Due to available special programs students leave the district • Broken trust amongst some parents – believing that IUSD is limited in reaching all learning styles
Current Reality	
<p>The district implemented the Arts for All arts education survey to assess the current status of arts across the district. Findings: Arts education is not equitably distributed across the district. Half of elementary schools (7 to 14) in the district offer no arts education to students during the school day, while secondary schools offer at least one arts discipline to students. Per the survey: the only arts disciplines offered at the elementary level are visual arts and media arts; media arts is only offered to students in grades 7 and 8; although 1 secondary school reported offering after school programming, no arts-focused programming was reported.</p> <p>Funding limitations are a constant barrier to successful arts education programming was cited by all 17 Principals as the greatest barrier in providing high quality arts instruction. Staffing was also noted as a significant barrier to providing arts education. However, despite this challenge, six Principals share that they were proud of their staff’s willingness and creativity to find ways to integrate the arts into their daily core curriculum.</p> <p>Profile Considerations: What strategies and policies can IUSD implement to ensure all students have equal access to arts education? Goals could be set by: School sites, arts disciplines, number of FTE’s, number and types of students who have access.</p> <p>What specific strategies can IUSD use to address funding challenges and increase arts instruction to students? Are there local resources schools can leverage to provide arts education to students? Are there any arts discipline areas that are in higher demand among students that should be prioritized?</p> <p>Is there a goal for more FTE’s? How can IUSD leverage teachers’ interest in arts education to make more arts more equitable? What kind of best practices or tools can be shared to support better integration of the arts for students across schools and grades?</p>	

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Inglewood Unified 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. Administration and Sustainability for the Arts

Goal 1: Build district-wide administration and accountability for implementing the arts

Action ideas:

- a. Prioritize the value of equal access to the arts district wide
- b. Establish TK-6 Principal arts integration awareness sessions
- c. Establish a district focus that arts education is necessary and not disposable
- d. Continue to convene the arts council
- e. Investigate arts coordination possibilities (district & sites)

Goal 2: Identify funding sources for arts instruction/including arts integration

Action ideas:

- a. Include the arts in the district LCAP
- b. Apply for grants and build community partnerships that include funding opportunities
- c. Investigate designated district, school site and afterschool funding
- d. Develop school site grant writing committees

B. Curriculum Content & Professional Development

Goal 1: On-going training and support for delivering the arts

Action ideas:

- a. Develop a district-wide professional development initiative
- b. Provide teachers with professional development in the arts (arts integration and discipline specific – visual arts, music, theater, dance, media arts, etc.)
- c. Create an arts teacher retreat
- d. Survey TK-6 teachers to assess their artistic abilities
- e. Provide professional development on music & math connections and connect to LCAP goals
- f. Build arts integration learning opportunities connecting to Common Core

Goal 2: Provide and create district wide curriculum & instruction in the arts

Action ideas:

- a. Find successful curriculum and program models – arts integration, music, visual arts, theater, dance, media arts
- b. Create school wide thematic learning units in the arts (cross curricular)
- c. Create lesson plans integrating the arts and other content areas
- d. Establish a PE credit for marching band – 2 years performing arts (secondary)
- e. Build a music articulation map – (elementary & middle school); then scaffold up to build articulation maps in other art forms (visual arts, media arts, etc.)

Goal 3: Provide equitable arts opportunities for all students

Action ideas:

- a. Arts students trained by school day/after school include project based learning activities and required showcases
- b. Create a focus arts integration elementary/middle school to serve as a district model arts sites (mount performances, showcases and developed arts curriculum models, etc.)

Goal 4: Utilize available materials and resources

- a. Partner with resource heavy schools
- b. Make arts supplies, materials and spaces visible
- c. Use recycled materials (i.e. magazines, exhibit curation, donations, etc.)
- d. Access district shared resources – forms, processes, protocols, materials

C. Building Community and Linked Communications

Goal 1: Cultivate community partnerships & investments in the arts

Action ideas:

- a. Engage in partnerships with libraries, restaurants, businesses to showcase student work
- b. Invite the community to district arts showcases and exhibits
- c. Build partnership with local artists to provide arts pathways
- d. Share arts plan and vision with all stakeholders
- e. Publish highlights in the arts and positive news from all IUSD schools
- f. Create daily rituals for K-12 students to sing and move to music
- g. Develop outreach systems for gathering information about school community interest and expertise in the arts (staff, parents)

2017-2018 Implementation Plan - Year 1
Inglewood Unified School District

Strategic Direction: Administration and Sustainability for the Arts					
August-October	November-December	January-March	April-July	Budget/Person(s) Responsible	Measurable Outcomes
<p>Build Principal awareness of arts integration – share arts plan & district successes in the arts</p> <p>Encourage Principals & Arts Ambassadors to visit other school sites w/arts integration models (Best Practices)</p> <p>Allocate funding from Title 1 to support arts per school site (on-going)</p> <p>Include arts integration in the in the LCAP and school site & program plans</p>	<p>Conduct a needs assessment of students, parents, Principals and community to obtain areas of focus in the arts for focus school sites</p> <p>Continue to convene the Arts Council to support implementation goals (Quarterly)</p> <p>Launch inventory of resources and needs assessment for arts focus schools</p>	<p>Identify elementary school sites to model how arts integration manifests and moves forward in best practices</p> <p>Implement a mini arts presentation for focus school Principals</p>	<p>Develop school site grants committees</p> <p>Conduct an instructional round with an arts integration “problem of practice”</p> <p>Apply for the Arts for All Advancement Grant</p>	<p><u>Budget</u> Potential Title 1 funding & LCAP</p> <p>Release time and potential stipends for extra duties</p> <p><u>Point Person (s)</u> Ed Services Principals Arts Council ASES Coordinator Parents/SSC/ELAC PTA</p>	<p>School site arts needs assessment outline</p> <p>Arts Integration best practices data</p> <p>Principal presentation surveys</p> <p>LCAP funding to support the arts</p>
Strategic Direction: Building Community and Linked Communications					
August-October	November-December	January-March	April-June	Budget/Person(s) Responsible	Measurable Outcomes
<p>Create a timeline for sharing plan with stakeholders and adopting it by the board</p> <p>Identify and build relationships with new partners/ local artists</p> <p>Create template for publishing and communicating district arts news</p>	<p>Meet with local business owners to showcase student art work</p> <p>Create a universal IUSD standard communications template for letters to community partners (include “thank you” formats)</p> <p>Implement a district quarterly arts newsletter</p>	<p>Build partnerships with local artists (visual & performing) to implement arts pathways</p> <ul style="list-style-type: none"> Careers Classroom to community arts experiences Non-monetary support for instruments, supplies, donations 	<p>Implement arts showcases of student work per site and invite new partners and community members (arts integration as a theme)</p>	<p><u>Point Person(s)</u> Ed Services; Principals, Office Manager, site arts leads</p>	<p>Student work in the arts made visible across sites</p> <p>Arts plan made public and Board approved</p> <p>Partnership contact list</p> <p>Communication templates and arts newsletter</p>

2017-2018 Implementation Plan - Year 1
Inglewood Unified School District

Strategic Direction: Content and Professional Development					
August-October	November-December	January-March	April-July	Budget/ Person(s) Responsible	Measurable Outcomes
<p>Explore opportunities for providing PD in literacy through arts integration for teachers</p> <p>Research, identify and plan key arts integration professional development (PD) opportunities for K-12 teachers</p> <p>Identify and appoint willing and able teachers at each site to serve as arts integration staff Technology Enhanced Arts Learning (TEAL)</p> <p>Communicate with teachers/Principals the value of daily songs & arts rituals (on-going)</p> <p>Identify key conferences for arts specialists to attend (music, visual arts, theater, dance, media arts). Map costs and focus areas (ELL, Spec Ed, Arts Integration, Common Core, Technology, etc.)</p>	<p>Submit arts integration PD research findings to the School Board for approval and funding to implement</p> <p>Invite arts staff to participate in quarterly Arts Council meetings (share successes/challenges, plan events, outreach, etc.)</p> <p>Create daily rituals for K-12 students to sing & move to music (on-going)</p> <ul style="list-style-type: none"> • Pledge of Allegiance • School song • Songs connected to teaching other subjects (history, math, science, etc.) <p>Support arts specialists (elementary & secondary) with opportunities to attend discipline conferences (share workshop, conference offerings)</p>	<p>Implement selected arts integration professional development and identify an arts champion from each school site to attend</p> <p>Invite Secondary Ed Dir., to an Arts Council meeting to consider the impact of integrating the arts at secondary.</p>	<p>Survey staff to identify areas of interest for arts integration 2018-2019 arts integration</p> <p>TEAL cohort of teachers share learning with Arts Council</p>	<p><u>Budget</u> Release time for PD; release time & SUBs for Arts Council members, TEAL</p> <p>Potential LCAP funding, grants and other funding sources (i.e. Teachers Effectiveness grant)</p> <p><u>Point Person(s)</u> Arts Council Ed Services</p> <p>Arts Rituals: <u>Budget</u> No Cost <u>Point Person(s)</u> Ed Services; Principals, teachers, Arts Council; arts partners</p> <p>Conferences: <u>Budget</u> Site funds, LCAP</p>	<p>Evidence of PD implementation through student work, arts festival & performances</p> <p>PD post surveys</p> <p>TEAL lessons implemented</p> <p>Each school singing and moving in the AM and throughout the day</p> <p>Arts Integration site representation</p>

**Inglewood Unified School District
Implementation Plan
2018-2022**

Strategic Direction: Administration and Sustainability for the Arts

Goal: Build district-wide administration and accountability for implementing the arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-2019	Coordinate the arts at the school sites	<input type="checkbox"/> Identify and appoint site arts champion(s) <input type="checkbox"/> Assign adjunct duty to assist with sustaining & accessing arts programming (establish a sign-up sheet) – arts lead <input type="checkbox"/> Develop a site funding schedule for the arts	Principals	Potential LCAP	Arts visible in classrooms and common areas Arts in the master or classroom schedule Students aware of the focus/effort
2018-2019	Continue TK-6 Principal arts integration awareness sessions	<input type="checkbox"/> Identify dates to share arts integration best practices, arts strategies (music, visual arts, dance, theater, media) site success stories at upcoming Principal meetings <input type="checkbox"/> Provide training/tools for principals to observe and evaluate the arts <input type="checkbox"/> Plan Principal site visits to identified schools sites and districts to witness best practices (arts integration + program models)	Ed Services; Arts Council; ASES Coordinators	No costs	Agenda at principal’s meeting has time for principal share out/input Role of Principle in site implementation defined
2018-On-going	Coordinate the arts at the district level	<input type="checkbox"/> Review other models of district-wide arts coordination <input type="checkbox"/> Create an IUSD arts coordinator TOSA job description <input type="checkbox"/> Hire a TOSA to coordinate the arts district-wide <input type="checkbox"/> TOSA continues to convene arts council and set agenda items <input type="checkbox"/> Access district shared resources – forms, processes, protocols, materials for implementing arts	Ed Services; Arts Council	LCAP, release time, grants	TOSA job description for arts plan oversight Board approved TOSA position
2018-On-going	Facilitate on-going/regularly scheduled district wide arts integration meetings (Arts Council)	<input type="checkbox"/> Create calendar with dates, times and location <input type="checkbox"/> Circulate calendar via arts newsletter, email and Principal meetings <input type="checkbox"/> Create meeting content to support site implementation of arts integrated lessons and arts programming/goals	Ed Services; Arts Council; arts champions/TOSA	Release time, materials/supplies	Calendar with dates; Newsletter and email sent to communicate calendar Agendas reflect content Messaging clear and distributed

Goal: Identify funding sources for arts instruction/including arts integration

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-On-going	Apply for grants to support implementing the arts	<input type="checkbox"/> Create a calendar of potential grant opportunities <input type="checkbox"/> Apply for the Mr. Holland’s Opus Foundation grant (2018-2019) <input type="checkbox"/> Apply for the Arts for All Advancement Grant <input type="checkbox"/> Identify other funding opportunities and Partnerships <input type="checkbox"/> Submit all grant applications by due date	Ed Services, Chief Business Officer; Arts Council; Principals, arts leaders/TOSA	No costs	Calendar of grant opportunities Received grant for Mr. Holland’s Opus Applications for grants

2018-On-going	Identify & allocate potential funding sources for the arts	<input type="checkbox"/> Allocate funding from LCAP for each school site <input type="checkbox"/> Continue to align arts goals with district LCAP <input type="checkbox"/> Create a district funding map for the arts <input type="checkbox"/> Identify Partnerships that can support funding the arts	District leadership; Principals, arts champions and/or Arts TOSA	Title 1 funding, LCAP	Title 1 funding used for the arts Schools continuing to allocate funding to arts
2019-Ongoing	Establish school site grant writing committees and funding strategies	<input type="checkbox"/> Appoint individuals to serve on committee (site lead) <input type="checkbox"/> Identify funding/grants for music, visual arts, dance, theater, media arts <input type="checkbox"/> Circulate list of grant opportunities to share with teachers <input type="checkbox"/> Raise funds or hold an "instrument arts supply drive" <input type="checkbox"/> Support sites with developing parent/community funding strategies	Arts Council, Site arts leaders, Principals	No costs	Grant writing committee established Application of multiple grants Teachers involved with grant writing application and/or applying on their own Instruments purchased or donated

Strategic Direction: Curriculum Content & Professional Development

Goal: Provide and create district-wide curriculum & instruction in the arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-2019	Identify key standards (CA & National) that align with Common Core goals for each grade level TK-8	<input type="checkbox"/> Identify learning priorities for each grade level <input type="checkbox"/> Messaging of priorities communicated at an in-house professional development opportunity	Ed Services, Arts Council, arts champions	Release time	Curriculum/guide developed Messaging is clear and communicated to all stakeholders
2018-2020	Identify and Implement curriculum/lesson plans for arts integration	<input type="checkbox"/> Research model arts integration curriculums/lessons (i.e. County Superintendents Arts Initiative - CCSESA) <input type="checkbox"/> Expand district participation in TEAL <input type="checkbox"/> Add another school that focuses on modeling arts integration curriculum practices and partner with resource heavy schools <input type="checkbox"/> Buy or create curriculum that is aligned with IUSD needs, Common Core and content thematic units <input type="checkbox"/> Incorporate arts integration tools, resources, materials in teacher professional develop <input type="checkbox"/> Pilot & implement arts Integration curriculum – at school sites	Ed Services, Arts Council, arts champions	Instructional supplies, materials costs, Release time, grants, potential LCAP & Title 1	Curriculum/lessons identified and being used Arts that uses resources is visible Arts Integration instruction visible New site identified as a focus school
2019-2022	Build and implement a music articulation map (elementary & middle)	<input type="checkbox"/> Create a comprehensive map of the gaps (TK-8) <input type="checkbox"/> Implement 1 st grade beginning musical instruction/training <input type="checkbox"/> Add 2 nd & 3 rd grade instrumental music training (recorder) <input type="checkbox"/> Implement 4th, 5th, 6th grade instrumental music instruction <input type="checkbox"/> Advocate for hiring additional FTE music teachers for elementary <input type="checkbox"/> Create adequate storage and security for instruments & supplies <input type="checkbox"/> Investigate vertical alignment in music (TK-12)	Music arts leaders/specialists, Ed Services, Arts Council	Instruments per grade level – costs grants, LCAP, Title 1	Map developed + Secure site established (Recorders) being used in 2 nd & 3 rd grade 4th, 5th, & 6 th using instruments, Recital(s)

2018-2022	Maximize use of developed Maker Spaces for the arts (visual arts, media arts, music, theatre, dance)	<input type="checkbox"/> Identify timeline for site based Maker Space implementation <input type="checkbox"/> Assess use at each site for media arts, STEAM, visual arts, theatre, dance, music. <input type="checkbox"/> Connect specialists, teachers, TEAL coaches and current arts programming to spaces and other available spaces for the arts at each site	Chief Business Officer, Executive Director of Secondary	LCAP	Students and programs have access to innovative spaces for creating and implementing the arts
2019-2020	Establish rotating/roving arts instructors, certificated arts teachers and specialists	<input type="checkbox"/> Implement a semester of dance, music, visual arts, theater, media arts, animation, etc. <input type="checkbox"/> Make arts supplies, materials and spaces visible <input type="checkbox"/> Use recycled materials and maximize donations	Principals, Arts Council, arts champions and/or TOSA, arts partners	LCAP	Rotating instructor(s) hired; arts visible, reflected in newsletter, social media, etc.
2019-2020	Explore the feasibility of hiring more arts teachers to offer arts instruction K-12	<input type="checkbox"/> Address needs and gaps at the High School level <input type="checkbox"/> Address TK-8 articulation needs per school site <input type="checkbox"/> Build articulation maps in another arts form (i.e. visual arts) <input type="checkbox"/> Use theater as a strategy in ELL, Common Core at the elementary level	Ed Services, Principals	LCAP	Residencies and/or arts partnerships that deliver instruction tied to Common Core & other thematic grade level goals
2020-2022	Implement additional rotating/roving arts instructors, certificated arts teachers and specialists	<input type="checkbox"/> Add another rotating roving arts instructor (dance, music, visual arts, theater, media arts, animation, etc. <input type="checkbox"/> Build upon the successes of previous rotations, arts partner/community partnerships	Principals, Arts Council, arts champions and/or TOSA, arts partners	LCAP	Rotating Instructor(s) hired and working with additional grade levels/additional sites

Goal: On-going training and support for delivering the arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-2020	Develop a district-wide professional development arts integration initiative	<input type="checkbox"/> Utilize Year 1 arts integration teachers (i.e. TEAL) to develop and implement professional development to assist teachers in arts integration (in-house PD) <input type="checkbox"/> Get Board approval and stipend for release time for PD <input type="checkbox"/> Create a master schedule for district-wide professional development in arts integration (in-house + outside opportunities) <input type="checkbox"/> Purchase materials for in-house trainings <input type="checkbox"/> Send another group of teachers to arts integration training opportunities (i.e. TEAL) <input type="checkbox"/> Build arts integration learning opportunities connecting to Common Core and other grade level thematic units (outside providers + in-house expertise) <input type="checkbox"/> Develop/deliver a PD focused on music/math, theater/ELD connections, etc. (outside provider and/or in-house)	Ed Services	Release time, Potential grant funding, LCAP, Title 1	In-house training of TEAL Teachers paid for release time Master schedule is developed and implemented Materials available for training More teachers trained in TEAL Art visible More teachers trained in Art Integration

2018-On-going	Provide professional development opportunities in discrete arts disciplines	<input type="checkbox"/> Advocate for district and site funding for teachers to regularly attend discrete trainings in the arts disciplines (music, visual arts, dance, theater, media arts, etc.)	Ed Services	Release time, Potential grant funding, LCAP, Title 1	Teachers delivering more arts integration in the classroom and students learning more through the arts
2018-2019	Host a district-wide parent arts integration workshop	<input type="checkbox"/> Survey TK-6 teachers to assess artistic abilities, expertise in teaching an art form and engage them in collaborating in/delivering PD opportunities <input type="checkbox"/> Establish a planning committee to identify teachers to deliver and map out the learning experiences for Parent Arts Integration Workshop-“PAI” <input type="checkbox"/> Inglewood council of PTA partners to promote, develop and support	Principals, Ed Services, Arts Council	Potential release time	Survey results Parent Arts Integration workshop planned and implemented with identified sites

Strategic Direction: Building Community and Linked Communications

Goal: Cultivate community partnerships and investments in the arts

Timeline	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2018-2019	Develop a district-wide performance calendar (on-going)	<input type="checkbox"/> Collect dates and performances and identify performances (times, dates, etc.) TK-12 <input type="checkbox"/> Promote using social media, website, businesses, newspaper, etc.	Ed Services	No costs	Master schedule of performances Social media posts
2018-ongoing	Invite community to district arts showcases & exhibits	<input type="checkbox"/> Communicate with sites about year-end arts showcase <input type="checkbox"/> Schedule showcase dates and appoint site lead duties <input type="checkbox"/> Showcase & display student arts integrated arts work connected to thematic units, projected based learning, Common Core, etc. <input type="checkbox"/> Continue to build partnerships with local artists to implement arts pathways (careers, classroom to community arts experiences & showcasing of student work locally)	ED Services, Principals, Office Manager, arts champions and/or TOSA	No costs	Showcase at sites Wide variety of learning visible in art Local artists participate in Showcase
2018-2020 On-going	Publish highlights in the arts and positive news from all IUSD schools	<input type="checkbox"/> Add an arts section to the IUSD school newspaper to communicate arts plan direction and updates <input type="checkbox"/> Publish two times a year <input type="checkbox"/> Assign each discipline a month (i.e. Sept-Band; Oct-Dance; Nov-Theater; Dec-Music/Choir) 2019-2020	Ed Services, Public Information Officer	No costs	Arts section is added to newspaper Published 2x a year New discipline is highlighted each month

Appendix 1

IUSD Arts Planning Team

Co-Chair & District Facilitator

Dr. Jacqueline Sander, Executive Director, Communications – jsanderlin@inglewood.k12.ca.us

Team Members

Name	Site and/or Title	Email Address
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Arts Ed Collective Coach

Kimberleigh Aarn

Appendix 2 - IUSD Vision Workshop Document

In 5 years what will be in place in our district arts education program as a result of our actions?							
Branded Arts Focused Schools Identified and made Visible	Vertical Articulation in the Arts	Standards Aligned Integrated Arts Professional Learning	Developed and Authentic Audiences for Student Exhibitions	Innovative Spaces	Engaged Community Partnerships	High Student Engagement	Aligned Arts Integrated Curriculum
Arts focus schools o Theatre o Visual arts o Media Arts o Film Production o Animation o Music, chorus, etc. Branding/Identity w/arts focus at schools Innovative program branding (arts magnets) Focus schools for visual arts	Feeder school to college & career readiness Music program with vertical articulation Arts vocational education (career choice) Exposure to the arts grades TK-12	Teachers trained, engaged using arts integration strategies Trained certificated arts educators Arts staff at schools	Arts visible in schools (visual & performing arts) Students produced award winning work Student work featured globally Golden Bell Award Award assemblies for student art Arts contest at district level Arts portfolios	Maker Space Innovative STEAM Labs Innovative spaces in schools o Labs o Studios o Museums Media arts center at M.H.S Music, art, dance theatre, film, photography Art studios in classrooms	Parent Involvement Partnerships: museums, field trips, etc. Community Involvement o Volunteers o Mentors Parent volunteers to teach visual arts Community & enrollment showcase fair	District & school sites retains and attract students to district Students excited, engaged, attending, achieving	Arts integrated into other content areas and curriculum