

# WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

## *Visual and Performing Arts*

### *Master Plan for Curriculum Integration and Implementation*

#### **Vision:**

The WCCUSD Visual and Performing Arts (VAPA) vision for Arts Education is that through a robust, VAPA standards based and California Standards aligned curriculum which is articulated from Pre- Kindergarten to 12<sup>th</sup> Grade, students will acquire fundamental and evolving skills, knowledge, and experience in the Arts enhancing each student's readiness to enter the college or career of choice. Students will deepen their understanding of our world through enhanced ability to communicate, collaborate, create, and think critically.

#### **Guiding Principles:**

We in the West Contra Costa Unified School District believe that every WCCUSD student has a right to equitable access to Arts Education in the classroom in ways that honor the cultural legacies of our communities and enable all students to participate in hands-on artistic learning.

Education of the whole child involves a team and the expertise of students, teachers, district leaders, community leaders, and parents and is grounded in cross disciplinary rigor, excellence in teaching and learning through visual arts, dance, music, theatre, and media arts, and sequential instruction and integration of these disciplines throughout the core program Pre-K – 12.

#### **Goals:**

1. To provide a standards based, culturally relevant VAPA curriculum taught by Highly Qualified Teachers
2. To provide equitable access to a sequential and comprehensive VAPA experience for ALL students (inclusive of English Language Learners, Special needs students, and Foster Youth)
3. To integrate the arts curriculum as a component of and an enhancement to elementary core academic programs

**Overview:**

To comply with California Education Code (sections 51210 and 51220), the California Framework and Content Standards for Visual and Performing Arts, the National Core Arts Standards, and California Standards' focus on technical subjects, the West Contra Costa Unified School District Board of Education has authorized an initiative to reinstate Elementary Instrumental Music and to integrate Visual Arts, Dance, Drama, and Media Arts into the elementary curriculum in order to build a comprehensive Pre-K – 12 continuum for Arts Learning.

In 2013, the West Contra Costa Unified School District's Board of Education initiated support of a child-centered arts program by voting to reinstate Elementary Instrumental Music and accepted a proposal from the Superintendent to implement the program in two phases over the next two years. In the Fall of 2013, half of the District elementary schools received instruction in a pull-out instrumental music program for grades 4 through 6. In the Fall of 2014, the remaining elementary schools were added to the program so that all schools now offer a program of instrumental music. There were funds allocated from the Local Control Funding Formula to support the Music program with instruments and supplies and existing programs in all elementary and secondary schools were also supported with funding. Supplemental funding for Visual Arts, Dance, Theater, and Media Arts was provided as well to each school site at the elementary and secondary levels.

The commitment to the Arts was deepened by the creation of a District Coordinator of the Arts position with the charge of developing a comprehensive plan for integration of Instrumental Music, Choral Music, Dance, Theatre, Visual Art, and Media Arts.

While seeking to fill this position, a Program Assistant was hired and the planning process was initiated including teachers, administrators, a member of the board, and community partners. In 2015, the Coordinator position was filled.

The following plan reflects the work and input of the committee and contains implementation steps over a multi-year span in order to provide an increasingly comprehensive and well-articulated program of Arts Learning for the students and families of the West Contra Unified School District.

This Strategic Plan for Arts Integration and Instruction addresses the **WCCUSD Local Control Accountability Plan. LCAP Goal #2** is addressed by improving instructional practice in the arts and retaining high quality teachers and principals; **Goals #3 and #4** are addressed by increasing parent and community engagement and improving school climate. Additionally, Arts Education supports student achievement by promoting analysis, comparison and contrast, speaking and listening, writing skills, literacy skills, spatial reasoning, proportion, and technical vocabulary growth, which are skill sets for **California Standards**. Finally, Arts Education supports the **College and Career Readiness Anchor Standards** for **Reading** in Integration of Knowledge and Ideas; for **Writing** in Production, Research, and Range; for **Language** in Vocabulary Acquisition and Use; and for **Speaking and Listening** in Comprehension and Collaboration and Presentation of Knowledge and Ideas.

**The recommendation for a Comprehensive Pre-K – 12 Arts Program includes**

**Pre-K-2:** Inclusion of general music, visual arts, movement, and drama in the Core Curriculum

**3<sup>rd</sup> Grade:** Culturally relevant instruments/choral music, drama/ visual arts as part of the core curriculum

**4<sup>th</sup>-6<sup>th</sup> Grade:** Pull-out Band/Orchestra; general music, drama, dance, and visual arts as subjects for the teacher prep-time program and part of the core curriculum....dance/movement possibly provided as part of the Physical Education program offered by classroom teachers

**7<sup>th</sup>-8<sup>th</sup> Grade (Middle School):** Music, Art, Media Art, and Drama as electives and Dance as a PE alternative

**9<sup>th</sup>-12<sup>th</sup> Grade (High School):** All arts will be offered as electives and will meet A-G requirements for UC and CSU

The WCCUSD Strategic Planning Committee for the Arts has identified four Areas of Focus in which to frame the work of Arts implementation.

1. Standards-Based and Culturally Relevant Visual and Performing Arts Curriculum Taught by Highly Qualified Teachers
2. Equitable Access to Standards-Based and Sequential Visual and Performing Arts Instruction across school sites for ALL Students
3. Highly Effective Communication
4. Collaboration with Community Partners and Outside Arts Agencies

**These Areas of Focus are further articulated as:**

1. Standards-Based and Culturally Relevant Visual and Performing Arts Curriculum Taught by Highly Qualified Teachers
  - Curriculum
  - Staffing
2. Equitable Access to Standards-Based and Sequential Visual and Performing Arts Instruction across school sites for all Students
  - Programming
  - Materials
  - Supplies
3. Highly Effective Communication
  - Communication with Teachers
  - Communication with Parents
  - Communication with Community
  - Monitoring and Assessment
4. Resource Development
  - Collaboration with Community Partners and Outside Arts Agencies
    - a. Professional Development
    - b. Services
    - c. Funding
    - d. Student and Teacher Internships

**Focus Areas 1 and 2 are identified as specific to:**

1. Pre-K – 6 Education
2. Grades 7 -12 Education

**Focus Areas 3 and 4 are applicable to the program at all grade levels.**

## Elementary: Pre-K – 6<sup>th</sup> Grade

### Focus Area I: Standards-Based and Culturally Relevant VAPA Curriculum Taught by Highly Qualified Teachers (Curriculum and Instruction Pre K – 6<sup>th</sup>)

**Goals:**

- 1.1 Complete the reinstatement of instrumental music at the elementary school level**
- 1.2 Develop a cumulative, sequential, and culturally relevant VAPA Pre-K – 6 curriculum supported by research-based delivery systems that ensure all students have access to quality arts education**
- 1.3 Develop a plan for integration and implementation of arts learning in the elementary schools in connection with California Standards and the LCAP**
- 1.4 Provide ongoing and relevant professional development**
- 1.5 Provide on-line resources to support the VAPA curriculum**

GOALS	PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps	PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps
<b>1.1 Complete re-instatement of instrumental music at the elementary school level</b>	1.1.1 Purchase additional instruments and supplies to support this program and to replace a worn and aging inventory (in process) 1.1.2 Increase staffing to lower the full time equivalency to 5 schools per teacher in order to promote equity of instructional time and access for all students. (additional 1 FTE) 1.1.3 Align Instruction with CCSS and with grade level expectations for secondary programs 1.1.4 Adopt district-wide Method Books that incorporate connection to California Standards	1.1.5 Expand music program to offer instruction in the 3 <sup>rd</sup> grade 1.1.6 Explore music integration in T-K – 2 <sup>nd</sup> grades 1.1.7 Continue alignment of instruction 1.1.8 Monitor and revise as needed
<b>1.2 Develop plan for integration and implementation of arts learning in the elementary schools in connection with California Standards and the LCAP</b>  <b>Responsible Parties:</b> VAPA Coordinator, VAPA Committee	1.2.1 Determine level of arts instruction currently available in each elementary school 1.2.2 Provide support for teachers currently integrating art in their curriculum 1.2.3 Determine the academic areas that are most conducive to the various arts integration	1.2.4 Work with principals and teaching staff to outline specific curriculum areas and support implementation 1.2.5 Hire VAPA certificated elementary prep teachers 1.2.6 Monitor and support VAPA elementary prep teachers

<p><b>1.3</b> <b>Provide ongoing professional development</b></p> <p><b>Responsible Party:</b> VAPA Coordinator, VAPA Committee Subset</p>	<p>1.3.1 Poll teachers to determine professional development needs and cultivate a professional development plan</p> <p>1.3.2 Determine a professional development approach for arts integration in each art discipline for elementary teachers</p> <p>1.3.3 Coordinate with community arts agencies to provide professional development in arts integration for elementary teachers</p> <p>1.3.4 Conduct regular arts planning meetings to share best practices and develop a database of successful lessons by grade level</p> <p>1.3.5 Evaluate effectiveness and revise as needed</p>	<p>1.3.6 Representatives to state conferences</p> <p>1.3.7 Present “In House” conference with presentations by local professional groups...invite elementary teachers for training on how to implement strategies</p> <p>1.3.8 Encourage District Festivals by discipline</p> <p>1.3.9 Provide list of available conferences to teachers and support attendance whenever possible</p> <p>1.3.10 Continue to develop professional development opportunities for Classroom teachers on an ongoing basis</p>
<p><b>1.4</b> <b>Valid and Comprehensive Assessment:</b></p>	<p>1.4.1 Instruction will be modified and enhanced by valid and comprehensive assessment, designed to promote reflective practice and data driven planning to improve academic, cognitive, linguistic and sociocultural outcomes for students</p> <p>1.4.2 Assessment will be formative and involve verbal interaction, tests, portfolios, and performance tasks</p>	<p>1.4.3 District wide departments will compile a toolbox of valid assessment practices for regular use in the classroom</p>
<p><b>1.5</b> <b>Provide On-Line Resources to All Teachers for support of VAPA Curriculum and Instruction</b></p>	<p>1.5.1 Disseminate online sources for lesson planning and conceptual support to all teachers</p> <p>1.5.2 Poll Arts teachers and provide a “best of” list of sites by discipline and concept</p> <p>1.5.3 Video Best Practices and put on website</p>	<p>1.5.4 Create “Best Practices” web page and include library of viable lessons for each level of implementation</p> <p>1.5.5 Online site of all performance and art programs</p> <p>1.5.6 By discipline art teachers develop their own design to add sites as needs change</p>

**Focus Area I : Standards-Based and Culturally Relevant VAPA Curriculum Taught by Highly Qualified Teachers  
(Staffing Pre-K-6)**

**Goals:**

**1.6 Ensure that all students receive arts instruction by highly qualified VAPA teachers**

<b>GOALS</b>	<b>PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps</b>	<b>PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps</b>
<p><b>1.6</b> <b>Ensure all students have arts instruction by highly qualified VAPA teachers</b></p> <p><b>Responsible Party:</b> HR, VAPA Coordinator, site principals, VAPA Committee subset</p>	<p>1.6.1 Work with community partners to identify teachers that have previously received training and support</p> <p>1.6.2 Support existing sites while adding new site representation</p> <p>1.6.3 Identify “Arts Liaison” teacher at each elementary school</p> <p>1.6.4 Institute “trainer of trainer” model for skill development and lesson development at the elementary level</p> <p>1.6.5 Provide professional development on arts integration and instruction for elementary teachers</p> <p>1.6.6 Develop a process for Ed. Services support of guest artists and artist performances</p>	<p>1.6.7 Incorporate certificated arts teachers into the elementary Teacher Prep Program</p> <p>1.6.8 Incorporate a guest artist and speaker program throughout Pre-K – 6<sup>th</sup> grades</p>

**Outcomes for Focus Area 1:**

**Complete reinstatement of Instrumental Music at the elementary school level:** One more teacher will be hired and teacher assignments will be normalized at 5 schools per 1.0 FTE; inventory will be updated and curriculum will be matched to California Standards.

**Engagement with Challenging and Relevant Curriculum:** All students will be engaged in comprehensive, articulated and age-applicable VAPA curriculum and instruction that builds a full range of literacies and other Common Core content area skills. This curriculum is multifaceted, coherent, relevant and rigorous – critical in developing 21<sup>ST</sup> century skills.

**High Quality Teacher Professional Preparation and Support:** Students will be engaged in V APA instruction that is supported and enriched by quality professionally prepared teachers for VAPA and elementary teachers implementing a powerful vision of excellence in the arts for all students.

**Provide Ongoing Professional Development:** Teachers will be trained through professional development provided by district personnel and by relevant community partners to support a “trainer of trainers” model of expanding competency in arts education.

**Online Curricular Support:** Resources and materials will be listed and disseminated to all teaching staff.

**Valid and Comprehensive Assessment:** Instruction will be modified and enhanced by valid and comprehensive assessment, designed to promote reflective practice and data driven planning to improve academic, cognitive, linguistic and sociocultural outcomes for students.

**Secondary Grades 7 – 12**

**Focus Area I : Standards-Based and Culturally Relevant VAPA Curriculum Taught by Highly Qualified Teachers  
(Curriculum & Instruction Gr. 7 - 12 )**

**Goals:**

- 1.1 Develop a cumulative, sequential and culturally relevant VAPA 7-12 curriculum, supported by research-based delivery systems that ensure ALL students have access to quality arts education**
- 1.2 Provide ongoing and relevant professional development**
- 1.3 Development of on-line resources**

<b>GOALS</b>	<b>PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps</b>	<b>PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps</b>
<p><b>1.1 Develop a cumulative, sequential and culturally relevant VAPA grade 7-12 core curriculum, supported by delivery systems that ensure ALL students have access to quality arts education</b></p> <p><b>Responsible Parties:</b> VAPA Coordinator, VAPA Committee</p>	<p>1.1.1 Create a listing of arts courses offered at each secondary school site</p> <p>1.1.2 Track number of arts courses being requested on spring course choice lists</p> <p>1.1.3 Increase the number of arts electives offered at the middle school level</p> <p>1.1.4 Create a “Levels Expectations” document that details concepts to be taught at each level of instruction</p>	<p>1.1.5 Provide articulation lists from elementary to middle to high school to identify continuing students</p> <p>1.1.6 Program students into appropriate level of instruction for A-G requirements</p>
<p><b>1.2 Provide ongoing professional development</b></p> <p><b>Responsible Party:</b> VAPA Coordinator, VAPA Committee Subset</p>	<p>1.2.1 Conduct discipline specific meetings each quarter to determine needs and facilitate collaboration and planning of events</p> <p>1.2.2 Conduct regular arts planning meetings to share best practices and successful lessons</p> <p>1.2.3 Present “In House” conference with presentations by local professional groups; invite elementary teachers for training on how to implement strategies</p>	<p>1.2.4 Encourage planning for District Festivals by discipline</p> <p>1.2.5 Bring in outside speakers</p> <p>1.2.6 Create protocol for sending representatives to state conferences</p>

<p><b>1.3</b>  <b>Provide on-line resources to all teachers for support of VAPA curriculum and instruction</b></p> <p><b>Responsible Party:</b>  VAPA Coordinator, Sub Committee</p>	<p>1.3.1 Disseminate online sources for lesson planning and conceptual support to all teachers</p> <p>1.3.2 Poll arts teachers and provide a “best of” list of sites by discipline and concept</p> <p>1.3.3 Create “Best Practices” web page and include library of viable lessons for each level of implementation</p> <p>1.3.4 Online site listing of all performance and art programs</p> <p>1.3.5 By discipline, art teachers develop their own design to add websites as needs change</p>	<p>1.3.6 Update lists and website, refine and modify content</p>
<p><b>Outcomes:</b></p> <p><b>Develop a Core Curriculum ensuring access to arts education for All students:</b> Students enrolled in VAPA courses will increase by 30% after the first 3 years. Middle school arts elective offerings will increase and high school electives will be aligned with UC and CSU A-G requirements.</p> <p><b>Provide ongoing Professional Development:</b> A series of professional development opportunities will be provided at the elementary level and secondary teachers will have time for collaboration and development of effective teaching practices in the arts. Funds will be set aside for the possibility of outside artists and speakers for PD and for classroom presentations.</p> <p><b>Provide On-Line resources to all teachers to support VAPA Curriculum:</b> List of “best” sites for arts resources will be compiled and shared and the VAPA website will be regularly updated to reflect changes in programming and performances over time.</p>		

**Focus Area II: Ensure Equitable Access to Standards-Based and Sequential Visual and Performing Arts Instruction for ALL Students.  
(Programming, Materials and Supplies Pre K-6<sup>th</sup>)**

**Goals:**

- 2.1 Establish equitable programming across school sites and grade levels**
- 2.2 Identify supplies necessary to support arts integration and instruction at the elementary level**
- 2.3 Develop a plan for the equitable distribution of arts supplies and equipment among school sites**
- 2.4 Monitor use of funds**

<b>GOALS</b>	<b>PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps</b>	<b>PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps</b>
<b>2.1 Establish equitable programming across school sites/grade levels</b>	2.1.1 Determine existing arts programs at each level 2.2.2 Develop one or more arts programs at where needed to ensure the existence of arts education at each site	2.1.3 Monitor articulation of arts students from elementary through high school 2.1.4 Monitor number of students completing A-G arts requirements at the high school level
<b>2.2 Identify supplies necessary to support arts integration and instruction at the elementary level</b>	2.2.1 Determine materials needed to support classroom teachers in providing arts connections in their lessons 2.2.2 Develop plan for distribution of materials by grade level and school site 2.2.3 Distribute materials and/or funds prior to August 15 each year	2.2.4 Provide art carts to each school with art supplies for use by classroom teachers 2.2.5 Replenish supplies as needed 2.2.6 Explore stand-alone arts curricula for possible use at elementary level
<b>2.3 Develop a plan for equitable distribution of materials and equipment among school sites</b>	2.3.1 Principals determine site level needs for materials and equipment based on staff input 2.3.2 Resources are assigned to individual sites 2.3.3 Artifacts are provided by site indicating use of funds and/or materials and equipment	2.3.4 Monitor, evaluate, and support
<b>2.4 Monitor use of funds</b>	2.4.1 Principal or designee provides list of items or services purchased for Arts Education with VAPA funds 2.4.2 Database is kept tracking purchases with intended use of funds	2.4.3 Monitor semi-annually

**Outcomes:**

**Develop Equitable Programming across school sites and grade levels:** There will be instruction in one or more arts discipline in each school and at each level (elementary, middle school, high school).

**Identify supplies necessary to support Arts Integration and Instruction at the elementary level:** A standardized list of supplies will be compiled that will enable elementary teachers to provide instruction and integration of the arts in the California Standards core curriculum.

**Develop a plan for the equitable distribution of arts resources and equipment among school sites:** A plan and procedure will be in place to provide material support to all school sites.

**Monitor Use of Funds:** Documentation will be provided detailing fund use by site.

**Focus Area II: Ensure Equitable Access to Standards-Based and Sequential Visual and Performing Arts Instruction for ALL Students.  
(Programming, Materials and Supplies Grades 7<sup>th</sup> -12<sup>th</sup> )**

**Goals:**

- 2.1 Increase the number of arts electives offered at the middle school level
- 2.2 Identify baseline levels of supplies necessary to support arts instruction at the secondary level
- 2.2 Develop a plan for the equitable distribution of arts supplies and equipment among school sites
- 2.3 Monitor use of funds

GOALS	PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps	PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps
<b>2.1</b> <b>Increase the number of arts electives offered at the middle school level:</b> <b>Responsible Party:</b> VAPA and HR	2.1.1 Develop a list of the current arts electives offered at the middle school level per the master schedules 2.1.2 Track student requests for arts electives per choice sheets 2.1.3 Identify and schedule credentialed arts teachers to cover needed sections.	2.1.4 Support new sections with professional development and supplies
<b>2.2</b> <b>Identify baseline levels of supplies necessary to support arts instruction at the secondary level</b> <b>Responsible Party:</b> VAPA Coordinator	2.2.1 Survey teachers and compile a list of necessary materials, supplies, and texts to support each arts discipline 2.2.2 Determine funding needed to support all needs 2.2.3 Research alternative funding sources as necessary	2.2.4 Update list as elective offerings change
<b>2.3</b> <b>Develop plan for equitable distribution of arts supplies and equipment among secondary school sites</b> <b>Responsible Party:</b> VAPA Coordinator	2.3.1 Develop a protocol for provision of required texts for arts courses 2.3.2 Distribute available funds to support arts learning at all levels	2.3.3 Update supplies based on changes in technology 2.3.4 Provide textbooks for required courses 2.3.5 Distribute supplemental funds, as available, to all individual school sites
<b>2.4</b> <b>Monitor use of funds.</b>	2.4.1 Maintain database of expenditures and purchase orders created in support of arts classes and programs	2.4.2 Regular periodic monitoring of accounts

**Outcomes:**

**Increase the number of arts electives offered at the middle school level:** Schedules will be analyzed and requests will be tracked for offering new sections.

**Necessary Materials/supplies:** Establish baseline supply lists and standardized funding formula for secondary arts electives.

**Equitable Distribution:** Formula will be in place based on students enrolled at each level and in each discipline.

**Monitor use of funds:** Spreadsheet will be maintained detailing expenditures and distribution of funds by school, discipline, and category.

**Focus Area III: Highly Effective Communication  
(Pre-K-12<sup>th</sup> Grade)**

**Goals:**

- 3.1 Build and expand efficient and sustainable methods of communication, both district to staff, and staff to district**
- 3.2 Establish and maintain innovative modes of teacher to teacher communication**
- 3.3 Develop and connect with existing best practices in community outreach and public relations**
- 3.4 Monitor, assess, and revise as needed**

<b>GOALS</b>	<b>PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps</b>	<b>PHASE II (August 2016 – June 2020) Implementation Tasks/Action Steps</b>
<b>3.1 Build and expand efficient and sustainable methods of communication, district to staff and staff to district</b> <b>Responsible Party:</b> VAPA Coordinator, IT Dept.	3.1.1 Establish an e-mail group for each arts discipline 3.1.2 Establish an e-mail group for all district arts teachers and administrators 3.1.3 Develop calendar of events and distribution schedule 3.1.4 Establish “Remind” groups for event notification	3.1.5 Monitor and assess effectiveness 3.1.6 Enhance and upgrade technology as capability develops
<b>3.2 Establish and maintain innovative modes of teacher to teacher communication</b>  <b>Responsible Party:</b> VAPA Coordinator, IT Dept.	3.2.1 Establish Google Drive community of arts teachers and Administrators 3.2.2 Establish Google Docs to facilitate the sharing of written content 3.2.3 Establish regular discipline specific meetings for secondary VAPA teachers	3.2.4 Update technology as needed to maintain fluid communication between arts teachers
<b>3.3 Develop and connect with existing best practices in community outreach and public relations</b>  <b>Responsible Party:</b> VAPA Coordinator	3.3.1 Develop Blackboard Connect access and protocol for parent communication 3.3.2 Develop VAPA website to include parent information, lessons and resources for students, e.g. practice protocol, assignments, video help for basic skills 3.3.3 Develop protocol with WCCUSD Community Engagement to provide PR support for events and accomplishments	3.3.4 Incorporate information regarding services and activities of VAPA partners into district VAPA website 3.3.5 Each VAPA partner will create links to WCCUSD and other VAPA partners on their respective websites 3.3.6 Monitor and assess effectiveness and develop as needed
<b>3.4 Monitoring and assessment</b>  <b>Responsible Party:</b> VAPA Coordinator	3.4.1 Develop form for evaluation and feedback regarding quality and effectiveness of communication to all stakeholders 3.4.2 Administer survey at least once a year	3.4.3 Make adjustments and updates as indicated by the feedback received

**Outcomes:**

**Communication between staff and administration:** Multiple modes of communication will be employed to connect teaching staff to administrative staff including Remind, Blackboard Connect, e-mail, and web based solutions.

**Communication between teachers:** Employ shared documentation through media such as Google. Sponsor department meetings. Central VAPA chat on Remind.

**Communication for Parents and the Community:** Website will be available and regularly updated with pertinent information. Parents will be encouraged to connect with the VAPA department and with individual teachers through Remind.com. Blackboard Connect messages will go home at key points in the course of the year.

**Focus Area IV: Resource Development**  
(Pre-K -12<sup>th</sup> Grade)

**Goals:**

- 4.1 Collaborate with community partners to achieve the goals of the VAPA plan
- 4.2 Create a process and develop strategies for building relationships with community partners and funding programs offered
- 4.3 Research and Identify Arts Industry partners with which to develop internship opportunities for Students and teaching staff

GOALS	PHASE I (August 2015 – June 2016) Implementation Tasks/Action Steps	PHASE II (August 2016 – June 2020) Implementation Tasks/Action
<p><b>4.1 Collaborate with community partners to achieve the goals of the VAPA plan</b></p> <p><b>Responsible Party:</b> VAPA Coordinator</p>	<p>4.1.1 Coordinate with community arts organizations to provide professional development for elementary teachers to assist with integration of the arts into the academic day</p> <p>4.1.2 Contract with RAC and EPCPA for 2015-2016 school year professional development for arts integration</p>	<p>4.1.3 Review available professional development resources and align with ongoing needs of teachers in integration of the arts</p>

<p><b>4.2</b>  <b>Create a process and develop strategies for building relationships with community partners and funding programs offered</b></p> <p><b>Responsible Party:</b> VAPA Coordinator</p>	<p>4.2.1 By Dec. 2015, develop a timeline for submission and response to service proposals from outside arts organizations</p> <p>4.2.2 By January 2016, implement a review procedure and protocol for evaluation of service proposals from outside Arts Organizations</p> <p>4.2.3 By June, 2016, outside arts organizations submit contract proposals.</p> <p>4.2.4 By July, 2016, review and evaluate proposals</p>	<p>4.2.5 By Aug. 2016, finalize and create contracts for all outside arts organizations with which the District will be working for the coming year</p> <p>4.2.6 Identify potential grant opportunities to support a sustainable program</p>
<p><b>4.3</b>  <b>Identify arts industry partnerships to provide summer internships for teachers and/or students</b></p> <p><b>Responsible Party:</b> VAPA Coordinator</p>	<p>4.3.1 Research potential partners</p> <p>4.3.2 Begin dialogue with identified resources</p>	<p>4.3.3 Develop partnerships</p> <p>4.3.4 Assess and monitor benefits and gains for both parties</p>
<p><b>Outcomes:</b></p> <p><b>Collaborate with Community Partners:</b> Community partners will be included in the professional development aspect of implementation for arts integration in core classes.</p> <p><b>Timeline and Review Process:</b> Timeline and review process will be established and followed when evaluating new proposals for partnership efforts.</p> <p><b>Industry Partners to promote summer internships for teachers and for students:</b> Industry partners will be identified and the dialogue begun regarding internship possibilities.</p>		