

# Walnut Valley Unified School District Strategic Plan for Arts Education 2015-2020

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## **Walnut Valley Unified School District**

### **KIDS FIRST – EVERY STUDENT EVERY DAY**

Following a thorough data gathering process involving stakeholders for the arts at each grade level, the Walnut Valley Unified School District has established clear areas of focus that advance educational excellence and increase opportunities for all students.

The Walnut Valley Unified School District has concentrated on four areas of focus. These focus areas are listed below:

- **Student Achievement-** Prepare all students with a rigorous and engaging K-12 instructional program to meet the high expectations of College and Career Readiness to empower students to become contributing global citizens.
- **Strengthening Relationships-** Develop, maintain, and strengthen relationships based upon trust, respect, communication, and collaboration among colleagues, students, parents, and community members.
- **Fiscal Stability-** Continue to improve and maintain the financial integrity of all support service unit components relative to the district budget to ensure that every student can achieve academic success.
- **Leadership Development-** Develop and expand leadership capacity throughout the organization.

**Our Vision:** All Walnut Valley students will experience an exceptional education in a supportive, safe, and healthy environment giving them the skills, ethics, and courage to achieve their dreams in the world of today and tomorrow.

**Our Mission:** Walnut Valley Unified, a premier school district committed to “KIDS FIRST- Every Student, Every Day”, will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21<sup>st</sup> Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

#### **Arts Education Background**

Walnut Valley Unified School District became an *Arts for All* school district in 2014 with the goal of deepening its already established programming in the arts. Walnut Valley recognizes the importance of educating the whole child and therefore continues to offer fine arts and performing arts programs to elementary and secondary students. As a district, WVUSD understands how important the arts are in the lives of its students and has done what's been needed to keep arts education thriving. Over the last several years the primary source of funding for the arts has come primarily from parents and outside sources. Now with LCFF and partnering with *Arts for All* the goal is to not only help ALL of our students to experience the power of the arts, but to have the arts programming across all school sites expand in equity and access as well as deepen in quality.

## Arts Education Background - Continued

### Walnut Valley USD Current Reality

Existing arts programming, events and activities already in place inside the district:

- Strong music program at middle school and high school level - (Award-winning; Grammy)
- Grade 4—recorders
- Grade 5—*either* band or vocal - (Evergreen +1 strings) Volunteer
- South Pointe—1 musical theatre section
- Suzanne—I drama section
- All 3 middle schools have afterschool musical production programs
- Community Club pain arts program - (FIBO, Meet the Masters)
- Band Buddies WHS and (5) Walnut Elementary Schools
- 110 \$\$ at Walnut EI for art (Push-in teacher for K-5)
- HS Dance Teams are nationally recognized
- Evergreen is an Exemplary Arts School...Suzanne and South Pointe have been recommended
- Chaparral received 2015 NAMM Support Music Merit Award
- HS Theatre—Stage productions integrate all arts including stagecraft/design
- Performing Arts Academy
- HS—Ceramics
- MS and HS—Video Production
- HS—Playwriting/directing class
- HS—Fundamentals of Arts Program (Advanced, Studio Art, AP Studio Art)
- HS Music: band and orchestra (3 levels); jazz band (2 levels); marching band; show choir, chamber choir, men's/women's choir, beginning choir
- Middle School Music:
  - 2 MS...3 levels of orchestra
  - 3 MS...3 levels of band
  - 1 MS...jazz band (volunteer)
  - 1 MS...guitar
  - 1 MS...music tech
  - 2 MS...music enrichment
  - 2 MS...2 levels of choir
  - 1 MS...4 levels of choir
  - 1 MS...1 electric string (volunteer)

#### Several *unfunded* extracurricular arts activities across the district

- District Choir Festival

## Elementary Human Resources

School	Music	Choir	Theater	Media	Visual	Facilities
Castle Rock	.22 FTE					MPR
C. J. Morris	.22 FTE					MPR
Collegewood	.22 FTE					MPR
Evergreen	.22 FTE					MPR
Maple Hill	.22 FTE					MPR
Quail Summit	.22 FTE				8 hours per year	MPR
Vejar	.22 FTE				99 hours assemblies & 914 lessons/ year	MPR
Walnut El.	.22 FTE				.8 FTE all year	1 classroom MPR
Westhoff	.22 FTE					0

## Secondary Human Resources

District Funded	Site Funded	ROP Funded
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School	Music	Theater	Visual	Dance	Media	Facilities
Chaparral	3 FTE	After School	1 FTE	Part of PE	1 FTE	Band, Orchestra, Art, Media
South Pointe	2 FTE	1 Section One Semester After School	.80 FTE	1 Section	2 Sections	Band, Choir, MPR, Art, Media
Suzanne	2 FTE	1 Section	1 FTE	Part of PE	1 FTE	Band, Art
Diamond Bar HS	3 FTE	1 FTE	2 FTE	1 FTE	1 FTE	Band, Theater, Choir, Dance Aud., Visual
Diamond Bar HS	Music: 1 FTE	Theatre: 1 FTE				
Walnut HS	3 FTE	1 FTE	2 FTE	1 FTE	3 FTE	Band, 2 Art Rms.Theater, Choir, Aud.
RHA	0 FTE	0	0	0	0	

**The team identified the strengths the district should build on and the challenges it would face as it moved toward the Practical Vision.**

<p style="text-align: center;"><b><u>Strengths</u></b> Momentum towards Vision!</p>	<p style="text-align: center;"><b><u>Challenges</u></b> Forces Resisting Our Direction</p>
<ul style="list-style-type: none"> <li>• Entire community values the importance of educating the whole child</li> <li>• Passionate Teachers</li> <li>• Strong Parent Support</li> <li>• Strong commitment to keeping the arts alive</li> <li>• Award-winning programs...</li> <li>• State and National recognition</li> <li>• Students dedicated to learning</li> <li>• Fairly affluent community willing to share resources</li> <li>• Strong administrative support at District and site levels</li> <li>• Well-respected and highly sought after school district...35% transfer from other districts</li> <li>• Diversity</li> <li>• Safe Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Some teacher resistance</li> <li>• Competing priorities for allocation of funds</li> <li>• Overwhelmed teachers</li> <li>• Inflexible master schedule</li> <li>• Bias toward traditionally academic core subjects</li> <li>• Outdated perceptions/paradigms around what is “core”</li> <li>• Haven’t broken out of 3 “R’s”</li> <li>• Arts education=devalued as core subject</li> <li>• Narrow understanding/outdated purview of the power of arts---economically, quality of life and building of character and careers</li> <li>• Careers in arts seen as undesirable</li> <li>• At HS level, misunderstanding of scheduling options</li> <li>• Uncoordinated/nonexistent leadership around arts</li> </ul>

**In looking to the future, the district identified the following vision elements to support expanding the arts K-12 throughout the district:**

1. Significant and sustainable funding
2. The arts valued and recognized as essential by all stakeholders
3. Passionate well trained specialists
4. Dedicated time for comprehensive arts education K-12
5. Rich and meaningful professional development
6. World class, state of the arts facilities
7. Dynamic enriching partnerships
8. Courageous and creative arts integration
9. Impactful and focused visibility

## In five years, what do we want to see in place in our district's Art Education Program?

Arts Valued and Recognized as Essential by ALL Stakeholders	Significant and Sustainable Funding	Dedicated Time for a Comprehensive Arts Education	Passionate, Well-trained Specialists	Rich and Meaningful Professional Development	World-class, State-of-the-art Facilities	Dynamic Enriching Partnerships	Courageous and Creative Arts Integration	Impactful and Focused Visibility
<ul style="list-style-type: none"> <li>-Access to multiple art disciplines daily for all students. CORE not "extra".</li> <li>-Value of arts programs = value of academic programs</li> <li>-Visual art should be a requirement for ALL levels</li> <li>-Importance of arts should be recognized and supported</li> <li>-Board Policies should identify arts as equal to other subjects</li> </ul>	<ul style="list-style-type: none"> <li>-Funding should be specifically designated for the arts</li> <li>-Adequate funding to support program core without fundraising or donations</li> <li>-Equitable funding for all programs K-12</li> <li>-Budget for arts supplies, materials, equipment</li> <li>-Adding programs instead of cutting</li> <li>-Up to date equipment, materials and new techniques</li> <li>-New equipment and supplies</li> <li>-All students provided with necessary tools to succeed in arts</li> </ul>	<ul style="list-style-type: none"> <li>-Reinstate IB art program</li> <li>-Dance at elementary and middle schools</li> <li>-Expand courses to include print-making, ceramics, etc.</li> <li>-VAPA electives for 4<sup>th</sup>-5<sup>th</sup> grade students</li> <li>-Arts requirement for district exceeds UC minimum</li> <li>-VAPA instruction for all students TK-12<sup>th</sup></li> <li>-Music experiences for ALL students</li> <li>-Arts education K-12<sup>th</sup> meet Ed. Code Policy</li> <li>-Master schedules that support students in arts</li> <li>-Students at HS level already exposed to art</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary and middle school specialists to teach at high level and apply best practices</li> <li>-Arts coordinator who is trained and/or credentialed in arts</li> <li>-Every school has its own art teacher for visual-music and performance</li> <li>-Arts courses taught by credentialed -specialists</li> <li>-Traveling trained art teachers at elementary level</li> </ul>	<ul style="list-style-type: none"> <li>-Frequent collaboration between arts disciplines on joint projects</li> <li>-Collaboration across the district</li> <li>-More training for non-arts teachers on integrating the arts</li> <li>-Professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Dedicated facilities for each arts discipline</li> <li>-Designated rooms for VAPA instruction</li> <li>-Dedicated facilities that allow ALL programs to flourish</li> <li>-Dedicated arts facilities</li> </ul>	<ul style="list-style-type: none"> <li>-Access to experts and professionals</li> <li>-Access to professional work. Exhibits, museums, live performances, etc</li> <li>-Field trips (free) to VAPA venues Intern programs</li> <li>-Professional artists acting as mentors and teachers</li> <li>-Strong Partnership with universities and arts organizations</li> <li>-Parent education to disseminate the importance of the arts</li> <li>-Partnerships with professional organizations (i. E. LA Philharmonic)</li> <li>-HS band/art/theater buddies</li> <li>-Professional artist mentor program</li> <li>-Strong partnership with the arts university</li> <li>-City/District arts partnership for arts event</li> </ul>	<ul style="list-style-type: none"> <li>-VAPA integrated across the disciplines with vertical articulation</li> <li>-Application of work in "real-life" situations and contexts</li> <li>-Curriculum integration with the arts</li> <li>-Creativity in ALL classrooms</li> </ul>	<ul style="list-style-type: none"> <li>-Opportunity to showcase student work district wide</li> <li>-School and district-wide VAPA fair event</li> <li>-Showcase achievement in the arts</li> <li>-More opportunities for secondary and elementary to share work (plays, exhibits, concerts, etc.)</li> </ul>

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Walnut Valley VAPA team asked, *What creative, practical and substantial actions can we take to deal with the challenges and move toward our vision?* The team developed the following strategic directions and goal areas to support implementation.

### A. Educated Governance, Administration and Advocacy for the Arts

#### Goal 1: Administration and Coordination

##### Actions:

- Appoint a district arts coordinator
- Research and/or visit districts with established arts coordinators
- Write a proposal listing the benefits of having an arts coordinator

#### Goal 2: Build Community Awareness and Understanding about the Arts

##### Actions:

- Develop PR and Branding for WVUSD Arts Education
  - Community Outreach, data stats on careers in the arts, industry and administration; school to work programs
  - Promotional materials and speakers
  - High visibility and dissemination (making arts learning and product accessible to the community)
  - Arts integrated into Parent Night events
  - Arts/Career Day & Workshops

#### Goal 3: Informed Decision Making and Actions

##### Actions:

- Educate the Board on where the arts education gaps exist within the district
- Outline the specific needs for elementary and secondary

### B. Appropriate, Equitable Human Resources and Sustainable Funding

#### Goal 1: Balanced Responsibilities across the District

##### Actions:

- Articulation in the arts from Elementary to High School delivered by arts education professionals
- Open and respectful communication to define teacher responsibility and workload for the arts

#### Goal 2: Funding and Budgeting for Arts Programs

##### Actions:

- Arts plan integrated with LCAP
- Determine the equitable funding needs for VAPA
  - School sites get arts allocation
- Secure outside funding for the arts
  - Investigate alternative funding sources
  - Hire a grant writer

**Goal 3: Capital Resources, Facilities and Equipment**

**Actions:**

- Include the arts in bond (facilities, equipment)
- Increase the flexibility of the Master Schedule
- Increase VAPA sections
- Require yearly arts elective at Middle School

**C. Relevant Professional Development and Community Resources**

**Goal 1: Relevant Professional Development and Community Resources**

**Actions:**

- Integrate planning and collaboration time for the arts (elementary & secondary)
- Develop and follow a defined scope & sequence for professional development (K-12)
- Incorporate professional development focused on the “A” in STEAM

**Goal 2: Resource Bank for the Arts**

**Actions:**

- Create and implement a district shared resource folder and on-line resource list with links
- Build and develop community partnerships

**D. Expanded District Curriculum and Instruction**

**Goal 1: VAPA Teachers for Elementary**

**Actions:**

- Support for elementary is a priority
  - Artist-in-Residence
  - Traveling artists/teachers/specialists
- Establish High School mentors to support elementary
- Hire VAPA teachers for elementary

**Goal 2: Identified VAPA Needs for Secondary**

**Actions:**

- Instructional aides trained in VAPA for class size over 40
- Trained VAPA Specialists to assist in classroom expansion of dance, theatre, visual arts, music or other disciplines at the middle school level

## Year 1 Implementation Plan – Walnut Valley Unified School District (2015-2016)

A. Strategic Direction: Educated Governance, Administration and Advocacy for the Arts					
Phase 1	Phase 2	Phase 3	Phase 4	Possible Funding Sources/ Point Person	Measureable Outcomes
<p>Research other districts with Arts Coordinators</p> <p>Collect arts coordinator job descriptions</p> <p>Implement a needs survey to assess unique profile of the WVUSD arts coordinator</p> <p>Research branding on other Arts for All district websites</p> <p>Research &amp; identify how WVUSD is promoting arts awareness (website, etc)</p>	<p>Compile all needs survey data &amp; research</p> <p>Conduct gap analysis of community awareness as well as ID strengths</p> <p>Create an integrated committee (parents, staff, community members) to promote the arts</p> <p>Review WVUSD district website to see if it truly articulates who we are</p>	<p>Develop WVUSD job description for arts coordinator position</p> <p>Re-vamp/update WVUSD website to promote the arts</p> <p>Write a summary of the state of the arts in WVUSD</p>	<p>Presentations: Cabinet/Supt &amp; Board</p> <p>-Job description (arts coordinator)</p> <p>Fly the arts coordinator position</p>	<p><u>Point Person</u> Helen Papadopoulos</p> <p><u>Committee:</u> Jeff Jordan, Helen Papadopoulos, Wendy Wu</p> <p><u>Funding:</u> Business Services Celia Moynihan Ed Services Julie Whisenand</p>	<p>Posted position of arts coordinator</p> <p>Re-vamped website</p> <p>Multiple ways to promote community awareness</p>
B. Strategic Direction: Appropriate, Equitable Human Resources and Sustainable Funding					
Phase 1	Phase 2	Phase 3	Phase 4	Possible Funding Sources/Point Person	Measureable Outcomes
<p>Identify committees (personnel, facilities, equipment)</p> <p>Conduct an in-district needs assessment for resources, materials, etc.</p> <p>Determine funding needs – current &amp; projected over term of plan</p> <p>Arts LCAP plan – determine priority and goal # and write in LCAP</p> <p>Representative from VAPA committee on LCAP</p>	<p>Develop prioritized list of needs based on survey on equipment</p> <p>Determine projected equipment costs &amp; funding resources</p> <p>Develop master schedules that allow full participation of the arts</p> <p>Develop a list of funding resources</p> <p>LCAP = Board approved</p> <p>Identify master schedule parameters that negatively impact arts participation</p>	<p>Identify outside funding resources and apply (grants, etc.)</p> <p>Draft &amp; present recommendation for arts equipment purchase &amp; repair</p>	<p>Present data collection plan for resources to the board</p>	<p><u>Committee - Resources</u> Greg Rochford Steve Acciani Beatrice Casagran Kimberley Dalton</p> <p><u>Committee – Funding</u> Business Services Celia Moynihan</p>	<p>A comprehensive outline of the specific resources needed (staff, equipment, etc.)</p> <p>Needs matched with appropriate funding sources</p> <p>Increased student access to arts classes</p> <p>Funding for the arts through LCAP</p>

## Year 1 Implementation Plan – Walnut Valley Unified School District (2015-2016)

C. Strategic Direction: Relevant Professional Development and Community Resources					
Phase 1	Phase 2	Phase 3	Phase 4	Possible Funding Sources/Point Person	Measureable Outcomes
<p>Identify committee to plan &amp; coordinate professional development for the arts</p> <p>Enroll district PD committee to work with VAPA committee</p>	<p>Research &amp; investigate current WVUSD arts education scope &amp; sequence</p> <p>Research new National Core Arts Standards to support the development of K-12 scope &amp; sequence in the arts</p> <p>VAPA &amp; PD Committee attend County presented professional development opportunities</p>	<p>Research Higher Ed teacher preparation for K-8 (college/masters)</p> <p>Find community businesses &amp; arts organizations that support arts education in schools</p> <p>Research County &amp; State PD opportunities for specialists &amp; arts integration (TCAP, A4A database, CCESSA etc)</p>	<p>Research grants and funding streams in community</p>	<p><u>Committee:</u> Karen Montgomery Michael O'shields Michelle O'shields Dr. Buddy Clements</p>	<p>K-12 Teachers attending and participating in professional development opportunities</p>
D. Strategic Direction: Expanded District Curriculum and Instruction					
Phase 1	Phase 2	Phase 3	Phase 4	Possible Funding Sources/Point Person	Measureable Outcomes
<p>Schedule a district-wide arts meeting w/representation from each elementary school and arts specialists regarding staffing and responsibilities</p> <p>Draft a meeting agenda</p>	<p>Small group assessment of staffing needs based on VAPA standards</p>	<p>Develop a comprehensive plan for district elementary arts staffing – including budget requirements</p>		<p><u>Committee:</u> Jeff Jordan Leslie Schroerlucke Jeanette Koh</p> <p>Teacher representation from each discipline level</p> <p><u>Funding:</u> Ed Services</p>	<p>A comprehensive outline of staffing needs and resources</p>

**Implementation Plan - Walnut Valley Unified School District (2016-2020)**

<b>Phased Year 2-5 Plan</b>				
<b>STRATEGIC DIRECTION: EDUCATED GOVERNANCE, ADMINISTRATION, AND ADVOCACY FOR THE ARTS</b>				
<b>Goal: Administration and Coordination</b>				
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>
<b>2016-2017</b>	District Arts Coordinator hired and in place	District Administration	LCFF & Grants	Arts Coordinator overseeing plan
<b>2016-2017</b>	Recruit VAPA liaisons from each elementary and middle school site  Convene liaisons and develop a District meeting/activity calendar and a yearly focus (on-going)	District Arts Coordinator	Stipend provided by LCFF and Grants	Each K-8 school site will have representation Comprehensive calendar outlined
<b>2017-2020</b>	VAPA liaisons receive professional development on arts integration and other trainings, then train school site teachers (on-going)  Phase out fundraising as main source of funding for Secondary arts programs (on-going)	Arts Coordinator/outside trainers & coaches  Educational and Business Services	LCFF and Grants	K-8 teachers trained in VAPA arts integration VAPA programs are fully funded as one of our main curricular areas (STEAM)
<b>Goal: Build Community Awareness and Understanding about the Arts</b>				
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>
<b>2016-2020</b>	Update WVUSD website to create a link to an arts events calendar (on-going)  District Office will showcase student art in parent/community accessible areas including the Board Room (on-going)	District Arts Coordinator and Kelli Gile (With IT support as needed)  District Arts Coordinator, VAPA liaisons, and School Sites	None  None	Student artwork will be showcased, central communication strand for WVUSD arts programs  Increased community awareness
	District-Wide STEAM Fair/Festival (on-going for each year)	District Arts Coordinator, Liaisons, Ed Services	LCFF and Grants	Community Event that Showcases VAPA and STEAM curricular successes – “Kids First”
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>
<b>Goal: Informed Decision Making and Actions</b>				

## Implementation Plan - Walnut Valley Unified School District (2016-2020)

<b>2016-2020</b>	Yearly executive summary of arts instruction at all sites to present to the Cabinet and Board (on-going for each year)	District Arts Coordinator	None	Yearly account of arts instruction
	Approved report will be made available to the community, staff and students (on-going for each year)	District Arts Coordinator and Public Relations Officer	None	Community awareness & full buy in
<b>STRATEGIC DIRECTION: APPROPRIATE, EQUITABLE HUMAN RESOURCES AND SUSTAINABLE FUNDING</b>				
<b>Goal: Planning and Scheduling</b>				
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>
<b>2016-2017</b>	Implement Secondary master schedules that allow full voluntary participation in the arts	Arts Coordinator, Site Administration, Arts Specialists	Potential additional sections may need to be added to the master schedule	Higher participation in secondary arts programs
	Evaluate effectiveness of master schedules	Site Administration, Arts Specialists	None	Report on effectiveness of schedule
	Make any necessary revisions to master schedules based on evaluation of effectiveness (on-going)	Site administration, Arts Specialists	Potential sections added	Revised master schedules allowing for great participation
<b>Goal: Funding &amp; Budgeting for Arts Programing</b>				
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>
<b>2016-2017</b>	*Secure grant writer who actively pursues funding  ^Implement the plan for equipment purchase and repair	*Arts Coordinator *Business Services ^Arts Coordinator, Arts Teachers, Bus. Services	Salary/Benefits (can be commission based)  ^ Reallocation of funds to Arts	*Additional funding for arts  ^ improved student access to working, state of the art equipment
<b>Goal: Balanced Responsibilities Across District</b>				
<b>2016-2017</b>	Develop plan for assistance with non-teaching responsibilities based on findings of survey	Arts Coordinator and Arts teachers	None	Outlined plan for assistance
<b>Goal: Planning and Scheduling</b>				
<b>Timeline</b>	<b>Actions</b>	<b>Person/group responsible</b>	<b>Budget implications</b>	<b>Specific Measurable Accomplishments</b>

## Implementation Plan - Walnut Valley Unified School District (2016-2020)

<b>2017-2020</b>	Implement revisions to master schedules and assess effectiveness yearly  By 2020 - implement a master schedule for requiring an arts elective for middle school  Determine impact of compulsory arts courses at middle school level Implement Plan to assist with non-teaching responsibilities	Site Administration, Arts Specialists Arts Coordinator, Financial Services, Transportation, Site Administrators, Middle School Arts Specialists School Board, Arts Coordinator, District Administration	Potential additional sections  Potential additional funding for staff, sections, materials and equipment Potential Additional Classified positions	Effective schedules that allow for greater participation  Impact report on impact of compulsory middle school arts education  Improved teacher morale and effectiveness, smoother operation of programs
	Develop middle school arts course implementation plan	Arts Coordinator, Middle School Arts Specialists	Potential additional funding for staff, sections, materials and equipment	Middle School course plan

### Goal: Funding & Budgeting for Arts Programing

Timeline	Actions	Person/group responsible	Budget implications	Specific Measurable Accomplishments
<b>2017-2020</b>	Secure funding for implementation of middle school compulsory arts course plan	Arts Coordinator, Financial Services, Grant Writer, School Board/District Personnel	Reallocation of funding and securing funding from additional sources	Participation by all middles students in the arts

## STRATEGIC DIRECTION: RELEVANT PROFESSIONAL DEVELOPMENT AND COMMUNITY RESOURCES

### Goal: Collaborative Professional Development

Timeline	Actions	Person/group responsible	Budget implications	Specific Measurable Accomplishments
<b>2017-2020</b>	Arts coordinator and PD committee develop a master schedule of relevant PD for all VAPA teachers in district (on-going) Regularly scheduled meetings with Arts coordinator and PD committee (on-going) PD committee attends Arts for All and County-wide PD opportunities (on-going) Research and developing community partnerships Outreach to higher education institutions for assistance in community partnerships (student internships)	Arts Coordinator PD Committee Celia Moynihan Julie Whisenand	Grants  Potential district and LCFF	Teacher attendance at relevant PD  VAPA teachers implement teaching strategies/curriculum ideas learned from PD
	Implement grade level appropriate VAPA PD into district events such as The Mini University	Arts coordinator PD committee	Grants Potential district and	Relevant PD to choose from a Mini University, or other school/district events

## Implementation Plan - Walnut Valley Unified School District (2016-2020)

<b>2017-2020</b>	Arts coordinator presents schedule of relevant PD for non-VAPA teachers who wish to integrate the arts into their curriculum		LCFF	Teachers attend PD and integrate arts into their lesson plans
	Collaboration between VAPA teachers (all grade levels) in order to share curriculum and newly gained PD info	Arts coordinator PD committee	Grants Potential district and LCFF	Clearer curriculum alignments VAPA teachers gain the relevant information from multiple PDs
	Attend Mini University PDs Design survey for PD (on-going) Evaluate quality of relevant PD Work with arts coordinator to find new PD for the following year (On- going) Develop district website integrating information learned during relevant PDs for all VAPA subjects		Grants Potential district and LCFF	New and improved PD for the following year

### STRATEGIC DIRECTION: EXPANDED DISTRICT CURRICULUM & INSTRUCTION

<b>2016-2020</b>  <b>(on-going)</b>	<b>Music</b> <u>2016-2017</u> - 5 <sup>th</sup> Grade instrumental, vocal instruction (45 minutes per week); K-3 no music instruction <u>2017-2018</u> - Add strings at all schools once per week for 4 <sup>th</sup> & 5 <sup>th</sup> ; Add music for K-1. <u>2018-2019</u> – Increase arts specific instructional minutes for music. Add general music for grade 2. <u>2019-2020</u> – All 4 <sup>th</sup> & 5 <sup>th</sup> grade students have music twice a week for 45 minutes. Band, orchestra, choir by teams of music teachers. Add general music for grade 3.	Arts Coordinator, Ed Services	Potential district and LCFF  Grants	Students receive more arts instruction; Equity across the district
	<b>Theatre</b> (Phase in the following): -Hire specialized coaches to provide secondary theatre students with individualized high level instruction			Quality of programs increased
	-Contract specialists to teach techniques such as Viewpoints & Suzuki			Specialists supported
	-Provide instructional aides for classes with more than 40 students			with resources to implement quality programs
	-Establish partnerships to support elementary school with resources, arts integration and performances tied to VAPA standards			
	-Elementary school students attend live theatre productions and assemblies			
	-Implement full funding for theatrical equipment as needed per site			
	<b>Visual Arts/Media Arts</b> (Phase in the following):			
	-Elementary schools experience artist-in-residences and partnerships with arts organizations that deliver arts integration			
	-Expanded materials and resources are funded and implemented			
	-Elementary school teachers are implementing and integrating strategies learned in professional development in the arts			
	-Expansion sections at the middle school and high school			

## Implementation Plan - Walnut Valley Unified School District (2016-2020)

### District Arts Team

Kimberleigh Aarn	Arts for All Coach
Jeff Jordan	Adm. Director of Education Services
Helen Papadopoulos	Co-Chair
Kimberley Dalton	Co-Chair
Lynn Otsu	Evergreen Elementary
Steve Acciani	Diamond Bar High School
Greg Rochford	Chaparral Middle School
Leslie Schroerlucke	Chaparral Middle School
Jeanette Koh	Quail Summit Elementary School
Beatrice Casagran	Diamond Bar High School
Michael O'shields	Walnut High School
Michelle O'shields	Walnut High School
Dr. Buddy Clements	Walnut High School
Jill Hatcher	Vejar Elementary School
Wendy Wu	Walnut Elementary School
Corey Wicks	Walnut High School
Robin Wadsworth	South Point Middle School
Karen Montgomery	Vejar Elementary School