



Strategic Arts Education Plan
2019-2024

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Superintendent of Schools, Todd Lile

Strategic Arts Planning Team

Leads:

Dr. Marcheta Williams, Director, Visual & Performing Arts Madera Unified
Orlando Bellomo, Vice Principal, Madera High School

Team Members:

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Ginger Latimer, Drama Teacher, Madera South High School
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Julie O Kane, Director, Madera Arts Council
Rochelle Noblett, Executive Director, Madera Arts Council
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Yolanda Williams, Teacher, Millview School
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Peggy Burt, Planning Coach, California Alliance for Arts Education
This plan was supported by the California Alliance for Arts Education.

Strategic Arts Plan

Madera Unified School District

In March 2018, the Madera Unified School District, with the support of the California Alliance for Arts Education, embarked on the journey of creating a visionary Strategic Plan for Arts Education. The goal of the planning was to *expand access and equity to high quality arts education for every student throughout Madera Unified School District*. Under the leadership of Dr. Marcheta Williams, Director of Visual And Performing Arts and Orlando Bellomo, Vice Principal, Madera High School, a team was assembled and activated. The two leaders brought together a diverse group of stakeholders that included teachers, county and district leaders, parents and community arts partners to work together toward a shared vision for the arts.

Context

The Madera Unified School District is located in the geographic center of California in a growing community of 55,000. The district serves 20,000 students and has 2,000 employees.

Madera Unified School District is guided by a powerful vision which encourages us to provide an educational program in which students are "driven by their aspirations and inspired by their circumstances."

Vision: Madera Unified will set the standard for hard work, creativity and resiliency with a fearless drive to continuously improve.

Mission: We are committed to creating and sustaining a culture enabling Madera Unified students to experience an unparalleled educational journey that is intellectually, socially and personally transformative.

Our Belief Statement: Madera Unified is where students are challenged to broaden their vision, inspired by meaningful opportunities and strive for authentic achievements.

From their first day of school, students are focused on learning the basics so that they can fulfill their career aspirations. As students turn toward high school, they choose a career path based on their interest, talent, and future goals. We envision a time when every child will have the skills and knowledge upon graduation so they can choose their future.

Our seven-member school board is committed to providing the focus, direction, and resources to provide a complete educational experience for students. In MUSD, we believe that students need to be connected to their schools, so we provide a rich array of co-curricular activities, including award-winning music and athletics programs, clubs and organizations, and leadership opportunities. We believe that these connections strengthen the student, round out their experience and provide reasons to stay in school.

We know that students need parent support. Our most successful students have parent encouragement. We expect parents to be involved because parents are so influential in the life of a child. When we can form a partnership between the school and the home, we are assuring the success of the child. Achievement is on the rise. New schools are being built. In the Madera Unified School District, wonderful new opportunities await our students.

It is within this hopeful context, that the Strategic Arts Plan was created.

The Vision of the Strategic Arts Plan

- Expanded “VAPA” Arts Curriculum TK-12
- Arts Integration Offered By Highly Prepared Teachers. Include moving from STEM to STEAM.
- Increased Staffing To Expand Arts Offerings
- Master Schedule That Supports The Arts
- Engaged Community that Values the Arts
- Expanded, Designated Arts Spaces And Facilities
- Consistent Student Showcase Opportunities
- Ongoing Financial and Resource Support

Making the Case: Communicating the Value of Arts Education

The Madera Unified School District is committed to making the case for the value of the arts education in the lives of our students. Going beyond enrichment, to creativity and innovation, the arts unlock potential in students that no other subject can. We believe that learning in the arts and through the arts provides the following benefits:

Benefits of Arts Education

- Student involvement in the arts is linked to higher academic performance, increased standardized test scores, greater involvement in community service and lower dropout rates.
- Arts education fosters critical thinking, problem-solving, collaboration and innovation.
- Students who attend schools where the arts are integrated into classroom curriculum outperform their peers in math and reading who do not have an arts-integrated curriculum.
- Art gives students a voice in learning and telling their stories
- Art leads to civic engagement and lifelong arts participation
- Art develops empathy, kindness and cross-cultural understanding
- Students consistently show deep critical thinking skills
- Students have significantly better attendance rates
- Students consistently test higher in reading and math
- Students are more likely to pursue and succeed at post-secondary education.
- This is from the ART=Opportunity project out of CSU San Marcos
- [Research for Why Art Is Important](#)

Creativity and Innovation

“Logic will get you from A to B. Imagination will take you everywhere.” Albert Einstein

- 1,500 CEOs surveyed by IBM ranked creativity as the most important leadership quality they are looking for in their workers.

- One out of ten jobs in California is now in the creative industries; and the creative economy is the second largest regional business sector. (**Otis Report on the Creative Economy**).

Creating greater awareness through communications and public relations, we seek to make the case that the arts are good for students, good for the region and good for the economy.

According to data from the Arts Education Data Project, in Madera Unified School District secondary schools, 3397 students or 41% of all students were enrolled in an arts course within the school day. www.creatca.net (2017 data). This figure does not include elementary students, as those statistics are not collected by CDE at this time.

Social Emotional Learning and Positive Behavior Support is also a growing area of research. Districts are beginning to consider arts as behavioral support in their overall approach to MTSS.

As the planning progressed throughout the year, the Arts Planning team identified the following:

Strengths

- Music Program Offerings K-12
- Advanced Art Programs – AP
- Arts Education leads to creative fields/careers/jobs-CTE Pathways
- Zero period is an opportunity to offer more arts
- Course offerings provide creative job opportunities - game designer, graphic designer
- Planning stages for Performing Arts Center Venue which includes area with shops and restaurants
- Districtwide K-3 classroom music and 4th grade recorder instruction
- Increased integrated performances across arts disciplines
- Professional Development for Arts Integration
- Support and leadership from the Superintendent and the Board of Education
- District financial support
- Increase in staffing for credentialed elementary music teachers
- Expansion of String Orchestra Program

Challenges

- Offerings for ALL students
- Resources/Materials – need to be updated
- Mixed Levels in Courses – ART II- need to expand sections
- Credentialed elementary art teachers needed
- Expand offerings to full year for 3rd and 4th grade (currently 4 sessions of art only)
- Only one school offers K-4th grade visual arts

- Allotment of FTE (5 more sections of art?)/Need more electives
- Align Curriculum – Vertical Alignment
- Tracking of Student Performance - Digital portfolios
- Drama and Theatre Tech in the same section
- Philosophy of Priority in the Master Schedule – Student Needs/Parents/Teachers/Admin
- Perception of Arts classes as not valued
- Career opportunities in the arts are not well understood, or communicated to our students
- There is no plan to upgrade equipment on a regular basis for arts courses (musical instruments)
- Develop guides for audience awareness at performances to foster understanding
- Instrumental Music -Pull out programs leave students out due to instrument availability
- Equity is a challenge

Strategic Arts Plan

Madera Unified School District

Strategic Directions, Goals and Strategic Actions to ensure that every student will have access to a high-quality arts education in Madera Unified School District

This plan is organized around two big Strategic Directions to support arts education in Madera Unified over the next 3-5 years. These are the key priorities that emerged from the planning process:

1) Expanded VAPA Programs. Offer both Integrated Arts Education and Dedicated Arts Curriculum and Instruction. Develop a master schedule that provides accessibility to all students.

2) Sustainable VAPA Programs. Develop Funding, Staffing, Partners and Community Connections. *Make the Case for the Value of Arts in Schools.* Connect to plans for the new Performing Arts Center.

This two-pronged approach allows us to expand and extend what we have today, and build thoughtful strategic pathways for tomorrow. We believe that the arts are valuable in their own right, and that they can provide strategic opportunities to serve the developmental, social and emotional needs of all students. We further believe that the arts prepare our students for college and career pathways and offer them access to the creative world economy.

Strategic Direction #1

Expand VAPA Programs

Continue to develop programs, curriculum and arts integration learning for all students.

Goals

Strategic Actions

A. Expand Curriculum Offerings

Strategic Actions/ Recommendations

Key Recommendations: Drama/ Theatre

- Dedicated, updated technology
- Integrated Performances Grades 4-12
- Fully functional performance spaces
- Funding to support Festivals and Competitions
- Include Puppetry as a course offering
- Classroom integration
- Develop relationships with CTE and Industry Partners
- Develop summer Theatre program
- Continue drama experiences/performances for Elementary Schools
- Readers theatre in elementary to explore drama
- Develop a summer theatre arts program for elementary students.

Key Recommendations: Music

- District-wide String Program
- Mariachi Program, beginning Grade 3
- Classroom integration
- Bench assessments of grade level expectations
- Continue to provide honor group opportunities and incentives
- High School Advanced Placement/Dual Enrollment opportunities
- Elementary Music Teachers teach music curriculum
- Ukulele/guitar offerings for elementary
- Instrument replacement program for elementary and middle school
- Unencumbered guaranteed teaching space at each site
- Collaborative planning time
- Expand Honor Groups 6-12
- Storage for music and for instruments

Key Recommendations for Dance

- PE to include Dance K-12 – international dances (culturally relevant)
- Guest Dance Teachers
- Primary dance units for PE – K-12

Key Recommendations for Visual Arts

- Student portfolios/ body of work
- K-6
 - Inspire teachers to be able to teach beginning art in their classrooms
 - Expand Art Lesson K-4th grade – currently only 3rd and 4th grade art in classrooms with teaching artists
 - Art shows - opportunities for parents to view
- 7-8th Grade
 - Build physical and online portfolios
- 9-12th Grade
 - Funding for professional working artists
 - Field trips - museums, art schools, art career focused studios
 - Professional development for art
 - Upgrade equipment
 - Create a studio with easels, canvases for Art 3 and AP

Key Recommendations for Media Arts

- Media Arts beginning in Grade 6
- 3rd-6th develop “slide deck” on a project
- Develop relationship with CTE / industry professionals
- Guest speaker series for students

Explore providing more performances of high school students traveling to elementary sites (all art forms).

Explore more integrated VAPA performances.

- Pit Orchestra for Musicals
- Musicians perform at art show
- Dancers Choreograph dances at art shows
- Musicians perform music of various periods and dances performed from periods accompanied with historical reports

	<ul style="list-style-type: none"> ● MUSD Music Faculty Performance Ensemble
B. Arts Integration	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Arts Integration – demonstrate, coach and expand models to schools across the district ● Develop arts activities to link to Core Subjects ● Explore Arts Integration for STEAM ● Explore Arts Integration for Social Emotional Learning/ Trauma Informed Learning ● Explore 5 Competencies of SEL through arts learning: Self Awareness, Self Management, Social Awareness, Relationship Skills, Responsible Decision Making
C. Professional Development in VAPA/Arts Integration for all Teachers	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Appropriate PD for VAPA ● Provide Arts Teachers collaborative planning time ● Arts Integration PD provided to teachers over the summer
D. Resource Management	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Develop Equipment needs: list and schedules ● Replacement plan for resources including tech, instruments, etc. ● Full inventory of resources ● Determine what is needed to provide appropriate arts facilities
E. Scheduling Innovations	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Structure schedule to increase student opportunity ● Create student-centered master schedule at high school level ● Enforce prerequisites for advanced classes at the High School ● Structure schedule to provide more arts at the elementary level
F. Career Explorations and Readiness	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Increase Advanced Placement /Dual Enrollment Arts Opportunities ● Guest speakers and resources starting at the Elementary level to show career possibilities ● Create a roster of artists/community members who can speak at the middle school level - either on 6th grade wheel or at the 7-8th grade level. Goal to have 3-4 speakers each year from local area.

Strategic Direction #2 – Sustainable VAPA Programs	
Develop Sustainable Funding, Staffing, Partnerships and Community Connections	
Goals	Strategic Actions
A. Funding	Strategic Actions <ul style="list-style-type: none"> • Determine how to secure stable funding for programs and equipment as needs grow • Build a group of local business sponsors who wish to support the arts in Madera Unified with tax-deductible contributions • Determine how to secure consistent funds for participation in festivals and competitions
B. Staffing Opportunities Explore the possibility of gradually adding VAPA teaching staff or teachers on special assignment to support VAPA/ Arts Integration	Strategic Actions <ul style="list-style-type: none"> • New: Provide a music teacher for each school site (ongoing) • Develop Plan to recruit arts teachers • Hire Teachers On Special Assignment (TOSAs) to develop aligned activities • New: Teacher on Special Assignment to support elementary/ middle school music
Strategic Direction #1	
Expand VAPA Programs	
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<p>C. Partnerships with New Performing Arts Center Discover opportunities for partnership within our community around the new Performing Arts Center</p>	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Explore opportunities for partnership with the new performing arts center <ul style="list-style-type: none"> ○ Have student performances throughout the year ○ Business thrives due to new arts center – may allow for sponsor opportunities for district arts programs ○ Performance venue in Madera supports ALL Madera cultures, “A place for all!”
<p>D. Explore and Promote Community Relationships and Connections</p>	<p>Strategic Actions</p> <ul style="list-style-type: none"> ● Strengthen Relationship with Madera County Schools Foundation ● Connect to Linkage Foundation ● Expand collaboration around annual Art Fest ● Coordinate with Madera County Arts Council ● Strengthen relationship with Parent Resource Centers ● School Smarts: Expand Leadership to build capacity for parents ● Research Community Partnership options ● Work with Area Restaurants to host musical groups <ul style="list-style-type: none"> ○

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E. Showcase the Arts to Build Awareness and Support

- Annual Showcase in Fresno - continue to promote
- Highlight the Showcase -through digital clips and shorts videos for administrators/community throughout the year
- Develop an outreach plan to make the arts more visible within the district and within the community
- Promote performances and exhibits to all stakeholders/ broader community to create more awareness