

Burton School District
Strategic Arts Plan



Burton School District Arts Team

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the **California Alliance for Arts Education** and coach **Peggy Burt**

Background

Burton School District recognizes that arts education is a valuable and essential avenue to help students grow into college and career ready students.

Research informs us that a robust arts education improves academic performance and helps schools with attendance and behavior management. Furthermore, the arts cultivate an environment where the 4 C's, or skills for the 21st Century, are central to learning; Critical Thinking, Communication, Collaboration, and Creativity.

As students engage in the visual and performing arts, they are collaborative, reflective and they find that there is more than one solution for a problem. Students work together to set goals and develop creative ways to achieve them. The arts encourage students to communicate in ways that challenge the way they think, question, and generate ideas.

Arts education offers experiential learning and is a culmination of all effective teaching practice.

In the fall of 2016, the Burton School District Arts Team came together on behalf of the Burton School District to evaluate the status of arts education within the district. The team discovered a strong base for support and enthusiasm for creating more opportunities and access in the arts, while noting the need for more consistency in in the quantity and quality of arts experiences offered to all students.

Our hope is that every student in our district will have access to a high quality arts education program, from kindergarten all the way through high school graduation.

Voices of our team members:

“The Arts are a pathway that enables people to discover their creative self.

The Arts bring life to the world and engage every sense.

They allow people to unfold their most inner thoughts and display them for others to consider and receive inspiration.

The Arts tap into the human ability to make something from our imagination in order to convey a message about hope, love, fear, grief, compassion or any other emotion that indwells us at the time.

The Arts truly transcend socio-economic, gender, and racial boundaries and provide all people an avenue to see the world through the perspective of someone else.

Artistic expression knows no limitations because creativity is an unbiased gift that permeates us all. Everyone has the potential to be a creative artist.”

The Team discovered a strength in that music is the most widely available art amongst the 5 arts disciplines (Music, Dance, Theater, Visual Arts, and Media Arts). However, the Team noted that in music, the challenge of student to instructor ratio should be addressed. There was a general consensus that teachers want more training on how to achieve arts integration in the classroom. There is a need for greater availability of spaces and events to create art work and display it. Other needs are articulated throughout our plan.

As the District Arts Team moves forward with established focus areas and a robust action plan, we would like to thank and recognize the efforts of all the organizers, our district Superintendent and our School Board for the opportunity to pursue a wider and deeper approach to arts education.

What an artist is trying to do for people is bring them closer to something, because of course art is about sharing. You wouldn't be an artist unless you wanted to share an experience, a thought.

–David Hockney

**Respectfully submitted by,
Hector Marquez and the Burton School District Arts Team**

Introduction: 6 Key Focus Areas

The Burton School District Arts Team conducted a survey and held a three-day planning session where we determined **6 main focus areas** that would encompass the vision for arts education in the district.

In order to enhance the arts education opportunities in the district, the Team determined strategies and action plans that will help achieve each focus area. As we begin the work to implement these focus areas, we will be seeking partnerships within the district and across our community.

Over the next five years, we will:

1. Create a **cultural shift** that leads to the valuing of the arts in order to provide students with an opportunity to share their voice and access the world.
2. Develop and expand a **comprehensive and sequential** Visual Arts, Music, Theatre, Dance, and Media Arts **curriculum** that is layered with specialized instruction as well as integrated arts learning.

3. Create an expanded **network of teachers and mentors** to support a dynamic, thriving arts environment district wide.
4. Inspire teachers with support in arts integration and other **professional development** opportunities.
5. Dedicate and designate **creative spaces** to create, show and perform for engaged students who reflect rigorous arts teaching and learning.
6. As a result of the cultural shift that values the arts, we will identify **sustainable funding** that is dedicated to all the arts for all students.

***Strengths and Challenges: Momentum Toward Our Vision
And Forces Resisting Our New Direction.***

The Burton School District Arts Team identified several strengths and challenges we will encounter as we implement the strategic arts plan. It will be important to address challenges and evaluate strengths in each focus area in order to complete the actions.

Strengths

- Our Students are our Strength
- Integrate/Restructure time (may be possible)
- VAPA – Need more dedicated time for Hector
- Maker space at libraries – STEM to STEAM
- Permission → some do value the arts
- Common Core / ESSA – oriented to experiential learning and assessment –aligns with Arts Focus
- Technology → big investment
- 4 Music Teachers are strong
- Passion and Follow-Through is needed (great potential)
- Advocates – pulling for students – we can build
- Professional Development Model: Could do a Summer Institute and provide incentives for supplies/equipment

Challenges

- Mindset that there is no time for art and that the arts are extracurricular
- Designated time is needed
- We need Agents for Change (are their voices honored?)
- We need partnerships
- Overcrowded at some schools (limited space)
- Arts are not seen as a priority or instructional strategy (just extracurricular)
- Arts classes may be “dumping grounds” for students who need an elective in the schedule
- Retention of teachers is a challenge
- Hiring Music Teachers – hiring committee should include music specialists
- Identifying sources of funding
- Mindset – that academics might suffer if arts are elevated
- Lots of PD going on – Quantity vs Quality
- Competition for resources with Media and Technology (can it include the arts)
- There may be partners not currently engaged
- Cultural vacuum (in this region)
- Need coordinated effort to pull all the threads together
- Structure of schools have changed – impacts on ability to offer arts?
- Foundational grade level music not offered – need to build skills for higher grade participation
- Need accompanist to be able to offer choir

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Sustainability: Communicating the Value of the Arts

Focus Area #1: Create a Cultural Shift that leads to the valuing of the arts in order to provide students with an opportunity to share their voice and access the world.

Year or Phase	Goal: The Arts are Valued in our District.	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2018	A. Communicate and articulate the importance of the arts in our district through a variety of platforms.	<p>A1. Publicize the strategic arts plan and invite administrators and teachers to review, reflect and act.</p> <p>A2. Develop 3-5 projects on a yearly basis that will engage the community through public art.</p> <p>A3. Use social media and other communication outlets to inform parents about arts events in our district and in the local community</p> <p>A4. Arts Team Members leverage relationships with peers to promote mission and vision of strategic arts plan.</p>	Media Specialist VAPA Coordinator Community Liaison	<p>A1. More people show interest in joining Arts Team and attend district events.</p> <p>A2. Increased community awareness and participate in district arts in the community.</p> <p>A3. Increase in social media visits leads to increased attendance at events.</p> <p>A4. Stronger and more widespread network of arts advocates.</p>
2016-2018	B. Promote creativity in teaching	<p>B1. Encourage teachers and administrators to share out creative student projects through social media.</p> <p>B2. Recognize teachers integrating arts in their classrooms through an award.</p> <p>B3. Share examples that illustrate how the arts can be integrated and used as a strategy in ELD instruction.</p> <p>B4. Host district arts days throughout the year and post images of creative work on social media.</p> <p>B5. Host and promote living history days and/or exhibits that integrate the arts with history. Share on social media.</p>	Classroom Teachers Principals Mentor Teachers (School Coaches)	<p>B1. More visibility of student work</p> <p>B2. Teachers are honored and recognized.</p> <p>B3. Extend learning in the arts to ELD students.</p> <p>B4. More student engagement in the arts.</p> <p>B5. Visible examples of arts integration in action.</p>
2017-2018	C. Promote creativity in student learning	<p>C1. Create a list of instructional practices and assessments that promote voice and choice within the curricular framework (i.e. project options, summative assessments, etc.)</p> <p>C2. Publicize arts contests and other opportunities for students to share their work</p> <p>C3. Recognize students for accomplishments in the arts.</p> <p>C4. Bring families to the district to experience the arts.</p>	VAPA Coordinator Arts Coach	<p>C1. Students are empowered to pursue the arts that interest them as they gain proficiency.</p> <p>C2. Students have more opportunities for their art to be seen at a county, state or national level.</p> <p>C3. Students are honored and recognized.</p> <p>C4. Increase in parent engagement and student participation.</p>

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Content: Curriculum				
Focus Area #2: Develop and expand a comprehensive and sequential Visual Arts, Music, Theatre, Dance, and Media Arts curriculum that is layered with specialized instruction as well as integrated arts learning.				
Year or Phase	Goal: Create comprehensive Music Program	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2018	A. Curriculum	A1. Curriculum in music articulated K-12. (identified/written/adopted) A2. Early music education with rhythm instruction in K-3 (rhythm sticks, recorder instruction, early music education curriculum and professional development). A3. Promote the idea of a recording studio and creative song writing program at each school.	VAPA Coordinator Elementary Music Team	A1. Curriculum in place. A2. Rhythm instruction is being taught in grades K-3 at each elementary school. A3. Research provides evidence of student interest.
2016-2018	B. Teaching/Staffing	B1. Explore the possibility of hiring additional traveling music instructors or full time band director. B2. Consider moving towards a goal ratio of 1 music teacher for every 400 students as a standard. B3. Establish mentoring opportunities with high school band students and elementary band students B4. Identify staff or community partners to offer extracurricular programs that support instrumental and/or vocal music. B5. Identify a local accompanying pianist for choir groups	HR Director Director of Charter Education and Specialties High School and Elementary Teachers Choir Director	B1. Increased number of band instructors in the district (lower teacher per student ratio) B2. Increase in number of music instructors B3. More inter district connections and events between students B4. List of community partners B5. Consistent and reliable pianist for our choir groups.
2016-2017	C. Performance	C1. Expand opportunities for more student music performances and awareness of performances	Band Directors Media Representative	C1. Increase in student music events.
2017-2018	D. Funding	D1. Secure funding for additional instruments and instrument repairs.	VAPA Coordinator Curriculum Director	D1. Increase in funding available each year for new instruments and repairs.
Year or Phase	Goal: Create comprehensive Theatre Program	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2017-2019	A. Curriculum/Professional Development	A1. Comprehensive curriculum for a district wide theatre program that produces quality productions each year. (K-12 participants). Program will include professional development opportunities for instructors. A2. Student attendance at theatre and musical performances through field trips. Educational opportunities through visiting artists, or artists in residences.	VAPA Coordinator Art Teachers	A1. Adoption of theatre curriculum with professional development opportunities. A2. Increase in the number of performing arts field trips. Increase in artist residencies. A3. Continuums are built that educate students around oral presentation

		A3. Consider incorporating programs that support oral presentation development like Speech and Debate, Poetry Out Loud, etc. A4. Develop a summer institute for students to attend (5th-12th grade) and engage theatre skills and practices; this may include teachers to learn from teachers modeling drama lessons.		formats from elementary all the way through high school A4. Summer Institute attended by at least 60 participants .
2017-2018	B. Teaching/Staffing	B1. Explore the possibility of having community partners to direct and participate in the production of theatre shows.	HR Director VAPA Coordinator Superintendent	B1. Partnership with local theater in presenting play productions.
2017-2018	C. Performance	C1. Develop ways to promote grade level performances related to curricular content areas	School Arts Representative Vice Principals VAPA Coordinator	C1. Increase in number of schools having student content-related performances.
Year or Phase	Goal: Create comprehensive Visual Arts Program	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2018	A. Curriculum/Professional Development	A1. Professional development opportunities in arts techniques and visual literacy A2. Investigate summer arts institute for teachers where they will learn skills and techniques to implement in their classrooms.	VAPA Coordinator Art Teacher Specialist	A1. Increase in number of arts professional development opportunities A2. Summer institute with 30+ participants
2017-2018	B. Teaching/Staffing	B1. Investigate the possibility of a district wide art itinerant or traveling art teacher	VAPA Coordinator School Arts Representative	B1. District wide art teacher
2017-2018	C. Exhibits/Showcases	C1. Identify and/or create district and community art shows to display student work C2. Implement district wide art show that partner with the Author's Faire (collect art work K-12 and curate a show with ribbon winners)	VAPA Coordinator Art Teachers School Librarians	C1. Partnership with local museum or gallery for event C2. Participation from all schools in submitting student art
2018-2019	D. Funding	D1. Compile a list of materials and art supplies, then identify donors or partners to support D2. Explore the possibility of coordinating a district wide supply donation from the Education Foundation	VAPA Coordinator Curriculum Director Director of Finances	D1. The list of materials and interested donors attached to different schools D2. Creating the list and getting out to possible donors. Funding secured.
Year or Phase	Goal: Create comprehensive Media Arts Program	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2017	A. Curriculum/Professional Development	A1. Engage Media Arts standards and determine a progression to get students prepared for a Media Arts pathway A2. Find different lessons and practices that incorporate existing technology with arts projects	Technology Director Media Representative VAPA Coordinator	A1. Teachers implementing lessons. A2. District plans how to implement standards and concepts K-12.

			Curriculum Director	
2016-2018	B. Teaching/Staffing	B1. Create a collaborative team with the technology department to determine next steps for implementing strong media arts practices	VAPA Coordinator	B1. Increase in the use of technology for artistic purposes.
2017-2018	C. Equipment/Software	C1. Create a list of applications and software that will promote creativity and the arts.	Technology Director Technology Coaches VAPA Coordinator	C1. The number of teachers accessing list and requesting the programs.
2018-2019	D. Funding	D1. Secure funding for equipment for video production at every school (camera, lights, green screen, props etc.)	VAPA Coordinator Director of Finances	D1. Students have access to equipment at each school site. Student generated videos are produced.
Year or Phase	Goal: Create Access to Dance through PE	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2017-2018	A. Curriculum/Professional Development	A1. Investigate dance/movement curriculum for PE elementary, middle school and high school instruction. A2. Provide Professional Development for PE teachers in dance	District/School Coaches	A1. Dance/movement curriculum written/developed. A2. Professional development held. Implementation of movement/dance lessons during PE.
2017-2018	B. Teaching/Staffing	B1. Identify local dance instructors interested in engaging schools as visiting artists or after school instructors.	VAPA Coordinator	B1. Build relationships with local dance educators.
2017-2018	C. Performance	C1. Expand opportunities for student dance performances	VAPA Coordinator PE Teachers Dance Instructors	C1. Increase in student dance events.
2018-2019	D. Equipment/Funding	D1. Invest in a portable sound system that can play music for roving PE teachers D2. Secure funding for dance performances	PE Teachers Director of Specialties	D1. Sound system is acquired and used. D2. Funding is secured for dance.
Year or Phase	Goal: Promote and support the integration of the arts with other core subjects	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2017	A. Curriculum/Professional Development	A1. Additional training and services related to using the social studies/ science integrated curriculum Inspire Arts A2. Use coaches or specialty teachers to model lessons that integrate the arts with other core subjects (ELA/Math)	VAPA Coordinator Curriculum Director District/School Coaches	A1. Additional Inspire Arts in-services A2. Integrated arts professional developments throughout the year
2017-2018	B. Scheduling	B1. Investigate scheduling possibilities to increase access to the arts during the school day B2. Promote a scheduled art time in the master schedule at	VAPA Coordinator Principals	B1. Administrative decisions made to accommodate more art at each school site

		each school site		B2. Increase in the volume of student art being generated and displayed
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Infrastructure: Staffing and Partnerships Focus Area #3 Create an expanded network of teachers and mentors to support a dynamic, thriving arts environment district-wide.				
Year or Phase	Goal: Support the implementation and ongoing revision of the strategic plan through a District Arts Team	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2018	A. Identify ongoing District Arts Team members	A1. Invite a representative from each school site to be a member of the team. A2. Reach out to community organizations and artists who might be interested in participating on the team. A3. Determine how each representative can support arts opportunities at each school site. A4. Create a calendar for meeting times. A5. Investigate how Arts Team can facilitate simultaneous arts moments at each school site.	Arts Representatives VAPA Coordinator Principals	A1. Each school is represented on the team. A2. Team members who are community arts activists. A3. Plan of action for school site reps. A4. Productive, scheduled meetings. A5. Planned arts events district-wide.
Year or Phase	Goal: Create mentoring opportunities for students and teachers in the arts	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2017-2019	A. Create and formalize an arts mentor program	A1. Expand the role of the VAPA coordinator to support teachers and arts opportunities district wide. A2. Explore option of hiring more music teachers to teach students and support arts integration strategies at multiple school site. A3. Train existing teacher mentors and coaches in arts integration strategies. A4. Create program where high school music and visual arts students provide mentorship opportunities for elementary and middle school students. A5. Identify the arts rep at each school site and provide them with mentorship/training opportunities that they can take back to their school site. A6. Monitor success of mentorship by tracking how many teachers are using techniques/strategies taught by mentors.	VAPA Coordinator Mentor Teachers District/School Coaches Specialty Teachers	A1. Effective lead position that coordinates arts in the district. A2. Increase in contact between arts specialists and classroom teachers. A3. Increase in arts training for mentors/coaches A4. Increase pipeline to programs, and intra-district arts opportunities. A5. Identified arts lead(s) at every school. A6. Survey results/Graph that shows increased arts learning in classrooms.

Year or Phase	Goal: Create partnerships and collaborations that expand the district's capacity to provide arts education.	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2018	A. Build capacity for arts education through partnerships with organizations and individuals	<p>A1. Create a list of local and state organizations that can provide arts opportunities for the district.</p> <p>A2. Create a list of artists interested in working with our schools.</p> <p>A3. Meet with Burton Association (nonprofit) and discuss how we can partner to support more arts opportunities in the district.</p> <p>A4. Organize business partnerships in order to obtain financial support, public art space and goodwill in our community. Explore possibility of identifying businesses that can donate supplies to support in school and after school arts programming.</p>	VAPA Coordinator Community Liaison	<p>A1. Opportunities provided by local and state organizations for the district – at least 1 per year.</p> <p>A2. Schedule at least 1 artist residency or guest speaker at each school each year.</p> <p>A3. Increase support from BA specifically focused on the arts.</p> <p>A4. Increased visibility of student art work.</p>
2017-2019	B. Organize arts opportunities including field trips, assemblies and guest speakers.	<p>B1. Identify relevant, high quality programs that bring the arts into school assemblies.</p> <p>B2. Investigate how we can partner with local college and university arts programs (i.e. mentorship, fairs, programs, camps, etc.)</p> <p>B3. Create a contact list for local museums and investigate what opportunities they provide for schools. Share this list with teachers and principals.</p> <p>B4. Engage surrounding districts and brainstorm ideas about how we can partner together to grow the arts in our area. (county arts show, one act festival, art camps, etc.)</p>	VAPA Coordinator Vice Principals Arts Representatives	<p>B1. At least two scheduled assemblies per school per year.</p> <p>B2. Increased programming made available through college/university partnerships.</p> <p>B3. Increase in number of classrooms visiting museums.</p> <p>B4. More collaborations with neighboring districts.</p>
2017-2020	C. Create partnerships with district after school programs to develop extracurricular arts programming to expand access.	<p>C1. Contact Director of Boys and Girls Club and investigate how the district can support more arts opportunities after school.</p> <p>C2. Look into providing training for after school providers to incorporate the arts to engage students in rigorous learning.</p> <p>C3. Look into piloting an after school arts program similar to El Sistema or Youth Orchestra LA.</p> <p>C4. Create a list of artists willing to bring arts programming to an after school setting.</p>	Boys and Girls Club Coordinator VAPA Coordinator Community Liaison	<p>C1. More opportunities for students to engage in the arts after school.</p> <p>C2. Professional development offered for after school providers in the arts.</p> <p>C3. Plan of action to pursue after school music program.</p> <p>C4. Artists are engaged in after school programming.</p>

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Content: Professional Development				
Focus Area #4: Inspire teachers with support in arts integration and other arts professional development opportunities.				
Year or Phase	Goal: Create comprehensive Professional Development program in the arts for teachers and administrators	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2017	A. Research into Professional Development Options	<p>A1. Survey teachers to investigate what role the arts currently play in their teaching and/or lives</p> <p>A2. Investigate opportunities for professional development in print studies and visual thinking strategies. (TCOE, VTS method, etc.)</p> <p>A3. Investigate how Tulare County Office of Education can support professional development opportunities in the arts for our district</p> <p>A4. Investigate how we can use local art gallery as a space for professional learning</p> <p>A5. Investigate what arts curriculums could serve to support upper elementary and middle school students in arts integration.</p>	VAPA Coordinator Curriculum Director Community Art Agency	<p>A1. Survey results shared with Arts Team. Plan to increase the number of teachers implementing arts strategies during the school day.</p> <p>A2. More teachers using art prints as a means of engaging critical thinking skills.</p> <p>A3. Arts training from county VAPA department</p> <p>A4. Professional development held at art gallery</p> <p>A5. Adopted lessons/approaches that serve upper elementary and middle school students in place.</p>
2017-2018	B. Create a comprehensive resource that supports teachers with lessons and ideas for arts integration.	<p>B1. Collect arts lessons from different resources and make them available through our district resource webpage</p> <p>B2. Create a list of websites that contain lessons, resources, and other valuable information</p> <p>B3. Compile a list of videos/digital resources that are easily accessible for teachers to use in teaching arts techniques, concepts, and ideas.</p> <p>B4. Ensure that K-3 teachers have copies of Inspire Arts Curriculum and training to go with it</p> <p>B5. Create videos that model arts integration strategies and arts lessons</p>	VAPA Coordinator	<p>B1. More teachers access web page and implement lessons.</p> <p>B2. Increase in variation of arts lessons being delivered.</p> <p>B3. Teachers engage more technology in pursuing arts lessons.</p> <p>B4. Every K-3 teacher understands how to use Inspire Art curriculum.</p> <p>B5. YouTube channel devoted to arts education in our district.</p>
2017-2018	C. Provide opportunities for teachers and administrators in professional learning in arts education within the district.	<p>C1. Include arts education seminars at district professional learning seminar in January each year for teachers and principals.</p> <p>C2. Use the welcome back breakfast as a way to engage entire school district in the importance of arts education.</p> <p>C3. Investigate possibility of integrating arts education into unit planning and data teams.</p>	VAPA Coordinator Curriculum Director District/School Coaches	<p>C1. More teachers have access to professional development in the arts.</p> <p>C2. Guest speaker to engage creativity in arts integration/arts learning.</p> <p>C3. More teachers talking about arts as a strategy for all learners.</p> <p>C4. More integrated arts lessons visible</p>

		<p>C4. Use mentors in coaching cycles that use arts integration.</p> <p>C5. Investigate the possibility of hosting a summer arts institute for teachers.</p> <p>C6. Investigate possible school or district retreats that include professional development in the arts.</p>		<p>in the classroom.</p> <p>C5. Participation of 30+ educators.</p> <p>C6. More schools offer retreats with the arts as a component.</p>
2018-2019	D. Provide opportunities for teachers and administrators to build capacity by attending professional development outside the district.	<p>D1. Invite teachers and principals to attend arts seminars or arts conferences. Teachers or teacher mentors to attend conferences like “Creativity at the Core.”</p> <p>D2. Investigate the possibility of taking teachers on “arts walks” where they can see how the arts are being used in other classrooms, schools and districts.</p> <p>D3. Organize outings or teachers to see the real life applications of arts education.</p> <p>D4. Partner with local conferences and arts events in order to promote it to teachers.</p>	VAPA Coordinator Curriculum Department	<p>D1. More administrative support in using the arts in the classroom.</p> <p>D2. Teachers take what they learned back to the classroom</p> <p>D3. Network of arts enthusiasts who participate in the arts.</p> <p>D4. Increase in professional learning in the arts.</p>
2016-2021	E. Communicate to Build Capacity.	<p>E1. Look into creating a district arts newsletter that goes out every month with different opportunities, resources, and student stories that reflect arts education in our district and beyond.</p> <p>E2. Email opportunities for professional development and conferences in our region to all teachers.</p> <p>E3. Create a calendar that lists arts education opportunities in the county and distribute to all school sites.</p>	VAPA Coordinator	<p>E1. Increased awareness of arts happenings in our district and area.</p> <p>E2. Increase in teacher attendance to professional learning events.</p> <p>E3. Increase in district presence at local arts opportunities.</p>

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Infrastructure: Facilities and Resources				
Focus Area #5: Dedicate and designate creative spaces to create, show and perform for engaged students who reflect rigorous arts teaching and learning.				
Year or Phase	Goal: Provide creative spaces for students and teachers to show and perform in the arts.	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2017-2020	A. Build capacity through expanded facilities	<p>A1. Create an inventory of all facilities in the district that are under-utilized or lend themselves to serving as creative spaces.</p> <p>A2. Explore the possibility of creating a maker space or creative center at each school (i.e. library or arts room).</p> <p>A3. Explore the idea of hosting an open-door creativity room during breaks for students to make art.</p> <p>A4. Explore the possibility of finding a designated theatre space in the community</p>	<p>Superintendent</p> <p>Financial Director</p> <p>VAPA Coordinator</p> <p>Facilities Manager</p> <p>Principals</p>	<p>A1. Created list of spaces.</p> <p>A2. Every school site has a dedicated space or spaces devoted to the arts and/or creativity.</p> <p>A3. Students creating art during day.</p> <p>A4. Partnership forged with theatre venues in town.</p>
2017-2020	B. Build capacity through expanded resources	<p>B1. Create an inventory of all arts resources in the district.</p> <p>B2. Compile identified resources and lessons that are specific to each arts discipline and decide how those resources will be made available to teachers. Resources may include discipline specific websites, videos, lesson plans, project ideas, best practices, etc.</p> <p>B3. Compile materials for each arts discipline:</p> <ul style="list-style-type: none"> a) Visual Arts- art supplies b) Theatre-costumes, sets, props, scripts c) Dance –costumes, music, sound systems d) Music-instruments, rhythm instruments (records, rhythm sticks, digital music, CDs, etc. e) Media Arts –software, green screen, video production equipment, editing software, animation programs. 	<p>VAPA Coordinator</p> <p>Curriculum Director</p> <p>School Librarians</p> <p>Specialty Teachers</p>	<p>B1. Created list of resources.</p> <p>B2. An accessible collection of lessons and resources for teachers.</p> <p>B3. Increase in available resources for engaging all the arts and evidence of use.</p>
2016-2020	C. Celebrate the arts by showcasing student visual art and performing arts in the District and in the Community	<p>C1. Develop opportunities to showcase student visual art (District Art Show, County Art Shows, School Art Shows, Community Gallery). Ensure adequate display spaces.</p> <p>C2. Establish yearly events for student performances to be showcased in schools and in the community</p> <p>C3. Curate back to school art shows and displays</p> <p>C4. Use Social Media platforms to promote and showcase all performances and art showcases.</p>	<p>VAPA Coordinator</p> <p>School Arts Representatives</p> <p>Media Representative</p>	<p>C1. Increased number of art shows in the districts. Increase in student work submitted to arts competitions.</p> <p>C2. 1-2 year events to showcase student work.</p> <p>C3. Every school site has an art show for back to school.</p> <p>C4. Increased awareness and followers. Increased attendance.</p>

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Sustainability: Funding for the Arts

Focus Area #6: As a result of the cultural shift that values the arts, we will identify sustainable funding that is dedicated to all the arts for all the students.

Year or Phase	Goal: The Arts are supported by sustainable funding streams within the District and within the Community.	Actions	Point Person(s) Responsible	Measurable Outcomes (Evidence of Success)
2016-2020	A. Locate sources of funding within the District to jumpstart and sustain excellent arts programming.	<p>A1. Write an LCAP goal that reflects support for arts education in the district.</p> <p>A2. Generate budgets and implementation progress reports for different levels/options in arts programming. Make available to principals and district administrators.</p> <p>A3. Investigate costs and location for a performing arts center.</p> <p>A4. Investigate funds available to invest in arts equipment such as kilns, 3D printers, musical instruments, etc.</p>	<p>Superintendent VAPA Coordinator Director of Finances</p>	<p>A1. Adoption of an arts education goal in the district's LCAP. LCFF funds applied to arts education in the district.</p> <p>A2. Administrators adopt initiatives within their site budgets that will increase arts programs for students.</p> <p>A3. Proposal to consider a performance space for the district.</p> <p>A4. List of the most important equipment needed to benefit schools with associated costs identified.</p>
2016-2020	B. Locate sources of funding external to the District: Parents, Community, Partners.	<p>B1. Investigate what organizations and corporations might fund components of the strategic arts plan.</p> <p>B2. Identify grants that will help fund specific priorities in the strategic arts plan.</p> <p>B3. Contact arts supply companies and investigate how we can partner to make supplies more accessible to teachers.</p> <p>B4. Investigate the possibility of hosting a yearly fundraiser dinner to raise money for arts education in our district.</p> <p>B5. Write a letter of request encouraging community members and organizations to help support specific arts endeavors.</p> <p>B5. Partner with PTAs in the district for funding opportunities. Discuss option of committing field trip opportunities to the arts.</p> <p>B6. Partner with local theaters (i.e. Barn Theater) to explore opportunities for student tickets to provide access to shows.</p>	<p>Arts Committee or Arts Team Community Liaison VAPA Coordinator PTA Presidents Community Partners</p>	<p>B1. Funds are received to implement different aspects of the arts plan.</p> <p>B2. Grant funds received for arts education programs.</p> <p>B3. Art supplies are more available.</p> <p>B4. Funds generated for arts education.</p> <p>B5. PTAs offer arts field trips and funding support for the arts.</p> <p>B6. Students have more access to local arts and artists.</p>