

**San Pasqual Union School
Five-Year District Strategic Arts Plan
(Red Barn Arts & VAPA Core)
2019-2024**

In 2013-14, the San Pasqual Union collaborated with Arts Empower to develop a five-year Strategic Arts Education Plan to grow the visual and performing arts program. In doing so, the Red Barn Arts program was created. The program provides education for all students in visual and performing arts with a focus on dance, music, theater, and visual arts. Students are instructed in visual arts in the dedicated art room and take the stage for musical and/or theater performances throughout the school year. All students receive instruction in standards-based visual, vocal, instrumental, and/or theater instruction. Due in large part to the support of parent volunteers, teachers, administrators, and the School Board, along with generous support from the SP School Foundation, the program has flourished to include two (2) components: Red Barn Arts (visual arts) and VAPA Core (performing and media arts).

In 2018-2019, the District's Strategic Arts Committee reconvened for two day-long workshops (January 8 and January 22, 2019) to update the original strategic plan. The Committee consists of the following members:

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| Errin Arnold | Red Barn Arts volunteer, parent |
| Mark Burroughs | Superintendent/Principal |
| Pauline Crooks | San Diego County Office of Education VAPA Director |
| Kami Goe | Red Barn Arts volunteer, parent |
| Amanda Grano | Teacher (primary) |
| Tammy Lee | Assistant Principal |
| Jolene Mallory | Teacher (middle) |
| Jenn Michalski | Teacher (elementary) |
| Erin O'Carroll | Red Barn Arts Lead, parent |
| Jodie Kaylor | Foundation President/Parent |
| Teri MacDonald | Red Barn Arts Teacher Coordinator, Retired Teacher |
| Kim Read-Smith | District VAPA Coordinator |
| Nicole Vitale | PTO President, parent |
| Matthew Zdunich | Board Member, Parent |

Additionally, on November 29, 2018, all teachers in the District actively contributed to the plan during a Professional Learning Community (PLC). These efforts resulted in a Strategic Plan, inclusive of an updated Vision State, that will guide the district towards even greater equity and access in arts education for all students for the next five years and beyond.

Five-Year District Strategic Arts Plan Overview

Per the committee's recommendation, the plan is divided into five 'Focus Areas' that address the specific needs of a comprehensive arts program.

The Focus Areas are:

1. Community Connections
2. Professional Learning
3. Programs and Staffing
4. Space and Materials
5. Student Engagement

Each *Focus Area* includes a projected timeline, actions, outcomes, responsibilities, and resources. The recommendations in this plan provide the District a road map towards achieving an exemplary visual and performing arts program that will raise student achievement and provide equity and equal access for students throughout the district. The goal is to implement the plan within 3-5 years, acknowledging that the implementation timeline will need to correspond with the overall district financial obligations. As the committee was encouraged to be aspirational, some of the action steps do not appear feasible within the next five years absent unexpected and unidentified funding sources. Additionally, it should be noted that the Strategic Arts Plan should be considered a living document that will be amended to best serve the children of San Pasqual Union School.

San Pasqual Union School District Arts Vision

San Pasqual Union School empowers all kids to create, engage, reflect, and shine by celebrating culture, creativity and learning through the arts.

EMPOWER

CREATE

CELEBRATE

| Focus Area #1: Community Connections | | | | |
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| Goal: Build and maintain community partnerships to provide meaningful and equitable real-world experiences in all 5 arts disciplines. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources |
| Ongoing | Seek additional collaboration and partnerships | Build more partnerships with community arts leaders and organizations | VAPA Coordinator | Time |
| Ongoing | Seek out available field trip opportunities Provide teachers and staff with time to develop project-based arts lessons | Student engagement and enrichment opportunities (field trips, cross-curricular activities, etc.) | Teachers Administration | Time |
| Ongoing | Survey community for expertise/interest to teach any of the 5 disciplines | Volunteers for the classrooms | VAPA Coordinator Administration | Time |
| Ongoing | Seek out grants/ donations Write grants | Receiving materials and resources from partners | VAPA Coordinator Administration | Time |

| Focus Area #2: Professional Learning | | | | |
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| Goal: Build proficiency in the TK-8 Arts Standards in all 5 disciplines through professional learning opportunities for teachers and arts partners. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources |
| 2019-20 | 1. Identify elements of visual arts 2. Identify curricular themes at each grade level 3. Develop/Implement a plan that aligns visual arts elements and curricular themes to be included in visual arts grade level resource library | Classroom curriculum aligned with the arts standards Creating of a visual arts grade level resource library | VAPA Coordinator Grade level teams | Time |
| By 2022 | Repeat steps with other 4 arts disciplines | <i>Eventual Outcome:</i> Classroom curriculum aligned with the five arts standards | VAPA Coordinator Grade level teams | Time |

| Focus Area #3: Programs and Staffing | | | | |
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| Goal: Hire/Acquire credentialed teachers and/or arts partners to facilitate all 5 arts disciplines. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources Needed |
| By 2020-21 | 1. Evaluate current staff qualifications/interest 2. Seek out <i>music</i> partners within community/ docent programs 3. Present findings to Board | *TK-8 Gen. Ed. <i>Music</i> teacher/leader | VAPA Coordinator Administration | Time *Adequate Funding: <i>Aspirational Outcomes, Funding source/ human resources unknown</i> |
| By 2021-22 | 1 & 3. Same as above 2. Seek out <i>visual arts</i> partners within community/ docent programs | *TK-8 <i>visual arts</i> teacher/leader | VAPA Coordinator Administration | Same as above |
| By 2022-23 | 1 & 3. Same as above 2. Seek out <i>theater</i> partners within community/ docent programs | *TK-8 <i>theater</i> teacher/leader | VAPA Coordinator Administration | Same as above |
| By 2023-24 | 1 & 3. Same as above 2. Seek out <i>dance</i> partners within community/ docent programs | *TK-8 <i>dance</i> teacher/leader | VAPA Coordinator Administration | Same as above |
| 2024-25 | 1 & 3. Same as above 2. Seek out <i>media arts</i> partners within community/ docent programs | *TK-8 <i>media arts</i> teacher/leader | VAPA Coordinator Administration | Same as above |

| Focus Area #4: Space and Materials | | | | |
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| Goal: Provide dedicated space for all 5 arts disciplines with the appropriate materials to facilitate authentic visual and performing arts learning experiences. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources |
| Ongoing | Maintain dedicated visual arts classroom. | Dedicated visual art room supplied with existing furniture and materials | Administration | Facilities |
| Ongoing | Use VAPA funds to contract upgrades to stage/lighting set-up. Potential items include: <ul style="list-style-type: none"> • Replace/update soundboard • Purchase 7-10 wireless mics • Purchase stage riser | Functional stage and accessories for choral and theatrical performances | VAPA Coordinator Administration | Cost unknown <i>(contingent upon fundraising efforts)</i> |
| Annually | Host fundraisers for the arts programs Purchase art supplies with money raised from fundraisers | Open supply art materials (i.e., paint, clay) | VAPA Coordinator Administration | Cost unknown <i>(contingent upon fundraising efforts)</i> |
| February 2019 - June 2024 | 1. Evaluate future growth of student population 2. Map plan for potential spaces available for music. 3. Define VAPA budget 4. Provide classroom (if available) for dedicated music and choral activities | *Dedicated music room supplied with existing choral and general music instruments | VAPA Coordinator Administration | Time *Adequate Funding/ Facilities: <i>Aspirational Outcome, Funding source/available facilities unknown</i> |

| Focus Area #4: Space and Materials (<i>continued</i>) | | | | |
|--|---|-----------------------------|--|---|
| Goal: Provide dedicated space for all 5 arts disciplines with the appropriate materials to facilitate authentic visual and performing arts learning experiences. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources |
| By June 2020 | Identify/Obtain classroom for to potentially serve as a dedicated dance studio <i>Alternate Action Step:</i> Modify backstage area of the stage to serve as dance studio | Dedicated dance studio/room | VAPA Coordinator Administration | Same as above Costs for <i>Alternate Action Step</i> unknown |
| N/A | Committee recommended survey of 4th-8th grade parents for interest in band program <i>*No actions taken at this time as prior efforts to create band program were unsuccessful due to little or no interest and financial constraints.</i> | N/A | N/A | N/A |

| Focus Area #5: Student Engagement | | | | |
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| Goal: Engaging students in the process of creating and critiquing works of art in all 5 arts disciplines. | | | | |
| Timeline | Action Steps | Outcomes | Person(s) Responsible | Resources |
| Start 2019-20 | Provide teachers and art partners professional development on artistic critique Teachers and arts partners teach students integrated arts units with a focus on: <ul style="list-style-type: none"> • Elements of art. • Reflection process/critique | Students will develop a grade-level appropriate understanding of the elements of art. Students gain necessary arts knowledge | VAPA Coordinator Teachers Arts Partners | Time |
| Start 2020-21 | Students will use the reflection process when creating art consistent with the integrated elements of art | Students critique works of art (self only) | Teachers Students Arts Partners | Time |
| Start 2021-22 | Students will critique own work and the work of others. | Students critique works of art (self and others) | Teachers Students Arts Partners | Time |
| Ongoing | Create focused art displays/performances demonstrating student work | Student work showcased throughout campus | Administration VAPA Coordinator Arts Partners | Time <i>*Potential costs for frames, shadow boxes and other display materials</i> |