

Brooklyn Center Community Schools **ARTS STRATEGIC PLAN 2022- 2025**



The Comprehensive Arts Planning Program (CAPP) is made possible by the MN State Legislature through an appropriation to Perpich Center for Arts Education. CAPP is governed by Minnesota Statutes 129C.25 and 129C.26.

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Overview of Comprehensive Arts Planning Program

Minnesota's Comprehensive Arts Planning Program (CAPP) provides assistance to selected Minnesota public school districts as they plan and implement a comprehensive K-12 school arts education program. Defining "arts" as dance, media arts, music, theater and visual arts, CAPP helps local school-community teams design three year, long-range arts education plans for all students. CAPP also provides financial and technical assistance for two years through workshops, site visits, leadership development, and resource materials.

Year One (2021-2022) concentrates on building the capacity and leadership of your local CAPP committee and on the development of the three year strategic plan. During monthly meetings, CAPP committee members begin to identify assets and needs in both school and community. Results are used to develop an individual and unique long-range arts plan for the school district and community. Committee members develop a comprehensive plan using the resources and assistance provided through the CAPP program. The finished CAPP plan helps set specific and measurable goals and outcomes for the future.

Year Two (2022-2023) is the **first year** of the three year strategic plan. It is the local CAPP committee's first implementation and evaluation year. Discussion moves from setting a direction to implementing and sustaining the plan. Committee members implement and refine plans for the school year 2022-2023 and deepen and strengthen community ties. Strong relationships developed in the school district and the community while creating the CAPP plan encourage and sustain the committee as they work to make arts education dreams a reality.

The strategic plan covers three years: 2022-2023, 2023-2024, and 2024-2025.

CAPP Outcomes:

1. All students K-12 have access and opportunity to participate in a comprehensive, standards-based, student-centered arts curriculum.
2. The CAPP committee creates a needs assessment to determine the strengths and shortcomings which will inform the three-year strategic plan.

3. The CAPP committee develops a workable, sustainable CAPP strategic plan specific to the district and community.
4. The CAPP committee establishes and maintains collaborations and communications between district arts programming and the community.
5. The CAPP committee establishes and maintains sustainable arts education leadership within the school district and community.
6. The CAPP committee evaluates its impact within its own education community and involvement within the CAPP state program.

Local CAPP Committee Activities for 2021- 2022

- The local CAPP committee was formed by reaching out to groups of stakeholders: teachers, staff, parents, students, local artists, and community partners. We took special care to invite BIPOC and Queer folks to join us, and also tried to ask folks who are not on other committees first. These stakeholders were informed about CAPP through email and in-person when possible.
- The following members were able to make the commitment to being part of our team for the year:
 - Ansa Akyea, Theater Enrichment Teacher
 - Jena Carlson, Director of Curriculum and Instruction, CAPP administrator
 - Chloe Cotherman, BCHS Visual Arts Teacher, CAPP co-chair
 - Kari Ehlers, BCE Teacher
 - Hanna Hermanson, BCE Music Teacher
 - Alexandra Holter, BCE STEAM Coordinator, CAPP co-chair
 - Brittany Miller, BCE Teacher
 - Asha Omar, BCE Equity Teacher
 - Lauren Racer, Parent of BCMS Student
 - Netsanet Samere, Teen Annex Clinic Health Educator
 - Renee Starr, Community Schools Manager
 - Kaitlin Stein, BCMHS Dance Teacher
 - Bethy Vesel, BCE Teacher

- Several more students and parents, and a local artist are still on the invitation list to attend our CAPP team meetings, but they have not been able to make it.
- CAPP meetings were held monthly/bimonthly. Team members created norms for our group, and made the decision to host meetings on zoom after school hours.
- The Local CAPP Team gathered quantitative and qualitative data around the strengths and areas of improvement in our arts programming. The team also used data procured by the HS Art Team through roundtable discussions with art students during the 2020-2021 school year, to inform our program analysis. The Local CAPP Team also collaborated (collected/shared input and data) with arts teachers at the Elementary, Middle, and High School.
- The Local CAPP Team attended two zoom workshops with Kristi Johnson from Perpich. These workshops focused on analyzing our arts programming data and framing/organizing our priorities into action steps.

Program Analysis

Brooklyn Center Community Schools is a small district located in Brooklyn Center Minnesota. The district covers less than 2 square miles. The student demographic composition of BCCS according to the April 2022 district total enrollment is 2,310 students, and is made up as follows:

- **Race/Ethnicity Count Percent**
- **Hispanic or Latino** 24%
- **American Indian or Alaska Native** 2%
- **Asian** 15%
- **Black or African-American** 51%
- **Native Hawaiian or other Pacific Islander** 00.0%
- **White** 8%

Of those students:

- **English learner** 20%
- **Special education** 15%
- **Free/Reduced-Price meals** 85%

- **Homeless 2.7%**

Brooklyn Center's Mission and Vision Statement is:

Brooklyn Center Community Schools endeavors to be a collective who demonstrates passion, pride and perseverance.

We will fiercely lead the way in justice-centered education, striving against the permanence of racism and oppressive systems while embracing a future where our diversity fuels learning.

With every breath in our bodies, every ounce of influence we possess, and through every challenge, we stand front and center with the young people we love and serve.

Brooklyn Center Community Schools have the FTE equivalent of five Visual Arts, four Music, one Media Arts and one Dance. Arts teachers are working to align curriculum with the Minnesota standards through a curriculum review, revision and mapping process in our PLCs (professional learning communities).

Brooklyn Center Elementary and Secondary Schools have a very strong connection to the arts. In years past, BC worked within the frameworks of IB Programme and an Arts Magnet grant. As of 2020, we became a STEAM district. Brooklyn Center Arts teachers connect the arts to careers, students' lives, culture, other academic subjects, and the community. Most departments and grades have aligned their curriculum with state standards, and have worked to make curriculum student-centered. Performances and student work are shared with our community on a semi-regular basis, and collaboration time among departments is set aside in our schedule.

Overall, the sense is that Brooklyn Center already does so many great things in the arts, but not in a way that is predictable or sustainable from year to year. Many teachers procure guest artists/supplies/opportunities, but without the consistent budget and planning from year to year. Most teachers aren't aware of what their budget is, or what happens to it if not used. Some teachers planned meaningful arts celebrations in past years, but burned out or worked in isolation. These celebrations never got the support and planning to become traditions. Bolstering the good work we already do with

a transparent budget and plans for regularly occurring events and partnerships would create more predictable experiences in the arts from year to year, for our families, students, and community.

We also see a need to further amplify the voices of students, to infuse art into many more spaces in our community, and break down the professional silos which keep us from creating more effective arts programming. We have amazing student artists, we have wonderful things happening in arts classrooms, and we have a wealth of experience and knowledge in our community. The problem is that our students, our classrooms, and our artist resources are not as connected or uplifted as they should be.

Through the CAPP Strategic Plan, Brooklyn Center Schools will build upon our strong foundation to ensure that all students receive an arts education that is consistent, interdisciplinary, culturally relevant, and connected to our students' passions.

As a CAPP committee, we have identified these needs, challenges and opportunities for growth:

- **Alignment of values to infrastructure**
 - Brooklyn Center is full of amazing teachers, students, and families who value the arts!
 - We plan to improve our communications around the arts – from where/when events are occurring, to how grant funds could be used, to guest artist and community opportunities.
 - We need to make our structures, programming, and budget more transparent and consistent from year to year.
 - Arts specialists should be utilized to train our colleagues to integrate the arts into their subject areas, and to give input to the Master Schedule committee.
 - Arts programming should be expanded to include our Early Childhood classrooms and after school programs.
- **Elevating and empowering student leadership**
 - Our students at BC are brilliant, creative, and entrepreneurial. We hope to increase student voice and leadership in the arts through
 - student-designed performances and showcases,
 - art mentoring between students, and
 - a student committee of art supporters.

- **Connecting and building empowering arts partnerships (external)**
 - We will create celebratory traditions, such as an annual arts festival, with the input of students, families, and community.
 - We will thoughtfully form partnerships that consider the identities, needs, and dreams of our students.
 - We will give students opportunities and tools to explore arts careers and pathways.

Strategic Directions Overview

The strategic directions are the overarching goals for your 3 year strategic plan. SD's are broad enough to incorporate multiple sub-categories of action steps, accomplishments and site activities. As a committee, we spent a considerable amount of time developing our three strategic directions through a series of workshops.

SD #1- Alignment of Values to Infrastructure		
<p>Strategy A: Develop instructional models that support the development and persistence of arts programming birth -12.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Establish a working group to align Birth - grade 12 music and arts standards. 2. Create and implement arts curriculum at Centaur Beginnings. 3. Work with Step 21 and LEAP to ensure quality arts programming is consistently offered after school and during summer. 4. Integrate the arts within and across subject areas. 	<p>Strategy B: Creating District-Wide System For All Arts Communications and Community Connections</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop a communication plan, including a yearly schedule of posts, with the Communication Manager to keep arts front and center. 2. Create a promotional video with student and staff testimonials on the power of the arts. 3. Establish fine & performing arts student of the week recognition program. 	<p>Strategy C: Prioritizing Arts in Budget Planning and Communication</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Communicate to arts staff a clear budget framework and forecast. 2. Prioritize arts at district/site leadership level. 3. Develop financial support for sustained community partnerships.

<ul style="list-style-type: none"> 5. Arts teachers offer PD for colleagues around arts integration into their subject areas. With the outcome of developing project based, arts integrated curriculum. 6. Work to ensure equity and choice for ALL students to access arts electives at the MS and HS levels. 7. Educate and empower students and staff about arts elective offerings and schedule options. 		
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SD #2- Elevating and empowering student leadership		
<p>Strategy A: Develop a student-led arts committee</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Recruit students and find a facilitator. 2. Establish group goals, purpose and action steps. 	<p>Strategy B: Student-led showcase- Regular arts celebrations reflect our identities and cultures as a school and community.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Plan and implement annually scheduled performances and events (in addition to item 3.A.2 - community arts festival traditions). 2. Make student art visible, on a permanent and rotating basis. 	<p>Strategy C: Build near-peer/peer-to-peer mentorship and shared learning opportunities.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Teacher collaboration to align opportunities throughout the year. 2. Build artists' communities within and across BCCS school sites.

SD #3- Connecting and building empowering arts partnerships (external)		
Strategy A: Plan a community Arts	Strategy B: Develop/sustain industry and	Strategy C: Development of arts career

<p>Festival</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Identify existing engagement events that can expand to include arts. 2. Schedule community arts festivals each semester 3. Implement community arts festivals. 	<p>community partnerships.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Complete needs assessment to understand partnership resources. 2. Identify points of contact to streamline the process of building and sustaining industry partnerships. 3. Collect input and data from PLC around existing and desired partnerships. 	<p>pathway/exploration (career focused experiences)</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Develop an annual Arts Career panel. 2. Continue to develop Art Futures course at the BCHS. 3. Identify professional partners and connect them with students for mentoring.
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Strategies and Site Activities Grid

Strategic Direction #1-Alignment of Values to Infrastructure						
Aligned to CAPP Outcome - 1. All students K-12 have access and opportunity to participate in a comprehensive, standards-based, student-centered arts curriculum.						
Strategy	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Develop instructional models that support the development and persistence	1. Establish a working group to align Birth - grade 12 music and arts standards.	Performing and Visual Arts	Paid PD days for arts teams	1. Birth - 12th grade teachers in the Performing Arts will meet for one full duty day at least once per year to align curriculum vertically and horizontally with the	Birth - 12th grade Performing Arts Teachers Birth - 12th grade Visual Arts Teachers	Workshop week Fall 2022 2022- 23

of arts programming birth -12.				<p>MN State Arts Standards.</p> <p>2. Birth - 12th grade teachers in the Visual Arts will meet for one day at least once per year to align curriculum vertically and horizontally with the MN State Arts Standards.</p>	C&I Coordinators	
	2. Create and implement arts curriculum at Centaur Beginnings.	Visual and Performing	Curriculum writing time for teachers	Using the curriculum alignment work done by arts teachers (see 1.A.1.1. And 1.A.1.2), and with the guidance of the Director of C&I and C&I Coordinators, Centaur Beginnings will create and fully implement arts curriculum by the Spring of 2024.	<p>Centaur Beginnings teachers</p> <p>C&I Coordinators</p> <p>Support from Peprich</p>	2023-24
	3. Work with Step21 and LEAP to ensure quality arts programming is consistently offered after school and during summer.	Visual and Performing	Step21 and LEAP budgets?	By the Fall of 2023, Step21 and LEAP Staff will have developed a self-auditing process, to occur every Fall and Spring Semester, and every Summer School session, to ensure that at least one performing arts and one visual arts offering is available to students for each session. Staff will consult with arts teachers to coordinate/collaborate.	<p>Step21 and LEAP Staff</p> <p>Community Schools Arts Teachers</p>	2022-23

	4. Integrate the arts within and across subject areas.	Visual and Performing	none	By the Spring of 2025, every course will include at least one unit that integrates performing or visual arts with another subject area.	Arts teachers ALL teachers C&I Coordinators	2024-25
	5. Arts teachers offer PD for colleagues around arts integration into their subject areas. With the outcome of developing project based, arts integrated curriculum.	Visual and Performing	none	All teaching staff will attend at least one PD session between the fall of 2023 and the Spring of 2025, and walk away from their session with a lesson plan that integrates performing and/or visual art into an existing unit in their subject area.	Arts teachers Director of C&I	2023 2024
	6. Work to ensure equity and choice for ALL students to access arts electives at the MS and HS levels.	Visual and Performing	Sub costs	By Fall 2023, designate a representative from Visual and/or Performing arts to attend Secondary Master Schedule planning meetings, to advocate for students and the arts, and to report back to PLCs.	Secondary Master Schedule planning team Secondary Guidance Team Secondary Arts and SPED representatives.	2022-23
	7. Educate and empower students and staff about arts	Visual and Performing	none	1. Arts teachers will create an Arts Electives Guide (which may include videos, images and text	Secondary Guidance Team Secondary Arts	Workshop week 2022 Open House

	elective offerings and schedule options.			<p>in a google slides format) to explain and promote their elective courses, and share with Guidance Counselors and the Enrollment Coordinator prior to Spring registration in 2023.</p> <ol style="list-style-type: none"> Guidance Counselors and the Enrollment coordinator will use the shared Arts Electives Guide to inform students and families about course offerings in their meetings, starting in spring of 2023, and on an ongoing basis. Arts PLC Chair will ensure that correct and updated information is shared each fall and spring with Guidance and Enrollment. 	<p>Teachers</p> <p>Enrollment Coordinator</p> <p>Secondary Arts PLC Chair</p>	<p>2022</p> <p>For next year:</p> <p>Jan 2023 planning</p> <p>Spring Registration 2023</p> <p>2022-23</p>
B: Creating District-Wide System For All Arts Communications and Community Connections	1. Develop a communication plan, including a yearly schedule of posts, with communication manager to keep arts front	Visual and Performing	none	By the Spring of 2024, the Arts PLC Chairs, STEAM Coordinators and Communications Manager will have biannual meetings in place, with the purpose to create and edit a communications calendar to share student	<p>Communications Manager</p> <p>Arts PLC Chairs</p> <p>STEAM Coordinators</p>	<p>2023-24</p> <p>Assess how it is going Spring 2025</p>

	and center.			voice/work and to align with programming, events, and Arts Student-of the Month recognition.		
	2. Create a promotional video with student and staff testimonials on the power of the arts.	Visual and Performing	none	<ol style="list-style-type: none"> 1. By the Fall of 2024, STEAM Coordinators and arts staff/students will begin to gather testimonials on the power of the arts, in video format, and determine who will take the lead on compiling and editing the testimonials. 2. By the Fall of 2025, a finished video of testimonials will be shared by the Communications Manager with all stakeholders through our school website, facebook, instagram, and digital newsletters. 	<p>STEAM Coordinators</p> <p>Arts students and staff</p> <p>Communications Manager</p>	<p>2024-25</p> <p>Share out Fall 2025</p>
	3. Establish fine & performing arts student of the week recognition program.	Visual and Performing		<ol style="list-style-type: none"> 1. By the Spring of 2025, the Student-led Arts Committee and Visual/Performing arts PLCs will have an established routine of for nominating a "Student of 	<p>Arts PLCs</p> <p>Student-led Arts Committee</p>	<p>2024-25</p> <p>Start Winter 2024</p>

				<p>the Month” (taking turns via google doc, and share with the Communications Manager who will share out the monthly recognition through the school website, facebook, instagram, and digital newsletters).</p> <p>2. By the Spring of 2025, Arts PLCs and the Student-led Arts Committee will have a process in place for inviting and supporting the Student of the Month to showcase their work in a physical space at school, in coordination with an arts staff member.</p>		
C: Prioritizing Arts in Budget Planning and Communication	1. Communicate to arts staff a clear budget framework and forecast.	Visual and Performing	none	By the Fall of 2023, Principals and STEAM Coordinators will be able to annually share with each arts teacher a clear outline of their classroom supplies, guest artist, and field trips budget.	Principals STEAM Coordinator	2022-23 2023 2024
	2. Prioritize arts at district/site leadership level.	Visual and Performing	none	1. Building leadership present and actively participates at CAPP meetings	Superintendent Principals	2022-23 2023 2024

				2. Jena (Director of C & I) will keep Arts Strategic Planning a standard agenda item to continue communication.	Director of C&I	
	3. Develop financial support for sustained community partnerships.	Visual and Performing	Annual budget parameters - sites required to fund community partnerships	1. Jena (Director of C & I) will keep Arts Strategic Planning a standard agenda item to continue communication and ensure funding.	Director of C&I Community Schools Manager	2022-23 2023 2024

Strategic Direction #2- Elevating and empowering student leadership

Aligned to CAPP Outcome #5- The CAPP committee establishes and maintains sustainable arts education leadership within the school district and community.

Strategy	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Develop a student-led arts committee	1. Recruit students and find a facilitator for Student-Led Arts committees	Visual and Performing	Stipend for students and facilitator?	Arts teachers and STEAM Coordinators will recruit students and staff facilitators via instagram and daily announcements, to create a Centaur Artists team (name TBD), by the end of 1st semester of the 2022-2023 school year.	Arts teachers STEAM Coordinators Students	2022- 23 Dec 2022

	2. Establish group goals, purpose and action steps	Visual and Performing	If the group needs funds, where do they come from?	<ol style="list-style-type: none"> 1. The Centaur Artists teams will create a mission statement, norms, and brainstorm actions for the school year, by the end of 1st semester of the 2023-2024 school year. 2. The Centaur Artists will determine a timeline, responsibilities, funds and materials needs, support needed, etc. for each action step, by the spring of 2024. 	Students in committee and facilitator	2023-24 Start Fall 2023, Assess Spring 2024
B: Student-led showcase- Regular arts celebrations reflect our identities and cultures as a school and community.	1. Plan and implement annually scheduled performances and events (in addition to item 3.A.2 - community arts festival traditions).	Visual and Performing	Money for costumes, sound equipment, display needs, etc.	STEAM Coordinators and Arts teachers will plan and implement at least one dance, band, choir, and visual art event per semester, by the end of 2022-2023.	STEAM Coordinator and Arts Teachers	2022-23 2023 2024
	2. Make student art visible, on a permanent and rotating basis.	Visual	Money for display materials.	1. Arts Teachers will rotate student work in display cases at least once per semester (but ideally	Arts PLCs Communications Manager	2022-23

				<p>once every quarter), and post to @brooklyncenterarts instagram at least twice per quarter, by fall of 2023.</p> <p>2. Arts teachers will coordinate the donation of student work to the district office, conference rooms, and public buildings in BC (Library, City Hall, etc) by the fall of 2023.</p> <p>3. The Communications Manager will increase visibility of this artwork through social media, school website, and newsletter, by the fall of 2023.</p>	Tech Office	
C: Build near-peer/peer-to-peer mentorship and shared learning opportunities.	1. Teacher collaboration to align peer-to-peer opportunities throughout the year.	Visual and Performing	none	By the spring of 2025, arts teachers at both campuses will meet during PLC time, or designated professional development time, to determine opportunities for students to collaborate and mentor.	Arts PLCs	2024-25
	2. Build artists'	Visual	Money for	The Centaur Artists and	Student-led arts	2024-25

	communities within and across BCCS school sites.	and Performing	food and/or special supplies for activities?	facilitators at all sites will meet at least once per year to determine collaboration and mentoring opportunities, by the spring of 2024.	committee and staff facilitator	
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Strategic Direction #3- Connecting and building empowering arts partnerships

Aligned to CAPP Outcome# 4- The CAPP committee establishes and maintains collaborations and communications between district arts programming and the community.

Strategy	Action Steps	Arts Area	Budget Implications	Evaluation Outcomes (phrased in SMART goals)	Responsible Party	Year
A. Plan a community arts festival	1. Identify existing engagement events that can expand to include arts.	Visual and Performing	none	The STEAM Coordinator/Arts PLC Chair/Community Schools Manager will meet at least twice per year with community representatives to determine opportunities to collaborate with existing events in Brooklyn Center.	City Liaison (Armando Oster? Angel Smith?) Community Schools Manager STEAM Coordinators or Arts PLC Chair? Brookdale Library? Staff	2022- 23 Fall 2022, Spring 2023
	2. Schedule and plan community arts festivals each semester	Visual and Performing		The STEAM Coordinator/Arts PLC Chair/Community Schools Manager/AFT will schedule, plan and promote at least two collaborative community events	City Liaison (Armando Oster? Angel Smith?) Community Schools	2023-24 (May of 2024, determinin

				per year, which include the arts, by the fall of 2025.	Manager STEAM Coordinator or Arts PLC Chair?	g the calendar for 2024-25 school year)
	3. Implement community arts festivals.	Visual and Performing	Money for food, decoration, community partner	1. By the Fall of 2024 and the Spring of 2025, the team of the STEAM Coordinator/Arts PLC Chair/Community Schools Manager/AFT will implement two community arts festivals in collaboration with community leaders.	City Liaison (Armando Oster? Angel Smith?) Community Schools Manager STEAM Coordinator or Arts PLC Chair?	2024-25
B. Develop/sustain industry and community partnerships.	1. Complete needs assessment to understand partnership resources	Visual and Performing	none	During PLC and professional development time, the Director of C&I, C&I Coordinators, and Arts PLCs will complete a needs assessment to understand partnership resources by the spring of 2024.	Director of C&I C&I Coordinators Arts PLCs	2023-24 Fall 2023 Spring 2024
	2. Identify points of contact (partnership manager, expectations, who is the best fit?)	Visual and Performing	none	During PLC and professional development time, the Director of C&I, C&I Coordinators, and Arts PLCs will identify points of contact, to streamline the process of building and sustaining industry partnerships, by the spring of 2024.	Director of C&I C&I Coordinators Arts PLCs	2023-24 Fall 2023 Spring 2024

	3. Collect input and data from PLC around existing and desired partnerships	Visual and Performing	none	During PLC and professional development time, the Director of C&I, C&I Coordinators, and Arts PLCs will collect input and data from PLC around existing and desired partnerships by the spring of 2024.	Director of C&I C&I Coordinators Arts PLCs	2023-24 Fall 2023 Spring 2024
C. Development of arts career pathway/exploration (career-focused experiences)	1. Develop an annual Arts Career panel	Visual and Performing	Stipends for visiting professionals	<ol style="list-style-type: none"> 1. Director of C&I, C&I Coordinators, Arts PLCs, Community Schools Manager, and College and Career Readiness Staff, and student-led Centaur Arts teams will meet at least twice during the 2023-2024 school year to determine goals and possible partners for an arts career panel. 2. By the spring of 2025, an arts career panel will be an established, annual event involving industry professionals, and the input of student stakeholders. 	Director of C&I C&I Coordinators Arts PLCs Community Schools Manager College and Career Readiness Staff Centaur Arts teams STEAM Coordinators AFT (Alliance of Families and Teachers)	2023-24 2024-25 Continue Spring 2024 and Fall 2024 Establish panel by Spring 2025
	2. Continue to develop Art Futures course at BCHS	Visual and Performing	Curriculum writing stipend	By the Fall of 2023, a fully developed curriculum for an Arts Futures class will be written and shared with stakeholders.	C&I Coordinator (Secondary) Chloe Cotherman	2022-23

					(Visual Arts Teacher)	
	3. Identify professional partners and connect them with students for mentoring	Visual and Performing	Possible stipends for mentors and mentees	<ol style="list-style-type: none"> 1. By the Fall of 2023, connections with industry professional partners will be an embedded part of the Art Futures curriculum. 2. By the Spring of 2024, a list of mentoring opportunities in the arts will be posted and shared with the school community and the Centaur Artists team. 	Director of C&I C&I Coordinators STEAM Coordinator Arts PLCs Chloe Cotherman (Visual Arts Teacher)	2023-24

APPENDIX A- Results of **Practical Vision Brainstorming** Workshop or *List of Program Strengths*

Program Analysis A Summary

	Main Strengths	Main Needs
1. Standards-Based Art Curriculum, Assessment, and Instruction	<p>K-5 Visual Arts</p> <ul style="list-style-type: none"> Standards implemented <p>6-12 Performing Arts</p> <ul style="list-style-type: none"> New Standards are fully implemented! <p>K-5</p> <ul style="list-style-type: none"> Dance and theater standards intentionality taught in PE and Music. More collaboration time with Art and T&L to review and reflect on current visual arts standards. <p>6-12</p> <ul style="list-style-type: none"> Fully implement new standards in 6-12 Visual Arts 	<p>K-5 Performing Arts</p> <p>No stand alone theater or dance</p> <ul style="list-style-type: none"> Currently working to develop a curriculum that is standards aligned. <p>6-12 Visual Arts</p> <ul style="list-style-type: none"> Aware of new standards, and partially implemented
2. Professional Development		
3. Equity, Diversity, Access and Inclusion	<ul style="list-style-type: none"> African drumming during enrichment hour. Native American Drumming and Education Great resources Clubs, After-school, STEP 21, LEAP Hana - Decentering whiteness in elem music 	<ul style="list-style-type: none"> Theater program More modeling from Equity team with in the classroom setting. Supports for multilingual learners (EL)

	<p>program!</p>	<ul style="list-style-type: none"> • More diversity in music and band musical selections • Are all clubs accessible economically? • Are specialists classes accessible to all ability levels? (Upstream Arts) • Lack of alignment from K-12 • Special Ed students K-12 are missing time and options for electives due to scheduling difficulties.
<p>4. Arts Education Facilities, Equipment, and Materials</p>	<p>K-6 Performing Arts Music</p> <ul style="list-style-type: none"> • Increased access to instruments over the past 18 mo • Has been able to take advantage of MSA dollars. • Have started collecting instruments for a 5th grade band • Developing a curriculum that is working to decenter whiteness • Two dedicated spaces for music instruction <p>K-6 Visual Arts</p> <ul style="list-style-type: none"> • Dedicated space for art • Usually has an annual budget of about 2000 dollars. <p>6-12 Performing Arts</p>	<p>K-6 Performing Arts Music</p> <ul style="list-style-type: none"> • Has not hosted performances in over 24 months • Budget is unclear as MSA grant funds end next year. <p>No Theater at the elementary</p> <p>K-6 Visual Arts</p> <ul style="list-style-type: none"> • Only one art teacher (new k-5 teacher started 2/14) • Underfunded for the number of students that need to be served, teachers are often paying for supplies out of their own pocket. <p>6-12</p> <ul style="list-style-type: none"> • We have no real idea what our

	<ul style="list-style-type: none"> • Stein, Uhrich, and Quam each have \$500/year for a guest artist • Stein uses grants to fund busses, field trips, t-shirts/costumes, and more guest artists. • Main materials purchased are instruments, costumes, and music. • Diverse cultures are present in the curriculum, and more work can be done. <p>6-12 Visual Arts</p> <ul style="list-style-type: none"> • All teachers have \$1,000/year but we always spend more than that and haven't been turned down. • Diverse cultures are present in the curriculum. • Funds for guest artists are available and were used in previous years, though not consistently. 	<p>annual budget looks like.</p> <ul style="list-style-type: none"> • We have a culture (at least in the 6-12 VA Dept) of "feeling bad" about asking for materials. • The scheduling of arts events always works around the athletic schedule. • The auditorium space is a dumping ground for junk. Lights and sound aren't working, and many seats are broken. • We need to continue to create and revise curricula to reflect the diverse backgrounds of our students.
<p>5. Partnerships with Artists, Arts Organizations and After-School Programming</p>	<p>K-5</p> <ul style="list-style-type: none"> • No partnerships • Some guest artist for music • Indigenous drum and dance <p>6-12</p> <ul style="list-style-type: none"> • Cowles Center! • Band connection with comm. college • Guest artists in Dance and music and sometimes visual art • Development of a music productions enrichment class and after-school programming 	<p>K-5</p> <ul style="list-style-type: none"> • No sustained partners in the arts. • Afterschool looking to add more arts programming. <p>6-12</p> <ul style="list-style-type: none"> • After-school looking to add more arts programming • Always something offered that's arts-related, but it isn't consistent

	<ul style="list-style-type: none"> • Theater after school programming in progress • Indigenous drum and dance • Possible after-school music lessons through comm. college. 	
<p>6. Funding and Advocacy</p>	<ul style="list-style-type: none"> • Programs are grant-funded (Arts Magnet previously, now STEAM) and district-funded. • District gives opportunity for community volunteers. • Many teachers procure their own grants or raise their own funds for special projects. • Centaur Foundation grants? 	<ul style="list-style-type: none"> • City/School relationship has not been strong or consistent, so advocacy and funding collaboration hasn't happened consistently. • AFT (Alliance of Families and Teachers) is in development. The group is considering ways to fundraise that don't include a financial ask from our BC families. • Volunteer sign-up process can be intimidating and expectations of volunteers needs to be better communicated. • Who are our community assets? Do they feel invited and welcome at BC? Why/why not? • Many students at BCS show an interest in selling their work. 6-12 Visual Art will keep exploring this with students and may reach out to community partners. • Kristi - What are some other programs comparable to ours (in size and demographic) who we could ask about their funding and advocacy?

7. Local Capp Committee Operation, District Arts Planning and Policy		
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Program Analysis B Summary

<p>Strengths</p> <ul style="list-style-type: none"> ● K-12 standards-based curriculum for all areas but Theater ● 10 FTEs across the district for the arts ● All arts disciplines (besides theater) are offered at all levels. ● Students have some opportunity to engage (mostly visual) in the arts after school. ● In progress K-12 arts standards 	<p>Main Needs</p> <ul style="list-style-type: none"> ● Not enough opportunity to engage in all arts after school ● In progress K-12 arts standards implementation ● More time, encouragement for intentional planning of interdisciplinary art connections within the arts and also in non-arts subjects. ● More professional development opportunities around the art for non-arts teachers. ● Increase on and off-site experiences for students in the arts. ● Budget is unclearly defined and communicated from year to year. ● Greater focus on serving ALL students (EL, Special Ed., Higher achieving)
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Focused Conversation

Objective	Reflective	Interpretive	Decisional
<p>After reviewing the data from Program Analysis A and/or B, what information stands out for you?</p> <p>What program data resonated with you?</p>	<p>What were you surprised by?</p> <p>What is most exciting? What concerns you?</p> <p>What seems the most critical? The most difficult?</p>	<p>What questions does this analysis raise for you? What other things do we need to consider?</p> <p>What appears to be the key points of the data? What are the implications of the data?</p> <p>What insights are beginning to emerge?</p>	<p>After this review of the data, what action ideas or new directions were unearthed?</p> <p>What next steps need to happen to better serve arts education in our district?</p> <p>What would be our highest priority?</p>

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