Hawthorne School District

Strategic Plan for Arts Education

2013-2018
Overview of Strategic Planning
**Arts for All**

At the end of the 2011-2012 academic year, the Hawthorne School District elected to participate in *Arts for All*, a collaborative initiative developed by the Los Angeles County Arts Commission that helps school districts build their capacity to provide arts education. *Arts for All* supplies, technical assistance and access to tools, district networks, and community resources that support the creation of an infrastructure for offering high-quality K-12 arts education programs. Central to this effort is the development of a strategic arts education plan that is adopted by the District’s Board of Education.

**Overview of Strategic Planning Process**

In August 2012, an *Arts for All* planning coach, Jennifer Zakkai, was assigned to Hawthorne School District to help develop a strategic plan for arts education. Ms. Zakkai collaborated with Dr. Brian Markarian, Assistant Superintendent of Educational Services, Christine Fagnano, Principal of Prairie Vista Middle School, and Michelle Prostrollo, Project Facilitator of the A.L.L. (after school) Program to design a planning process. Instead of choosing, at the outset, to provide arts education across the District, the District had identified specific areas in which to advance arts education. They included:

- enhancing the visual and performing art programs at Prairie Vista Middle School
- infusing the arts into the A.L.L. program
- equipping K-5 teachers to use adopted arts curricula and integrate the arts into ELA curricula
- supporting the visual arts teacher at Hawthorne Math and Science Academy in growing her practice and collaborating with colleagues.

Once the arts take hold in these areas over the next several years, the District will broaden their reach to increase access to the arts for all students.

Dr. Markarian, Ms. Fagnano, and Ms. Prostrollo served as co-chairs of a Community Arts Team (CAT), which they assembled to collaborate on the development of a 5-year arts education plan. The CAT included its co-chairs; two arts teachers and a language arts teacher from Prairie Vista Middle School; an elementary principal (Jefferson) and teacher (Ramona); a high school visual arts teacher (Hawthorne Math and Science Academy); a Cabinet representative; and representatives of P.S. ARTS, an arts organization that has been partnering with public school districts in the region to provide arts education to underserved students. A Prairie Vista Middle School parent and the principal of Hawthorne Math and Science Academy also participated.

The team met from January to May 2013 in five, three-hour sessions and collaborated to

- build its knowledge of quality arts education (see attached *Summary of Quality Arts Education Components*)
- strengthen its grasp of the California Visual and Performing Arts (VAPA) Standards
- review the District Arts Policy (see attached policy)
- analyze the results from school site surveys administered to determine the current status of arts education in the District
- create a vision for arts education in the District
- develop the Strategic Directions and actions that would lead to implementing the vision.
Current Status of Arts Education in Hawthorne School District

According to the Summary of Findings in the School Arts Survey report, which analyzed data collected from the 2011-2012 school year, access to high quality arts education was quite limited, especially at the elementary level, “where there were no highly qualified teachers in the arts.” At the secondary level, there were four highly qualified teachers in the arts: one in music, one in theatre, and two in visual arts.

“Of the seven elementary schools, one provided dance instruction, two offered music, none offered theatre, five offered visual arts, and none offered media arts. Of the three secondary schools, one middle school offered music, one middle school offered theatre, all three offered visual arts, and none offered media arts.” “At the elementary level, school art programs earned consistently low survey ratings regarding the content, or quality, of student learning experiences. Standards-based materials were reportedly available to guide elementary instruction in music and visual arts only. The quality of student learning experiences appears to have been of greater focus at the middle and high school level, where teachers encouraged students’ self-expression, and utilized inquiry-based and problem-solving instructional strategies, when arts instruction was available.”

“Integrated instruction was reportedly used at both school levels, but more notably in the secondary schools.”

At the elementary level, “None of the school budgets included expenditures for arts education.  Also, most arts were taught in regular classrooms rather than in a dedicated space. Teachers rated the availability of instructional materials as poor to fair.” For the performing arts, lack of creative space was cited as the biggest barrier to increasing the quality of arts instruction. “For music and media arts, it was instruments and equipment. For the visual arts, it was mainly teaching materials and supplies.” “At the secondary level, “school budgets varied in size and scope.” Two spent theirs on teacher compensation; two spent some on curriculum materials, and one on assemblies.

“None of the budgets at either school level included resources for professional development arts education.”

“The amount of instruction students received in each arts discipline during the year varied across schools.” Elementary students received anywhere from eight hours of instruction (in music) to seven and fourteen in visual arts. “Some dance and music performance opportunities were available.” “More opportunities were provided for middle school students to showcase their talents and art projects. High school visual arts projects were exhibited once or twice around the school, elsewhere in the district, or occasionally in the community.”

“Parent awareness about art education was considered low at the majority of schools, with the exception of elementary student performances (ranging from low to fair).”

Key barriers to increasing quality arts instruction cited by principals and teachers included: inadequate budgets, facilities, and materials; lack of teaching time; and API prioritizing over art education.
Practical Vision
After examining a summary of the survey results, the Community Arts Team envisioned that by 2018 arts education in HSD will include:

- Inclusive and accessible arts programs
- Comprehensive, standards-based, sequential arts curricula
- Credentialled and experienced staff
- Arts Integration and cross-curricular collaboration
- Empowered student artistic expression
- Spontaneous and planned student performances and exhibits
- Meaningful interactions with professional art
- Inspiring, on-going partnerships with artists and arts organizations
- Sufficient, sustained funding and resources.

Strengths and Challenges
The team identified the strengths the District could build on and the challenges it would face as it moved toward enacting the Practical Vision.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>• District (Board, administrators, teachers, parents) support for the arts</td>
<td>• Insufficient state and federal resources to</td>
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<tr>
<td>• Music, Art, Drama, Choir programs at PVMS</td>
<td>o support and expand arts programs</td>
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<td>• PVMS staff coordinates arts programs</td>
<td>o provide professional development</td>
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<tr>
<td>• Rich instructional materials and corresponding resources (Music, Art, Drama)</td>
<td>o secure materials and resources</td>
</tr>
<tr>
<td>• Jefferson Elementary involved with Harmony Project; 2nd &amp; 3rd graders have instruments, which increases middle school readiness</td>
<td>• Unrecognized benefits of arts: state and federal mandates often restrict access to the arts</td>
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<tr>
<td>• Partnerships with organizations, such as the Broad and the Getty, that provide opportunities for attending performances and arts activities</td>
<td>• Inadequate accountability measures</td>
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<tr>
<td>• Participation in the TAKE PART festival</td>
<td>• Untrained generalists in arts instruction and integration</td>
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<tr>
<td>• After school programs have two performances a year for parents</td>
<td>• Pressure re: reliance on language arts and math test scores generates fear about implementing arts-infused teaching and learning</td>
</tr>
<tr>
<td>• Performing Arts Center at PVMS</td>
<td>• Restricted instructional scheduling [PVMS]</td>
</tr>
<tr>
<td>• High school students must have a year of art, which ensures funding for materials</td>
<td>• Scheduling conflicts re: events/assemblies [PVMS]</td>
</tr>
<tr>
<td>• College reps from art schools visit high schools and provide information about careers</td>
<td>• Competing priorities for families re: time and resources</td>
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<tr>
<td>• Multicultural Fair at HS engages parents as volunteers</td>
<td>• Insufficient personnel to coordinate and seek funding for arts programs</td>
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<tr>
<td>• Dual-Immersion salsa dance group</td>
<td>• Overly cumbersome, time-depleting federal grant process</td>
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</table>
Strategic Directions

To come up with the Strategic Directions that would focus the plan, the Community Arts Team asked, *What innovative, substantial actions can we take to deal with the challenges and move toward our vision?* It then developed strategies for achieving the goal embedded in each Strategic Direction.

**Strategic Direction (Goal)**

**Strategies**

- Establish sequential courses of study in all four arts disciplines.

**Integrate the Arts Across the Curriculum:**
- Develop a plan for sequential, standards-based arts integration.
- Plan the incorporation of the arts into core subjects (e.g. integrating the arts with inquiry-based themes in Language Arts adoptions).
- Combine standards in arts and other disciplines.

**Offer Arts Activities During Non-Instructional Time — e.g.**
- Offer free elective to all students during 1st trimester
- Provide after school programs
- Use recess and lunch periods creatively to provide arts experiences.

**Provide professional development in arts integration** (e.g. coaching model using in-class demo lessons) and in arts instruction.

**Structure collaborative planning time** for arts specialists and generalists or other core discipline teachers.

**Develop and implement on-going evaluation.**

**Develop new/continuing partnerships with arts organizations** to deliver arts instruction and provide experiences of exhibits and performances.

**Hire an arts coordinator** to oversee program management and curricula development.
Strategic Directions (Goals)

Secure Resources to Expand and Sustain Arts Education

Strategies

Allocate Resources to Seek Funding — e.g. Offer time or extra pay to district/school staff to seek federal and state grants and partnerships.

Seek federal, state, and local grants.

Conduct Fundraising events to support programs and trips, and buy supplies.

Engage PTO in fundraising.

Cultivate Partnerships:
- Build partnerships with universities to utilize student teachers
- Seek foundation grants from arts organizations.

Hire an Arts Coordinator to oversee fund-raising (as well as program management and curricula development).

Demonstrate the Value of Providing Arts Education — e.g.
- Identify and disseminate research/literature that supports benefits of arts education
- Use research-based local arts resources for arts implementation accountability measures.

Showcase Student Accomplishments in the Arts by inviting district personnel, community members, and parents to exhibitions and performances of student work at school sites and other venues.

Provide advocacy training to district/community members.
Implementation Plans — 2013-2018

Prairie Vista Middle School
HSD A.L.L. (After School) Program
Elementary Grades
Hawthorne Math and Science Academy
Hawthorne School District
Prairie Vista Middle School — Phase I/Year 1 (2013-2014)

Provide Access to Quality Arts Education for All Students

Strategy: **Incorporate the arts into core subjects.**

<table>
<thead>
<tr>
<th>Actions July-Sept 2013</th>
<th>Actions Oct-Dec 2013</th>
<th>Actions Jan-March 2014</th>
<th>Actions April-June 2014</th>
<th>Preliminary Budget Implications</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a collaboration schedule by grade level with Fine Arts teachers &amp; Dept. head of LA/SS (AP) (Tri 1)</td>
<td>Begin collaborating —Determine Fine Arts Forms (Tri 1) (Teachers)</td>
<td>Showcase student artistic expression combining Fine Arts &amp; Social Studies (End of Tri II) (T)</td>
<td>Meet to discuss curriculum for third trimester &amp; how effective Tri II was (Tri III) (T)</td>
<td>Art, Music, Theatre $10,000 LA/SS $15,000</td>
<td>Principal</td>
</tr>
<tr>
<td>Develop a master schedule that is flexible re: student needs (Tri 1)</td>
<td>Implement 2nd Trimester grade-based electives (Tri 2) (C&amp;P)</td>
<td>Create (Mid Tri II) &amp; distribute (End Tri II) a Parent Feedback Form on Arts Integration (at Showcase) (T)</td>
<td>Hold a culminating event at the end of year in the new Performing Arts Center (Tri III)</td>
<td>Funding Sources: Grants Fundraisers ASB Title 1 Donation Drives</td>
<td>Assistant Principal Teachers</td>
</tr>
</tbody>
</table>
## Prairie Vista Middle School — Years 2-5 (2014-2018)

### Provide Access to Quality Arts Education for All Students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
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<tbody>
<tr>
<td>Provide PD in arts integration and arts instruction.</td>
<td>Research and secures services of arts integration PD providers</td>
<td>Provide PD opportunities to arts specialists</td>
</tr>
<tr>
<td>Integrate the art across the curriculum.</td>
<td>Continue incorporation of VAPA standards in LA/SS classes</td>
<td>Introduce VAPA standards into Science</td>
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<tr>
<td>Structure collaborative planning time.</td>
<td>Arts and LA/SS collaborate on developing and delivering integrated lessons</td>
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<tr>
<td>Develop &amp; implement on-going evaluation.</td>
<td>Modify/alter programs as needed by grade level</td>
<td></td>
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</tbody>
</table>
| Offer arts activities during non-instructional time. | Lunch arts activities (5 teachers/month volunteer 2 lunches a month)  
- Karaoke  
- Jam sessions  
- Visual art activities  
- Improvisation/charades |  |  |  |
|                                      | After school guitar | After school ukulele |  |  |
**Prairie Vista Middle School — Phase I/Year 1 (2013-2014)**

### Raise Awareness of the Value of Arts Education

**Strategy:** *Showcase student accomplishments in the arts.*

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</thead>
<tbody>
<tr>
<td><strong>Invite parents, district personnel, Board members, and community members to performances</strong></td>
<td>Present End of Trimester Showcase (5-6 p.m.)</td>
<td>Present End of 2nd Trimester Showcase (5-6 p.m.)</td>
<td>Open House</td>
<td>Needed:</td>
<td>Teachers [Art, Theatre, Music, LA/SS]</td>
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<tr>
<td>Back to School Nights</td>
<td>• Music</td>
<td>• Music</td>
<td>• Music – Choir &amp; Guitars</td>
<td>• Easels</td>
<td>Principal</td>
<td></td>
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<tr>
<td>• drama performances</td>
<td>• Choir</td>
<td>• Choir</td>
<td>• Theatre</td>
<td>• Display cases</td>
<td>Assistant</td>
<td></td>
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<tr>
<td>• new work (advanced theatre arts, advanced visual art, results of art and LA/SS collaboration)</td>
<td>• Theatre</td>
<td>• Theater</td>
<td>• Art Gallery</td>
<td>Possible sources:</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Go out into the community</td>
<td>• Art Gallery</td>
<td>• Art Gallery</td>
<td>• TAKE PART Art Festival</td>
<td>• General donations</td>
<td>Assistant</td>
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<tr>
<td>• Tree lighting</td>
<td>• Put art up in community</td>
<td>• Taste of Hawthorne</td>
<td>• Ed Foundation</td>
<td>• Herb Albert</td>
<td>Principal</td>
<td></td>
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<tr>
<td>• Pet extravaganza</td>
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<td>• Put up art in community</td>
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HSD Arts Education Plan — May 2013
## Prairie Vista Middle School — Years 2-5 (2014-2018)

### Raise Awareness of the Value of Arts Education

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<tr>
<th>Strategies</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
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<tbody>
<tr>
<td>Showcase student accomplishments in the arts.</td>
<td>Continue Showcasing</td>
<td></td>
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<tr>
<td>Provide advocacy training to district and community members.</td>
<td>Research and secure the services of advocacy training providers — Arts for LA</td>
<td>Provide training as needed</td>
</tr>
<tr>
<td></td>
<td>Provide 3 training sessions</td>
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<tr>
<td></td>
<td>Engage Hawthorne community in 2 events to raise awareness of arts education</td>
<td></td>
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<tr>
<td>Demonstrate the value of providing arts education.</td>
<td>Compile, analyze, and share PVMS data from program evaluation and, as applicable, test scores</td>
<td></td>
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</tbody>
</table>

**Provide Access to Quality Arts Education for All Students**

Strategy: **Integrate the arts into the existing project-based learning model.**

<table>
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<tbody>
<tr>
<td>Research and secure the services of arts integration expert (by 8/2/13)</td>
<td>Fine tune project plans</td>
<td>Design and deliver additional arts integration training in mid-year session</td>
<td>Design and deliver additional arts integration training during Spring Break session</td>
<td>$1,000-$2,000</td>
<td>Project Facilitator - A.L.L. Program Manager Program Specialist Site Coordinators Program Leaders</td>
</tr>
<tr>
<td>Design and provide training in the design and delivery of arts-infused learning projects during the August 2013 session</td>
<td>Observe and provide feedback to program leaders implementing projects, once per project</td>
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<tr>
<td>Provide collaborative planning time within the August session</td>
<td>Monitor and adjust program progress on an on-going basis</td>
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Provide Access to Quality Arts Education for All Students

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<tr>
<th>Strategies</th>
<th>Phase II Actions</th>
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<tr>
<td>Design and deliver additional arts integration training.</td>
<td>Research and secure the services of arts integration expert to help train staff</td>
<td>Secure the services of arts integration expert to help train staff</td>
</tr>
<tr>
<td>Observe and provide feedback to Program Leaders implementing projects.</td>
<td>Monitor and adjust program progress</td>
<td>Monitor and adjust program progress</td>
</tr>
<tr>
<td>Provide quality instruction in the arts</td>
<td>Research and select arts specialists to design and deliver arts learning</td>
<td>Hire arts specialists (using supplemental resources) to design and deliver arts learning</td>
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**Secure Resources to Expand and Sustain Resources**

**Strategy:** Seek grants to support arts learning in A.L.L. programs.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Preliminary Budget Implications</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-Sept 2013: Research and apply for 2-3 grants to support ongoing arts integration training (by 8/30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct-Dec 2013: Research and apply for 2-3 grants for 2014-2015 to • support arts integration training • support student learning in the arts</td>
<td>$0</td>
<td>Project Facilitator - A.L.L. Program</td>
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<tr>
<td>Jan-March 2014:</td>
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<td>April-June 2014:</td>
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<tr>
<td><strong>Years 2-5 (2014-2018)</strong></td>
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<table>
<thead>
<tr>
<th>Strategy</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
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</thead>
<tbody>
<tr>
<td>Seek grants to support arts integration and arts instruction</td>
<td>Research and apply for 2-3 grants for 2014-2015/16 as necessary Implement grant requirements for life of grant cycle</td>
<td>Research and apply for 2-3 grants for 2016-2017/18 as necessary Implement grant requirements for life of grant cycle</td>
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### Raise Awareness of the Value of Arts Education

**Strategy:** Present student work at outside events.

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<tbody>
<tr>
<td>Coordinate student performances and exhibits at LIGHTS ON events</td>
<td></td>
<td></td>
<td>Celebrate arts integration component of A.L.L. at evening or weekend event</td>
<td>ASES Funding</td>
<td>Project Facilitator - A.L.L. Program</td>
</tr>
<tr>
<td>• within HSD (10 events)</td>
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<tr>
<td>• with LLC (1 Festival)</td>
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### Years 2-5 (2014-2018)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
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</thead>
<tbody>
<tr>
<td>Present work at outside events.</td>
<td>Coordinate student performances and exhibits at LIGHTS ON events, other weekend or evening events</td>
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</tr>
<tr>
<td></td>
<td>• within HSD (10 events minimum)</td>
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<tr>
<td></td>
<td>• with LLC (1 Festival)</td>
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</tbody>
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### Elementary Grades — Phase I/Year 1 (2013-2014)

HSD Arts Education Plan — May 2013
Provide Access to Quality Arts Education for All Students

Strategy: Use recess and lunch periods creatively to provide experiences in the arts.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Gather a leadership team to create a framework of art activities</td>
<td>Train staff to set up, supervise and clean up art areas</td>
<td>Implement art activities at each school site over a three-month period</td>
<td>Leadership team identifies and posts student work in locations in community to display students' art (grocery stores, malls, etc.)</td>
<td>Stipends Materials</td>
<td>Elementary CAT member (Tami Adams)</td>
<td>Principal CAT member</td>
<td>Principal CAT member</td>
<td>Prime</td>
<td>Lead Teachers</td>
</tr>
<tr>
<td>Identify individuals to lead art activities at each school site</td>
<td>Purchase, create, and organize needed materials (by 11/13)</td>
<td>Seek to acquire display cases for outside walls</td>
<td>Leadership team and staff display art work around school</td>
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Secure Resources to Expand and Sustain Arts Education

Strategy: Conduct fundraisers to support non-instructional time-based arts activities.

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<tr>
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<tr>
<td>Compile a list of ways for each school to raise funding e.g. grants; read-a-thon; jog-a-thon; catalogue sale; donations from parents; arts show; auction; goodie sale after school.</td>
<td>Select fundraisers appropriate for each school</td>
<td>Implement fundraisers</td>
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<td></td>
<td>Elementary CAT member</td>
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<td></td>
<td>Principal CAT member</td>
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<td>Principal CAT member</td>
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Hawthorne Math and Science Academy — Years 1-3

HSD Arts Education Plan — May 2013
## Provide Access to Quality Arts Education for All Students

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Year 1 Actions</th>
<th>Year 2 Actions</th>
<th>Year 3 Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts teacher engages in professional development (Art education; Photography; Contemporary Sculpting; Pottery).</td>
<td>Find 2 professional development conferences in visual arts and in integrating visual arts</td>
<td>Take part in conferences — learn and network</td>
<td>Share model units and lessons with colleagues in the district/region</td>
</tr>
<tr>
<td></td>
<td>Send in applications</td>
<td>Apply to practice by developing and implementing units and lesson plans and continuing to use formative assessments</td>
<td></td>
</tr>
<tr>
<td>Visual Arts teacher collaborates with colleagues to create Interdisciplinary Projects.</td>
<td>Ask for adjustment for prep periods to overlap with those of colleagues in Math, Science, or English</td>
<td>Collaborate with core subject teacher at regular intervals to create integrated lessons</td>
<td>Conduct summative assessments to determine effectiveness of lessons</td>
</tr>
<tr>
<td></td>
<td>[</td>
<td></td>
<td>[Construction of 3D Art — model of airplane, architecture, mobiles, etc.]</td>
</tr>
<tr>
<td>Improve facilities.</td>
<td>Make the case to district for facilities improvements</td>
<td>• Begin creating an environment that supports arts learning</td>
<td>Complete renovation of classroom as art studio</td>
</tr>
<tr>
<td></td>
<td>Class sinks ($10,000)</td>
<td>• Plan the location for facilities adjustments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digital cameras ($1,000)</td>
<td>• Receive funding from district or through donations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Color printers ($1,000)</td>
<td>• Research and purchase equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research donations from companies and local community businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct museum/gallery field trips.</td>
<td>Raise funds for buses: $1,000-$1,500 annually</td>
<td>Plan annual visits with museum coordinators</td>
<td>Take students on annual visits to Getty, MOCA, LACMA</td>
</tr>
</tbody>
</table>

### Hawthorne School District — Phase I/Year 1 (2013-2014)

HSD Arts Education Plan — May 2013
Provide Access to Quality Arts Education for All Students

Strategy: Establish policies to promote learning in and through the arts.

<table>
<thead>
<tr>
<th></th>
<th>Actions July-Sept 2013</th>
<th>Actions Oct-Dec 2013</th>
<th>Actions Jan-March 2014</th>
<th>Actions April-June 2014</th>
<th>Preliminary Budget Implications</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review district art policy and determine how to fully implement across schools</td>
<td>Provide professional development in arts for teachers (ES specifically)</td>
<td>Conduct inventory of program components</td>
<td>Identify program components for utilization in 2014-2015</td>
<td>$0</td>
<td>Assistant Superintendent of Education Services (Dr. Markarian)</td>
</tr>
</tbody>
</table>

Years 2-5 (2014-2018)

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategize how to teach the arts within allocated instructional minutes</td>
<td>Year 4/2016-2017</td>
</tr>
<tr>
<td></td>
<td>Support teachers in using arts connections in Imagine It!</td>
<td>Year 5/2017-2018</td>
</tr>
<tr>
<td>Offer arts activities during non-instructional time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify partnerships and resources for individual schools</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Support use of adopted arts programs.</td>
<td>Design and deliver PD on adopted arts programs and standards</td>
<td>Continue support of adopted arts programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hawthorne School District — Phase I/Year 1 (2013-2014)**

**Secure Resources to Expand and Sustain Arts Education**

**Strategy:** Cultivate partnerships.

<table>
<thead>
<tr>
<th>Actions June-Sept 2013</th>
<th>Actions Oct-Dec 2013</th>
<th>Actions Jan-March 2014</th>
<th>Actions April-June 2014</th>
<th>Preliminary Budget Implications</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify available resources (contacts, partners, grants, providers)</td>
<td>Identify partnerships for 2014-2015</td>
<td>Identify universities and grants for 2014-2015</td>
<td>Secure universities and partnerships</td>
<td>Compensation for extra time spent</td>
<td>Arts Coordinator or Art for All Coach serving as coordinator</td>
</tr>
<tr>
<td>Solicit, secure partners and funding</td>
<td>Formalize agreements with partners</td>
<td>Begin grant process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin: logistics (schedule services)</td>
<td>Conduct donation drives for materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a liaison to work with partners (arts coordinator?)</td>
<td>Engage students in exhibits and performances</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Conduct Teacher Orientation with partners</td>
<td></td>
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</tr>
</tbody>
</table>

**Secure Resources to Expand and Sustain Arts Education**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivate partnerships.</td>
<td>Continue to secure grant funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expand and increase partnerships</td>
<td></td>
</tr>
<tr>
<td>Engage PTO/PTA in raising funds.</td>
<td>Fundraising efforts</td>
<td></td>
</tr>
<tr>
<td>Recruit Arts Coordinator.</td>
<td>Develop job description for arts coordinator</td>
<td>Utilize coordinator for securing resources and program development</td>
</tr>
<tr>
<td></td>
<td>Recruit and select Arts Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

### Hawthorne School District — Phase I/Year 1 (2013-2014)
Raise Awareness of the Value of Arts Education

Strategy: *Showcase student accomplishments in the arts.*

<table>
<thead>
<tr>
<th>Actions</th>
<th>Actions</th>
<th>Actions</th>
<th>Preliminary Budget Implications</th>
<th>Person(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-Sept 2013</td>
<td>Oct-Dec 2013</td>
<td>Jan-March 2014</td>
<td>$0</td>
<td>District Office</td>
</tr>
<tr>
<td>Investigate opportunities for students</td>
<td>Recognize student accomplishments at Board meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disseminate Strategic Plan to schools and teachers</td>
<td>Spotlight student opportunities/accomplishments/arts integration in district publications (&quot;School News&quot;), district web page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage student participation at Back to School events</td>
<td>Encourage student participation in arts at Open Houses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Years 2-5 (2014-2018)**

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Phase II Actions</th>
<th>Phase III Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate value of providing arts education.</td>
<td>Obtain research and literature supporting arts</td>
<td>Summarize and share findings re: student achievement in PVMS, A.L.L., Elementary, and HMSA programs</td>
</tr>
<tr>
<td></td>
<td>Summarize literature and disseminate to stakeholders (at showcases, openings, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop arts vocabulary with and among stakeholders</td>
<td></td>
</tr>
</tbody>
</table>

HSD Arts Education Plan — May 2013
Hawthorne School District Community Arts Team
January-May 2013

Co-Chairs

Dr. Brian Markarian, Assistant Superintendent of Educational Services
Christine Fagnano, Principal, Prairie Vista Middle School
Michelle Prostrollo, Project Facilitator - A.L.L. Program

Members

Shelley Rose, Assistant Superintendent of Human Resources
Wendy Ostensen, Principal, Jefferson Elementary School
Youngsook Kang, Visual Arts, Hawthorne Math and Science Academy
William Miller, Music, Prairie Vista Middle School
Linda Smisko, Visual Arts, Prairie Vista Middle School
Jennifer George, Language Arts, Prairie Vista Middle School
Tami Adams, Grade 3, Ramona Elementary School
Dr. Kristen Paglia, Executive Director, Education and Programs, P.S. ARTS
Amy Knutson, Education & Programs Assistant, P.S. ARTS

Arts for All Planning Coach

Jennifer Zakkai
Attachments
Summary of Quality Arts Education Components

CONTENT

Standards-based Curriculum: Arts programs and curriculum are standards-based, sequential, and articulated throughout K-12 grade levels.

Instruction & Methodology (Pedagogy): Instruction guides students to standards-based proficiency; arts disciplines are core subjects and authentically integrated.

Student Assessment: is standards-based and reflects the essential skills and knowledge specific to each art form.

Professional Development: School and district leaders implement effective professional development that advances the practice of generalists, arts specialists, and teaching artists.

INFRASTRUCTURE

Program Administration & Personnel: The arts education policy, plan, and budget are supported by the school board and district administration; those providing arts instruction have extensive knowledge and training; the district has a coordinator for the arts.

Resources & Facilities: Funding for arts programs is ongoing and sustainable; funds are allocated for instructional materials and equipment. Facilities meet the unique requirements of each arts discipline.

Partnerships & Collaborations: The visual and performing arts program and curriculum are enhanced through relationships with artists and artistic resources in the community.

SUSTAINABILITY

Program Evaluation: Ongoing evaluation is conducted on a regular basis; evaluation results are used to develop and refine arts education programs.

Communication & Advocacy: Arts education program policies and activities are carried out in a transparent and collaborative manner. School and district leaders communicate the value of arts learning to faculty and parents and invite community leaders to student exhibitions and performances.

[Based on Components of Quality Arts Education from CAAE’s Insider’s Guide to Arts Education Planning]
Hawthorne ESD
Board Policy
Visual And Performing Arts Education

BP 6142.6
Instruction

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline

2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works

3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline

4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts

5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)
The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

(cf. 0400 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6161.3 - Toxic Art Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

(cf. 4131 - Staff Development)

The Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1260 - Educational Foundation)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6020 - Parent Involvement)
(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards.

(cf. 0500 - Accountability)

Arts and Music Block Grants

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support
standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

The Board shall distribute block grant funds to all district schools on the basis of an equal amount per student or the minimum school site allocation specified in the state budget, whichever is greatest. (SB 77, Item 6110-265-0001, Statutes of 2007)

However, the Board may allocate block grant funds for districtwide expenditures that support program purposes on behalf of all district schools. If the Board elects to do so, it shall adopt a resolution at a public meeting which specifies how the funds will be allocated among schools and for districtwide purposes and the reasons for those allocations. Prior to the public meeting, the Board shall inform school site councils, schoolwide advisory groups, or school support groups, as applicable, of the content of the proposed resolution and of the time and location where the resolution is proposed to be adopted. (SB 77, Item 6110-265-0001, Statutes of 2007)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9320 - Meetings and Notices)

Legal Reference:
EDUCATION CODE
8820-8830 Arts Work Visual and Performing Arts Educational Program
8950-8957 California summer school of the arts
32060-32066 Toxic art supplies
35330 Field trips
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51225.3 Graduation requirements
58800-58805 Specialized secondary programs
60200-60206 Instructional materials, elementary schools
60400-60411 Instructional materials, high schools
99200-99206 Subject matter projects
UNCODIFIED STATUTE
SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 Arts and music block grant

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Leadership: Curriculum Development, 1996
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004
Visual and Performing Arts Content Standards, January 2001
WEB SITES:
CSBA: http://www.csba.org
Arts Education Partnership: http://aep-arts.org
California Alliance for Arts Education: http://www.artsed411.org
California Arts Council: http://www.cac.ca.gov
California Art Education Association: http://www.caea-arteducation.org
California Association for Music Education: http://www.calmusiced.com
California Dance Education Association: http://www.cdeadance.org
California Department of Education, Visual and Performing Arts:
http://www.cde.ca.gov/ci/vp
California Educational Theatre Association: http://www.cetoweb.org/ceta_pages
The California Arts Project: http://csmp.ucop.edu/tcap

Policy HAWTHORNE SCHOOL DISTRICT
adopted: September 24, 2003 Hawthorne, California
revised: April 16, 2008