

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Vision	Year 1	Create a unified vision and philosophy of Arts magnet programs <ol style="list-style-type: none"> <li>1. Assess existing school vision statements</li> <li>2. Collaborate with stakeholders to create unified Arts magnet vision statement</li> <li>3. Visit other nationally recognized arts schools</li> </ol>	The District has a shared, unified vision and consistent messaging of Arts magnet programs.	Director of VAPA, Magnet Principals	FTE Travel Expenses
	Year 1-3	Work with Accrediting Commission for Community and Pre-collegiate Arts Schools (ACCPAS) to adopt approved programs in dance, music, visual arts and theatre.	Arts magnet schools are approved by the National Association of Music, National Association of Schools of Art & Design, National Association of Schools of Theatre, National Association of Schools of Dance.	Magnet Principals	ACCPAS accreditation

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Curriculum	Year 1 and ongoing	<p>Calibrate a 6-12 standards-based scope and sequence for intense and rigorous differentiated instruction for Arts Magnet schools.</p> <ol style="list-style-type: none"> <li>1. Vertically align programs for ACCPAS accreditation TK-12</li> <li>2. Training for academic teachers in the arts to integrate arts into content areas</li> <li>3. Create pathways for focused arts instruction</li> <li>4. Create/refine workshop/audition process to ensure equitable access to arts magnets programs</li> </ol>	<p>The District has an aligned 6-12 arts magnet curriculum with a pre-conservatory and post secondary arts curriculum and opportunities for all students.</p> <ul style="list-style-type: none"> <li>• Students experience a rigorous and intense curriculum in the arts.</li> <li>• Students have access to capstone courses/ internships with professional arts organizations.</li> <li>• Students have focused instruction with refined technique and skills in the arts and innovative academic instruction through arts integration.</li> <li>• The District has consistent Arts program offerings to allow a TK-12 pathway in the arts.</li> <li>• Students have equitable access to arts magnet programs via an audition process</li> <li>• Students are engaged in Learning Through the Arts through integration in content areas.</li> </ul>	<p>Director of VAPA</p> <p>Magnet Principals</p> <p>Appropriate Magnet Staff</p>	<p>Professional Devel. Expenses</p> <p>Release time</p>

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
<b>Equity and Access</b>	Year 1	<p>Establish equitable access to Arts Magnet sites and facilities for the entire San Diego Unified School District:</p> <ol style="list-style-type: none"> <li>1. Assess current Arts Magnet locations and programs</li> <li>2. Assess facilities to ensure quality arts instruction</li> <li>3. Assess demographics and transportation requirements to ensure equity and access to arts magnet programs</li> <li>4. Ensure facilities are equipped with 21st century technology</li> </ol>	<p>Students have:</p> <ul style="list-style-type: none"> <li>• increased access for SDUSD to arts magnet programs</li> <li>• equitable and consistent transportation to Arts Magnet Schools</li> </ul> <p>The District has:</p> <ul style="list-style-type: none"> <li>• a consistent and equitable access application and audition process for enrollment into Arts Magnets</li> <li>• centrally located Magnet Arts high school</li> <li>• 2 equitably accessible Magnet Arts middle schools</li> </ul>	<p>Director of VAPA</p> <p>Magnet Principals</p> <p>Executive Director of Facilities Planning</p>	<p>Transportation</p> <p>Facilities</p> <p>Technology</p>

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Staffing	Year 2	<p>Work with HR to define highly-qualified staffing in accordance to ACCPAS standards:</p> <ol style="list-style-type: none"> <li>1. Create support and a professional development plan to certify and train highly qualified staff in arts pedagogy</li> <li>2. Appropriately staff arts programs with additional staffing via district formula</li> <li>3. Create partners with university arts teacher training programs in the arts</li> <li>4. Create unique positions for arts magnets- e.g. Theatre Manager, Costumer, Coaches, Designer, Magnet Coordinator, Artistic Director, Accompanists, etc.</li> </ol>	<p>Magnet Schools have:</p> <ul style="list-style-type: none"> <li>• articulated professional expectations for arts teachers</li> <li>• flexibility in hiring practices for staffing</li> <li>• a Magnet staffing allocation outside of the comprehensive school formula for FTE</li> <li>• flexibility for credentialing and district internships for arts staff</li> <li>• an MOU with SDEA regarding highly qualified arts and academic staffing -- teachers, administrators, counselors-- to ensure ACCPAS accreditation</li> <li>• highly qualified and trained staff</li> <li>• staffing designed for the unique needs of an arts magnet school</li> </ul>	<p>Human Resources</p> <p>Magnet Principals</p> <p>Director of VAPA</p>	<p>Increased FTE</p> <p>Professional Development Funding</p> <p>Release time</p>

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Professional Development	Year 2	<p>Use the Arts Magnets as hub and exemplary model for professional development, research and leadership for VAPA for SDUSD:</p> <ol style="list-style-type: none"> <li>1. Create partnership with university to create arts teacher preparation and internship program</li> <li>2. Create arts-focused professional development plans for both arts and academic teachers (arts training for arts-integration)</li> <li>3. Research data showing student achievement (attendance, GPA, standardized tests, postsecondary and professional opportunities, arts awards and accolades, etc.)</li> <li>4. Create Arts Administration professional development plan</li> </ol>	<p>SDUSD Arts Magnets reflect and innovate best teaching practices in arts and arts integration.</p> <p>Professional Development Plans for both arts and academic teachers</p> <p>Communicate data surrounding arts programs</p> <p>Arts teacher preparation program</p> <p>Calibrated and consistent leadership for arts magnet schools</p>	<p>Director of VAPA</p> <p>Magnet Principals</p>	<p>Teacher Accreditation and Professional Development Planning/ Funding</p> <p>Increased FTE</p> <p>Release time for PD</p>

## Strategic Arts Education Plan 2016

## San Diego Unified School District

**Priority Area: Visual and Performing Arts Magnet Schools** (Vision, Equity and Access, Curriculum, Staffing, Professional Development, and Community Engagement)

**Goal:** SDUSD will offer equitable access to K-12 students in strategically placed VAPA Magnet Schools. These schools are designed for students who use the arts to engage and contribute to the world. These schools will offer the four pathways in dance, music, theatre and visual arts, leading through a nationally accredited program in the arts where students are prepared for conservatory or university level arts education.

	Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Community Engagement and Relationships	Year 2	<p>Establish and create professional working relationships with San Diego Community and National Arts Schools Networks:</p> <ol style="list-style-type: none"> <li>1. Create VAPA Community Arts Liaison</li> <li>2. Create and deepen partnerships                             <ol style="list-style-type: none"> <li>a. Dual enrollment in colleges and arts high school magnet</li> <li>b. Guest Artists</li> <li>c. Internships</li> </ol> </li> <li>3. Establish Stakeholder Leadership committees to guide vision                             <ol style="list-style-type: none"> <li>a. SDUSD VAPA Advisory Council to plan, monitor, and execute Arts magnet vision at each site</li> <li>b. Site advisory council representation to ensure site needs are met</li> </ol> </li> </ol>	<p>SDUSD is a leader in the National Arts Schools Network. Benefits include:</p> <ul style="list-style-type: none"> <li>• performances and displays of student work in community</li> <li>• access to San Diego professional arts venues</li> <li>• partnerships with Universities and Conservatories</li> <li>• access to postsecondary opportunities (ex. dual enrollment City College) for flexibility in academic and arts scheduling</li> </ul>	<p>Director of VAPA</p> <p>Magnet Principals</p>	<p>FTE VAPA Community Arts Liaison</p> <p>Marketing Expenses</p>
			<ol style="list-style-type: none"> <li>4. Develop strategic marketing plan                             <ol style="list-style-type: none"> <li>a. Audience development</li> <li>b. Showcase student work</li> <li>c. Press &amp; Public Relations</li> </ol> </li> </ol> <p>Recruit and retain students, staff, and partners</p>		