

Guerneville School District Arts Education Plan

Focus Area 1: Arts Teaching and Learning Goal				
1.1: Encourage Districts to Adopt an Inclusive, Student-Centered Approach to Arts Education				
Goal Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2023	Support Teachers/staff to articulate TK-8 arts curriculum	1a. PD on California Arts Standards for all staff 1b. Ongoing PD for Arts Integration Growth Tuesdays: (Teachers) b1. (Bob Bullwinkel - local PD provider- Kennedy Center Model) b2. Hearing From Others- visitors b3. Classified Monthly Meetings- PD Opportunities	1a. Principal 1b. Instructional Staff b1. Principal/SLT/Instructional Staff b3. Principal/SLT/Classified Staff	1a. Instructional All staff have a working knowledge of the Arts Standards. 1b. Instructional Staff has received PD on Arts integration and are actively implementing Arts in the classroom and throughout school programs.
2021-2026	Model practices and showcase examples to provide students with culturally diverse and representative arts experiences	2a. Guerneville Education Outdoors -Harvest Fair/Festivities that are culturally representative 2b. Assemblies: Emphasize the more unrepresented arts (i.e. dance) 2c. Readers Theater - create an inventory/ mini-collection - highlight Benchmark Readers Theater that are culturally relevant 2d. PBE (Placed Base Education) - Art in a Box - Arts instructors for dance, etc. 2e. AVID- <ul style="list-style-type: none"> ● Career Talks- Guest 	2a. Heather Osbun-Garden Coor. 2b. Principal/SLT/AVID 2c. Instructional Staff/Library Assistant 2d. Principal (share link with Instructional staff) 2e. AVID Site Team	2a. All students will have Arts experiences in outdoor ed that are culturally diverse. 2b. All students will have assemblies that are culturally representative in the Arts. 2c. Students will have Reader's Theater experiences that are culturally represented by the school population. 2d. All Instructional Staff will have access to a link to Art in the Box. 2e. Speakers will be representative of Careers in the Arts.

		<p>Speakers (Careers in the Arts)</p> <p>2f. Ballet Folklorico</p> <p>2g. Field Trips: Luther Burbank Center</p> <p>2h. Performing Arts Performances</p> <p>2i. STEAM - ?</p>	<p>2f. Ballet Folk. Coordinator</p>	<p>2f. Students will have after school experiences in Ballet Folk. grades 2-8</p> <p>2g. Instructional Staff will have access to links to Luther Burbank Center.</p>

2021-2026	Encourage Teachers to provide digital arts portfolios for students TK-8	During PD on CA Arts Standards, include discussion about digital platforms to display student art. Create a Guerneville School # tag for following on Instagram and Twitter and Facebook	All Instructional Staff with perhaps Emily Vlahandreas as a resource. Principal to maintain art social media	Students will be able to share their art work outside of the school and classrooms. Students and families would be able to access their art work online.

**Focus Area 1: Arts Teaching and Learning Goal
1.2: ARTS INTEGRATION**

Strengthen Arts Integration in Classrooms across the County through Collaboration and Professional Development TK-8th grade

Goal Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2026	Collaborate to identify key content areas to integrate the arts	Take time for the Instructional staff to look at arts integration on a continuum, starting with the obvious content areas.	All Instructional staff	Students would have access to arts integrated instruction on a deliberate continuum.
2021-2024	Develop a professional learning community around arts integration	<p>All Instructional staff will have the opportunities to share their successes at Growth Tuesday meetings.</p> <p>At convenient times, instructional staff can observe their colleagues doing arts integrated lessons.</p>	<p>All Instructional Staff</p> <p>All Instructional Staff</p>	<p>All students will benefit from staff's participation in arts integrated PLC.</p> <p>All students will benefit from teachers' observation of their colleagues doing arts integrated lessons.</p>

2021-22	Identify and make resources available to districts for arts integration professional development	Create an integrated arts page on the school's website that give teachers access to resources online	Superintendent	All instructional staff will have access to resources for arts integration.
2021-2023	Provide professional development that integrates arts and social emotional learning	Identify the connections for Toolbox and social/emotional competencies . (include graphic on webpage)	All Instructional staff	Staff will receive PD around SEL and arts integration during Growth Tuesday.
2021-2022	Revisit Current Practices in order to evolve	Examine current practices across the content areas to see how we can integrate movement and performing arts into the content areas.	All Instructional Staff	Staff will receive support for integrating movement and performing arts into content areas.

2021-2024	Provide social emotional learning PD for all teachers and administrators	Identify the connections for Toolbox and social/emotional competencies . (include graphic on webpage) Consider bringing Jessica Progulsk and Check Wade to do some PD with staff about SEL and the arts.	All Instructional Staff Principal to reach out to Jessica and Chuck about PD.	Teachers will grow in their proficiency with integrating the arts and SEL.
2021-2024	Continue to develop and provide in-depth, ongoing arts integration PD for secondary credentialed teachers- single subject) in all disciplines	All secondary staff will be included in any ongoing PD regarding arts integration.	All Instructional Staff	All secondary teachers will have access to ongoing PD regarding arts integrations.
2021-2024	Continue to provide in-depth, ongoing arts integration PD for multi-subject classroom teachers in all arts disciplines	All multi-subject credentialed teachers will have ongoing PD in arts integration	All Instructional staff	All multi-subject teachers will have access to PD regarding arts integration.
2021-2024	Provide PD for Arts Integration and English Language Development for administrators, principals and ELD teachers	ELD teachers, administrators, and classified staff will receive PD in arts integrations .	All instructional staff during regular meetings	All ELD students will have access to arts integrated instruction.

2021-2024	Provide PD for arts integration and special education for administrators, principals and special education/special day classroom teachers	Special Ed teachers, administrators, and classified staff will receive PD in arts integrations.	All special ed staff	All Special Ed students will have access to arts integrated instruction.
-----------	---	---	----------------------	--

Focus Area 1: Arts Teaching and Learning
Goal 1.3: ARTS EDUCATION COLLABORATION AND PD

Strengthen discipline-specific Arts Education in Classrooms across the County through Collaboration and Professional Development TK-12th Grade

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2024	Provide arts professional development to classroom teachers in elementary and middle school grades in specific arts disciplines	<p><u>Utilize PD from CESSAI</u> to include dance and movement in content areas.</p> <p>Develop a continuum across the grades for media arts.</p> <p>Develop a continuum across the grades for theater perhaps including readers' theater in the primary grades.</p> <p>Develop a continuum for all arts disciplines across the grades.</p> <p>Consider including Improv in the performing arts.</p>	<p>CESSAI participants will provide PD to staff from what they learned about dance/movement.</p> <p>All Instructional Staff</p> <p>All Instructional staff</p> <p>All Instructional staff</p>	All staff will develop proficiency in all arts disciplines.

2019-2024	Provide professional development to all VAPA teachers to increase application of the new VAPA standards and cross-disciplinary collaboration	NA	NA	NA
2022-2025	Provide professional development to explore assessment practices in arts education	<p>Explore the use of rubrics for pre- and post- assessment of the arts. Could include self and peer assessment.</p> <p>Rubrics could be developed for grade spans to include growth over time.</p>	All Instructional staff will work on these rubrics	Students will be able to self assess and work with other students to provide peer feedback.
	Create structures for collaboration that strengthen and embed arts programs	Utilize existing structures such as classified meetings and Growth Tuesdays, and PLC's.	All Instructional staff	Teachers will have time in their work week to collaborate and embed arts instruction.

**Focus Area 1: Arts Teaching and Learning Goal
1.4: CALIFORNIA DASHBOARD**

Highlight County and District priorities and demonstrate how the arts can support key CA Dashboard elements

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2025	Offer support to address and understand CA Dashboard element of attendance, behavior and completion.	Staff will study the school's CA Dashboard to look for areas of concern regarding attendance and behavior.	School staff can review as part of LCAP work.	Teachers will have working knowledge of the CA Dashboard and will have identified areas to work on.

2019-2024	Expand structures and practices that already exist: Portrait of a Graduate	Look at the 6 attributes from Portrait of a Graduate and relate them to arts disciplines.	School staff	Teachers will have knowledge of the 6 attributes from Portrait of a Graduate and how arts education supports them
2020-2024	Leverage Differentiated Assistance (DA) and Comprehensive Support and Improvement (CSI) process to use arts to address issues	NA	NA	NA

Focus Area: Arts Teaching and Learning Goal 1.5 EQUITY and ACCESS

Phase 2: Work with the County Office of Education to leverage opportunities that increase access and equity in the arts

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2024	Support master schedule development to provide equitable access to arts electives	Make sure that master schedule includes the arts in electives	Principal will draft master schedule in such a way that all students have access to arts electives.	All students will have equitable access to arts electives.

2021-2024	Engage with Board of Education	Prepare a presentation of the arts plan to the Board	Superintendent will arrange the date and co-present with committee members. Fall of 2011	Board will have a working understanding of the district arts plan
Phase 2: 2021-2024	Engage with Teachers Union to make the case for - Infusing PBL and arts as instructional strategy Transforming/ amplifying arts initiatives that already exist	Arts plan will be shared with the union GSTA	Superintendent will arrange the date and co-present with committee members. Fall of 2011	Union will have a working understanding of the district arts plan (GSTA)

Focus Area: Arts Teaching and Learning GOAL 1.6: ARTS INTEGRATION COACHES

Phase 2: Arts Integration is supported through a program of coaching and mentoring by certified Arts Integration Coaches

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
Phase 2: 2021-2024	Research an Arts Integration Certificate for teachers and teaching artists to become Arts Integration Coaches.	NA	NA	NA

Phase 2: 2021-2024	Explore the creation of an Arts Integration Certificate program through SSU	NA	NA	NA
Phase 2: 2021-2024	Deliver certification program(s) through SCOE and/or Sonoma State University	NA	NA	NA
Phase 2: 2021-2024	Prepare certified arts integration coaches who are teaching artists to enter classrooms	NA	NA	NA
Phase 2: 2021-2024	Create a coaching and mentoring approach to arts integration in each district/school	NA	NA	NA
Phase 2: 2021-2024	County wide cohort of Arts Integration Coaches meet as a professional learning community	NA	NA	NA

2021-2024	Provide ongoing training opportunities for arts integration coaches to attend PD in arts integration trainings statewide or nationally	NA	NA	NA
-----------	--	----	----	----

Focus Area 2: Arts Leadership Development

Goal 2.1: Create and Develop Leadership for Arts Education Across the County

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2020	Encourage districts to review the Sonoma County Arts Education Template to identify areas of growth	Share the Sonoma County Arts Education template with all staf	Superintendent	All staff will have access to the Sonoma County Arts Education Template
2019-2020	Present information and opportunities demonstrating that arts coordination at the County and District level increases access	Collect data over time about the numbers of students K-8 who have access to arts education.	Superintendent and principal will collect this data	Over time there will be a consistency or increase of numbers of students accessing the arts.

2019-2020	Make the case for arts coordination through outreach to the Leadership 40	NA	NA	NA
2019-2020	Recommend that the county designates a VAPA Coordinator at SCOE	NA	NA	NA
2020-2021	Recommend that the Districts designate a VAPA (Visual and Performing Arts) coordinator at the district level	The superintendent will be the VAPA coordinator for the district	Superintendent	Students at Guerneville will benefit from a VAPA Coordinator
2019-2024	Expand opportunities for school, community and district wide leaders/coordinators to meet	Use Growth Tuesday to allow for arts educators to meet to routinely share their experiences and do staff development in arts integration	All Instructional Staff	Staff will have the opportunity to grow in their experience with arts integration

2019-2024	Explore developing and engaging emerging leaders at either the high school or university level- SSU/SRJC	Research the use of SSU students to teach dance at Guerneville School	Principal will contact SSU students to consider the possibility of supporting the staff of Guerneville with dance experiences	Staff will be supported in the area of dance by SSU students.
2019-2024	Activate community leaders to support districts through AEA and Arts Now	Encourage instructional staff to access the art education resources available through Creative Sonoma, the Arts Education Alliance, and Arts now.	All instructional staff has access to the resources available through Creative Sonoma, Arts Education Alliance, and Arts Now.	Teachers will have increasing access to arts education resources.
2019-2024	Produce an Annual Convening: Invite the designated district VAPA leaders to come together for professional learning/sharing of best practices	Encourage staff and students to participate in SCOE's State of the Arts convening in March/2022.	All instructional staff and students can access this	Staff and students will benefit from having their art work displayed county wide.

Focus Area 3: Communications and Advocacy

Goal 3.1: Develop Relationships and Advocate for Arts Education

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2024	Connect with District administrators to encourage advocacy support arts education	<p>Committee connects with the community to advocate for arts integration regularly</p> <p>Students inform families of how they integrated arts into daily lessons</p>	<p>All Instructional Staff</p> <p>Students</p>	<p>School community has a good understanding of art integration;</p> <p>Parents have a good understanding of art integration;</p>
2019-2024	Support districts to identify arts education advocates	Encourage Parents/community members/staff/students to participate in arts integration.	Parents and teachers	Increase Parents/community members/staff/students participation in arts integration.

2019-2024	Connect with Superintendents through Leadership 40 meetings.	NA	NA	NA
2019-2024	Build relationships with students, parents and leadership highlighting the availability of Creative Economy and arts careers	Reach out to docents to show how being an artist can be part of the Creative Economy.	Instructional and administrative staff members will reach out to art docents to inform them about the need for connecting students with the arts economy.	Students will benefit from connections to the arts economy and the understanding that people can actually make a living doing art.
2020-2024	Build relationships with artists arts organizations and government agencies throughout the County	Using the Creative Sonoma website , the school can access arts organizations around the county.	All instructional staff will have access to the Creative Sonoma website.	Students will have the opportunity to learn from Sonoma County arts organizations.

--	--	--	--	--

Focus Area 3: Communications and Advocacy

Goal 3.2: Activate Community Resources and Powerful Messaging to Build Public Will for Arts Education

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2024	Connect arts programming to that of local arts organizations to be fluid and collaborative	Using the Creative Sonoma website , the school can access arts organizations around the county.	All instructional staff will have access to the Creative Sonoma website.	Students will have the opportunity to learn from Sonoma County arts organizations.
2019-2024	Increase awareness of Arts Marketplace on the Creative Sonoma website as a resource for school and districts	Using the Creative Sonoma website , the school can access arts organizations around the county.	All instructional staff will have access to the Creative Sonoma website.	Students will have the opportunity to learn from Sonoma County arts organizations.
2019-2024	Provide a “Toolbox for Advocacy” online resources	Link to Toolbox for Arts Advocacy	Karen will provide the link to Arts Advocacy Toolbox.	Instructional leaders and parent community will have access to strategies for arts advocacy.

2019-2024	Increase awareness of Creative Sonoma Bimonthly E-Newsletter that includes arts education	Using the Creative Sonoma website, the school can access arts organizations around the county.	All instructional staff will have access to the Creative Sonoma website.	Students will have the opportunity to learn from Sonoma County arts organizations.
2019-2024	Develop and coordinate a network of parent support for Districts	Utilize newer parents who are artists to be the advocates for arts education.	Parents in the school community	The school will benefit from parents who are advocating for arts education.

2019-2024	Create Communications Hub by expanding Arts Marketplace Resource on Creative Sonoma Website		All instructional staff will have access to the Creative Sonoma website.	Students will have the opportunity to learn from Sonoma County arts organizations.
-----------	---	--	--	--

Focus Area 3: Communications and Advocacy

Goal 3.3: Increase Awareness and Engagement of the Arts Through District/ Community Showcases and Events.

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2020	Explore what an annual “State of Arts Education Event” or Festival might look like	Guerneville will participate in SCOE’s State of the Arts Event in March of 2022	Shared staff responsibility for arranging for this	Students will benefit from having their art on display for the county.
2019-2020	Showcase existing arts festivals in districts as models	Ensure that any time the school is hosting an event, the arts at the the forefront. Arts Showcase at the school in spring of 2022.	Shared staff responsibility	Students will benefit from having their art showcased both at the school and at the county office.
2019-2020	Create and coordinate opportunities to display student arts (visual/performing) in district offices, at Board Meetings, etc.	Use dedicated bulletin board at both district office and Boardroom as well as other local community spaces/venues. Highlight the arts with parents club	Shared staff responsibility	Students will enjoy seeing their art work displayed throughout the district and school and in the community.
2019-2024	Coordination and installation of representative art from each district in the County Office of Education.	Guerneville will participate in SCOE’s State of the Arts Event in March of 2022	Shared staff responsibility for arranging for the event.	Students will benefit from having their art on display for the county.
2019-2024	Communicate, share and celebrate District Arts Festivals through Communications Hub	School will communicate with parents and community through displays of student art on Facebook, Webpage and #.	Principal will coordinate communication with support from superintendent.	Students, parents and community will have access to what is happening at Guerneville School in the arts.

2021-2024	Offer arts awareness workshop events to build support	Offer introduction to arts integration at Parents Club and family events at the school.	All instructional staff	Parents will have an introduction to arts integration to increases advocacy for the arts.
2021-2024	Consider regional events: “Sonoma Celebrates Arts in Schools” Arts Festival for multiple Districts and Community to celebrate Arts Education	NA	NA	NA

Focus Area 3: Communications and Advocacy
Goal 3.4: Measure and Communicate Progress

• Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2024	Highlight data and mark progress at secondary level	NA	NA	NA
2021-2024	Highlight data and mark progress at secondary level	NA	NA	NA

Every 3 years: 2021, 2024, etc	Collect and share data every three years	Looking at suspensions, expulsions and attendance on the dashboard . Share the data with the school board	Shared internally and with the school board	Staff will have a better understanding of the impact of arts education on student outcomes.
2021-2024	Review targeted district LCAPs to measure progress in arts education	Review goal 3, action item 4 regarding STEAM to measure progress in arts education.	Staff will collect data from the dashboard on attendance and also track numbers of students accessing STEAM over three years.	Data will allow staff to assess effectiveness of arts education.
2021-2024	Communicate progress to Leadership40 and school boards	Superintendent will report to Leadership 40 and the school board to communicate progress.	Superintendent	The county and the school board will have a thorough understanding of progress of Guerneville School in arts education.
2021-2024	Provide information about the Declaration for Equity in Arts Learning through CREATE CA	Provide information of the Declaration for Equity in Arts Learning to the Guerneville Board of Education	School Administration	The school will have an understanding of the Declaration for Equity in Arts Learning.

2021-2024	Communicate progress to administrators, teachers, parents, students and the broader community	All school staff will seek to communicate progress in arts education through a variety of contexts, such as Back to School Night, school website, community events, etc.	All school staff	Staff, the board of trustees, and the broader community will have a complete understanding of the progress the school is making with arts education.
-----------	---	--	------------------	--

Focus Area 4: Arts Funding Resources
Goal 4.1: Provide multi-tiered sustainable funding

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2024	Connect funding resources to exponentially increase the reach –public/private partnerships	The Guerneville Community School Collaborative will work to develop ongoing funding resources to support arts education for all students.	Community School Collaborative Partners and District Administration.	Instructional staff will have increased resources to support arts education.
2019-2024	Identify underserved districts/schools with high needs and support them to secure funding to address equitable access to the arts.	The Guerneville Community School Collaborative will work to develop ongoing funding resources to support arts education for all students.	Community School Collaborative Partners and District Administration.	Instructional staff will have increased resources to support arts education.

Focus Area 4: Arts Funding Resources
Goal 4.2: Direct District Funding to support Arts Education

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2019-2024	Strategize long-term and short term funding solutions Title I, Title III, Title IV, LCFF	Explore the use of Title I, III, and IV to support arts education.	Superintendent and CBO	Staff will gain knowledge of appropriate use of Title I,III, and IV , and LCFF for the arts.
2019-2024	Scan LCAPS to determine funding levels toward the arts	NA	NA	NA
2019-2024	Encourage stakeholders to advocate for designated funds for Arts Education in all district LCAPs	Superintendent will ensure that funds will be designated in the LCAP for arts instruction.	Superintendent	Students will benefit from having resources committed in the school's LCAP for arts instruction.