

Horicon USD 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
2021-2026	Support Teachers/staff to articulate TK-8 arts curriculum	<ul style="list-style-type: none"> -Provide staff with opportunities to learn about the California Arts Education Standards (CAES). -During vertical/lateral planning sessions, have a member who knows the Art Standards to be able to connect them to the Content Standards. Music, Dance, Visual, Media and Drama at each grade level. -Provide support for teachers to integrate arts into their content areas. 	<ul style="list-style-type: none"> -When opportunities are provided to administration staff with access to professional development relative to CAES. -At grade cluster meetings -Guest Artists Co-teaching art mediums 	<ul style="list-style-type: none"> -Increased Proficiency within the CA arts standards -Articulation in arts content across grade levels - Increased use of integrated art in academic content areas
2021-2026	Model practices and showcase examples to provide students with culturally diverse and representative arts experiences	<ul style="list-style-type: none"> - Field Trips - Looking at the curriculum to make sure we are looking at it through a lens of cultural sensitivity. - Supplementing core curriculum with materials that are culturally sensitive. 	<ul style="list-style-type: none"> - All Staff - Grade cluster meetings - Grade cluster meetings 	<ul style="list-style-type: none"> - Keeping field trip logs/ calendars and curriculum - Meeting notes and curriculum goals - Meeting notes and curriculum goals

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2021-2026	Encourage Teachers to provide digital arts portfolios for students TK-8	<ul style="list-style-type: none">- Encourage students to maintain a digital art portfolio (Google docs and Seesaw)- Teachers regularly post student artwork on the district Facebook page (which our website has a link at the bottom) and the Buzz.	<ul style="list-style-type: none">- Instructional staff and students	<ul style="list-style-type: none">- Student portfolios can be shared digitally

**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 across grades to identify key content areas to integrate the arts/standards	History/Social Studies ELA Geometry Rename STEM to STEAM	All Instructional Staff All Instructional Staff All Instructional Staff Administrator/ Library Manager	All students will have access to arts integration in identified content areas.
2021-2026	Develop a professional learning community around arts integration	Utilize professional development opportunities embedded in this document. Use current collaborative existing meeting structures to develop arts integration. Create opportunities for peer observation.	All Instructional Staff All Instructional Staff Administrator	Instructional staff will be able to grow in their proficiency for providing effective arts integration. Instructional staff will be able to grow in their proficiency for providing effective arts integration. Instructional staff will be able to grow in their proficiency for providing effective arts integration.

2021-2026	Identify and make resources available to districts for arts integration professional development	<p>All classrooms currently have a robust amount of arts materials.</p> <p>Utilize the current culturally appropriate arts materials and textbooks available in the Library and Hickory room.</p> <p>Utilize the classroom budget and additional general fund to continue providing adequate arts materials for the staff and students.</p>	<p>Administration</p> <p>All instructional staff</p> <p>All instructional staff and administration</p>	<p>Instructional staff will be able to grow in their proficiency for providing effective arts integration.</p> <p>Instructional staff will be able to grow in their proficiency for providing effective arts integration.</p> <p>Instructional staff will be able to grow in their proficiency for providing effective arts integration.</p>
2021-2026	Provide professional development that integrates arts and social emotional learning	<p>Instructional staff participate in available arts and social emotional learning opportunities</p> <p>Continue to utilize the current SEL program and integrate art into the program.</p>	<p>All instructional staff and administration</p> <p>All instructional staff and administration</p>	<p>All students benefit from arts integrated SEL</p> <p>All students benefit from arts integrated SEL</p>
2021-2026	Revisit Current Practices in order to evolve	<p>Use current collaborative existing meeting structures to evolve successful practices.</p> <p>Mindfulness: adding an emphasis on movement/dance.</p> <p>Create opportunities for peer observation.</p>	<p>All instructional staff</p> <p>All instructional staff</p>	

2021-2026	Provide social emotional learning PD for all teachers and administrators	Revisit current existing PD around social emotional learning opportunities , with the intent to integrate arts into the curriculum.	All instructional staff	
2021-2026	Continue to develop and provide in-depth, ongoing arts integration PD for secondary credentialed teachers- single subject) in all disciplines	N/A	N/A	N/A
2021-2026	Continue to provide in-depth, ongoing arts integration PD for multi-subject classroom teachers in all arts disciplines	Bob Bulwinkel to provide an overview of arts integration to staff and perhaps do an assembly for students, and family.	Jeff McFarland to contact Bob Bullwinkel. Karen McGahey will make an e-mail introduction.	Staff's proficiency with arts integration would increase and students would be the beneficiaries.
2021-2026	Provide PD for Arts Integration and English Language Development for administrators, principals and ELD teachers	Consider hiring Lisa Damico and Gena Richman, teaching artists with Creative Sonoma, to do PD around arts integration in all content areas.	Karen McGahey will make an e-mail introduction with Gena, Lisa, and Jeff to facilitate this work.	All ELD staff will benefit from PD for arts integration.

2021-2026	Provide PD for arts integration and special education for administrators, principals and special education/special day classroom teachers	Consider hiring Lisa Damico and Gena Richman, teaching artists with Creative Sonoma, to do PD around arts integration in all content areas.	Karen McGahey will make an e-mail introduction with Gena, Lisa, and Jeff to facilitate this work.	All Special Ed staff will benefit from PD for arts integration.
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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
2021-2026	Provide arts professional development to classroom teachers in elementary and middle school grades in specific arts disciplines	<p>Provide staff with PD about incorporating dance/movement into classroom content.</p> <p>Provide PD on three-dimensional art, including ceramics, with the intent to purchase a kiln some time in the future.</p>	<p>Karen McGahey will research dance/movement PD for Horicon teachers.</p> <p>Instructional staff will determine when this might be feasible.</p>	<p>Instructional staff will have access to PD for dance/movement.</p> <p>When/if this becomes a possibility all teachers and staff will develop the expertise needed to have their students experience three-dimensional art.</p>

2021-2026	Provide professional development to all VAPA teachers to increase application of the new VAPA standards and cross-disciplinary collaboration	NA	NA	NA
2021-2026	Provide professional development to explore assessment practices in arts education	Explore the use of rubrics for students to do pre- and post-assessments of their art work, including peer assessment.	Karen McGahey will share some rubrics, and teachers will work with the rubrics to adapt to each grade specific needs.	All instructional staff will have access to grade appropriate rubrics for use for arts assessment.
	Create structures for collaboration that strengthen and embed arts programs	Use existing meetings and structures to allow teachers the time to share classroom experience and observe in each others' classrooms.	All instructional staff.	Teachers will benefit from a PLC around arts integration.

**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
2021-2026	Offer support to address and understand CA Dashboard elements of attendance, behavior and completion.	Staff will look at the Dashboard together to identify ways in which arts integration might change student outcomes in attendance and behavior.	All instructional staff Karen will attach Dashboard link Jeff will attach Horicon and Manchester links https://www.caschooldashboard.org/reports/49707636051809/2019 https://www.caschooldashboard.org/reports/23655736025134/2019	Students will have access to arts integrated instruction to increase positive outcomes in attendance and behavior.

2021-2026	Expand structures and practices that already exist: Portrait of a Graduate	Staff will familiarize themselves with Portrait of a graduate , and identify ways in which arts integrated instruction to support the six student attributes.	Karen will attach link	Students will have enriched exposure to Portrait of a Graduate.
2021-2026	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
2021-2026	Support master schedule development to provide equitable access to arts electives	NA	NA	NA
2021-2026	Engage with Board of Education	Present completed plan to the Board of Education. Teachers can give examples of how this looks in the classroom	Jeff will present the completed plan. Teachers will support Jeff by providing examples of how this looks in the classroom.	Board will become familiar with the district's plans for arts education.

Phase 2: 2021-2026	Engage with Teachers Union to make the case for - Infusing PBL and arts as instructional strategy Transforming/ amplifying arts initiatives that already exist	Completed document will be presented at a certificated meeting for the purpose of explaining why it is importance to have arts integrated instruction to insure support and by-in	Consultancy team	Union will understand the importance of arts integrated instruction and be supportive.
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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: 2021-2026	Research an Arts Integration Certificate for teachers and teaching artists to become Arts Integration Coaches.	NA	NA	NA
Phase 2: 2021-2026	Explore the creation of an Arts Integration Certificate program through SSU	NA	NA	NA

Phase 2: 2021-2026	Deliver certification program(s) through SCOE and/or Sonoma State University	NA	NA	NA
Phase 2: 2021-2026	Prepare certified arts integration coaches who are teaching artists to enter classrooms	NA	NA	NA
Phase 2:2021-2026	Create a coaching and mentoring approach to arts integration in each district/school	NA	NA	NA
Phase 2: 2021-2026	County wide cohort of Arts Integration Coaches meet as a professional learning community	NA	NA	NA

2021-2026	Provide ongoing training opportunities for arts integration coaches to attend PD in arts integration trainings statewide or nationally	NA	NA	NA
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Focus Area 2: Arts Leadership Development
Goal 2.1: Create and Develop Leadership for Arts Education Within Horicon School District

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2026	Encourage districts to review the Sonoma County Arts Education Template (SCAET) to identify areas of growth	Provide time at regularly scheduled staff meetings to review the SCAET to identify areas of potential growth.	All certificated staff	All certificated staff self-identify needed areas of growth in SCAET
2021-2026	Present information and opportunities demonstrating that arts coordination at the District increases access to content	Provide time at regularly scheduled staff meetings to demonstrate that arts coordination increases access to content.	All certificated staff	All certificated staff demonstrate increases to access

2021-2026	Make the case for arts coordination through outreach to the Leadership 40	NA	NA	NA
2021-2026	Recommend that the county designates a VAPA Coordinator at SCOE	NA	NA	NA
2021-2026	Recommend that the Districts designate a VAPA coordinator at the district level	NA	NA	NA
2021-2026	Expand opportunities for school, community and district wide leaders/coordinators to meet	NA	NA	NA

2021-2026	Explore developing and engaging emerging leaders at either the high school or university level- SSU/SRJC	NA	NA	NA
2021-2026	Activate community leaders to support districts through AEA and Arts Now	Offer opportunity to staff or community members to join.	Karen will add a link for AEA and AN here.	``Hopefully someone will want to be part of these groups and be able to share out with our school.
2021-2026	Produce an Annual Convening: Invite the designated district VAPA leaders to come together for professional learning/sharing of best practices	NA	NA	NA

Focus Area 3: Communications and Advocacy

Goal 3.1: Develop Relationships and Advocate for Arts Education

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2026	Connect with District administrators to encourage advocacy support arts education	Committee connects with the community to advocate for arts integration regularly Students inform families of how they integrated arts into daily lessons	Whole Committee Students	School community has a good understanding of art integration; Parents have a good understanding of art integration;
2021-2026	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.

2021-2026	Connect with Superintendents through Leadership 40 meetings.	NA	NA	NA
2021-2026	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. <u>JM to connect with additional artists via LYJ & JH</u>	Cynthia will reach out to art docents to inform them about the need for connecting students with the arts economy. Darshan will be a link for this as well. *New parent to support.	Students will benefit from connections to the arts economy and the understanding that people can actually make a living doing art.
2021-2026	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.

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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
2021-2026	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.
2021-2026	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.
2021-2026	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.

2021-2026	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.
2021-2026	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.
2021-2026	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
2021-2026	Explore what an annual “State of Arts Education Event” or Festival might look like	Participate in local arts events such as Arena Theater, Gualala Arts Center, and Sonoma County Office of Education.	All instructional staff	Students will benefit from participating with local arts organizations to experience the arts.
2021-2026	Showcase existing arts festivals in districts as models	Participate in local arts events such as Arena Theater, Gualala Arts Center, and Sonoma County Office of Education.	All instructional staff	Students will benefit from participating with local arts organizations to experience the arts.
2021-2026	Create and coordinate opportunities to display student arts (visual/performing) in district offices, at Board Meetings, etc.	Student art work will be displayed at local arts organizations as well as public spaces at the school and in classrooms.	All instructional staff	Students will enjoy seeing their art work displayed in local arts organizations and on the school site.
2021-2026	Coordination and installation of representative art from each district in the County Office of Education.	NA	NA	NA
2021-2026	Communicate, share and celebrate District Arts Festivals through Communications Hub	Post student artwork on Creative Sonoma’s Communication Hub	Stephnie Frazier	Students and parents will enjoy seeing their art work in a public display.

2021-2026	Offer arts awareness workshop events to build support	Use existing events such as the Arts Night and a spring event to allow parents to experience art forms.	Parents will get to experience art forms to build support for arts integration.	Families will grow in their appreciation for multiple art forms.
2021-2026	Consider regional events: “Sonoma Celebrates Arts in Schools” Arts Festival for multiple Districts and Community to celebrate Arts Education	Participate in Sonoma County’s Celebrate Arts in May/2022.	All instructional staff	Parents and students will benefit from seeing their art displayed at Sonoma County Art Festivals.

Focus Area 3: Communications and Advocacy

Goal 3.4: Measure and Communicate Progress

• Timeline	Strategies	Actions	Responsibility	Measurable Outcome
2021-2026	Highlight data and mark progress at secondary level	NA	NA	NA
2021-2026	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	Rather than focus on the LCAP, Horicon will focus on the student engagement portion of the Dashboard, attending to suspensions, expulsions, and attendance.	All staff will be responsible for reviewing students results, especially attendance as an indicator of student engagement.	Students will benefit from arts integrated instruction and the outcome will be improved student attendance.
2021-2024	Communicate progress to Leadership40 and school boards	Communicate progress toward implementation of Arts Education plan to school board, specifically as it relates to the school and community identity regarding the arts.	All instructional staff	School board will have a through understanding of arts education in Horicon School.
2021-2024	Provide information about the Declaration for Equity in Arts Learning through CREATE CA	Share the Declaration for Equity in Arts Learning with the School Board	The Arts Committee	The School Board will have knowledge of the Declaration for Equity and could consider adopting it as district policy.
2021-2024	Communicate progress to administrators, teachers, parents, students and the broader community	Communicate progress toward implementation of Arts Education plan to school board, specifically as it relates to the school and community identity regarding the arts.	All instructional staff	School board will have a through understanding of arts education in Horicon School.

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	NA	NA	NA
2019-2024	Identify underserved districts/schools with high needs and support them to secure funding to address equitable access to the arts.	Because all of the student population at Horicon is typically underserved in other districts, their resources are used to equitably support these students.		

Focus Area 4: Arts Funding Resources

Goal 4.2: Direct District Funding to support Arts Education

Timeline	Strategies	Actions	Responsibility	Measurable Outcome
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2019-2024	Strategize long-term and short term funding solutions Title I, Title III, Title IV, LCFF	In future years, the district will strategize about the use of LCFF for arts education and arts integration.	All staff	The district will have a plan for its use of LCFF for arts education and arts integration.
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	District will advocate for use of designated funds for arts education.	All staff	District will have a plan for use of designated Funds for Arts Education.