

# ABC Institute Strategic Plan 2023-26

## Strategic Framework

### Vision

The arts are valued as fundamental to every student's development.

### Mission

We strive to ensure students in South Carolina have access to arts-rich educational opportunities as a core component of curriculum.

### Values

#### Accessibility

**Every student has a right to the arts.**

We believe every person and community has the right to quality arts education, regardless of identity, situation, or circumstance. We are committed to ensuring equitable access by intentionally addressing the unique needs of students, educators, schools, and districts.

#### Student-Centered

**Students deserve an educational experience that is engaging and empowering.**

We prioritize creating and supporting environments where student ideas are central and have influence on professional practices, empowering students to engage authentically in their learning.

#### Community

**Expertise is held within a community.**

We prioritize mutual partnerships as essential to every aspect of our work, and we recognize transparency and accountability as cornerstones of trusting relationships. Our collaboration within a community is guided by principles of sincerity, respect, and courage.

#### Inquiry & Innovation

**Excellence is achieved through continual reflection and growth.**

We challenge ourselves to continually reflect on our own practices as well as seek out and elevate differing perspectives and ideas. We measure our success through support for exemplary, arts-rich learning environments and practices. Our growth allows us to expand access to opportunities for learning in and through the arts that are responsive to and reflective of the many, diverse communities we serve.

# Programmatic Areas

## ABC Certified Schools

Supports and serves ABC Certified Schools with resources and programs that provide ongoing guidance; collaborates with SC School District leadership to support schools seeking or maintaining certification; guides development of process and approaches that support arts-rich learning environments as required for school certification; celebrates and promotes practices from ABC Certified schools to the education community as a whole.

## Leadership Development

Provides training for current and emerging leaders in education, including administration; develops tools and resources generated from research involving exemplary curriculum, educators, schools, and districts; provides opportunities for sharing best practices and raising awareness about model ABC programs across all levels of the profession.

## Curriculum Support

Assists in developing new and sharing existing strategies, resources, and curricula to support standards-based, arts-rich education, including arts, arts-based, and arts integrated learning in the classroom; promotes the inclusion of the arts as a core component of the basic curriculum.

## Future & Emerging Educators\*

Potential new programmatic area that would involve mentorship and higher education partnerships, such as placing students pursuing teaching degrees in ABC schools to observe and shadow, as well as providing fellowships for studying arts-integrated curriculum.

# Strategic Priorities

## Organizational Structure & Capacity

We will know we have been successful when...

*Resources and capacity not only match current organizational needs but also allow for continued, strategic growth to support arts-rich opportunities across the educational continuum.*

### Success Indicators

- Funding is diversified to provide stability
- Internal operating infrastructure is developed, such as implementation of project management software
- Organizational structure is modified to best support mission and vision
  - ABC institute is established as a center of excellence at Winthrop University
    - Governing structure is developed based on establishment of the center and the resulting governance structure (i.e., governing partners/members) is actively engaged and contributes to capacity
  - Job descriptions and work plans are reviewed and updated in relation to mission and programs/services
    - Staff reports and work plans are connected to the strategic plan for increased accountability
- Partnerships are clearly defined, formalized, and are used as a model that is adopted by other states
  - Roles, responsibilities of, and relationships between partners and other arts-based organizations are delineated and communicated externally
    - Corresponding network structure is articulated
    - Organizational channels of communication, such as website and social media, are updated to reflect partnerships and increase awareness about ABC Institute's mission and services
  - Internal documentation for operationalizing partnerships is developed and implemented

## ABC Programs & Services

We will know we have been successful when...

*ABC Institute is a recognized resource for responsive and relevant professional learning, leadership development, and curriculum support, resulting in expanded learning in and through the arts in K-12 education statewide.*

### Success Indicators

- Usage of resources assisting with incorporation of arts into core curriculum is increased
- Arts-rich curriculum in all educational settings is reimaged with an emphasis on accessibility
- Interactions between ABC Institute and educators are expanded to include teachers and administrators at all stages in their careers
  - Professional learning opportunities are developed, with a focus on leadership development, accessibility, and virtual learning opportunities
  - Partnerships outside of the arts community are established to expand network and reach of the ABC Institute, including:
    - Active participation of the Institute and model schools/districts in conferences and events outside of arts education, such as English conferences
      - Sponsorship of conference presentations with model schools and ABC educators as part of leadership development
    - Contributions to the broader educational conversations, such as with district administrators
- Resources to support schools and districts at all tiers and stages are developed, including adjusting level of support based on capacity of schools and communities
  - Collaboration with local communities is increased to better leverage existing resources
  - Partnerships are established to supplement capacity for schools based on need and vision
  - Coordination across statewide arts organizations is increased to better identify needs and opportunities relating to arts-integration
- Support for schools in all phases of certification is expanded and is tailored to the varying levels of need based on where a school is in the process
  - Strengthening relationships with rural leadership is prioritized
- ABC Institute's relationship with higher education programs and institutions is strengthened, including:
  - Increased research involving model practices within ABC Schools
  - Development of programs to build relationships between ABC Institute and emerging/future educators
    - Intentional incorporation of arts-integrated curriculum strategies in teacher educational programs with a focus on secondary educators
    - Educator recruitment and mentorship
    - ABC School observation days for teacher preparation programs

## ABC Processes & Approaches

We will know we have been successful when...

*We are able to adapt to changes in the educational landscape in order to continually elevate exemplary, innovative practices and approaches to arts-based learning in South Carolina, which serve as models for schools within and beyond our state.*

### Success Indicators

- Student voice is centered in all ABC Institute processes and programs with a focus on increased student engagement, including at conferences and events
- A flexible framework is developed and implemented, which is responsive to the unique attributes of different schools, aligns with other school processes, is informed by best practices outside of South Carolina, and includes clearly defining:
  - Core components of the ABC strategic plans
  - Core characteristics of current and potential ABC schools
  - Tiers for in-development schools with consideration for differences between communities, such as urban and rural areas
- ABC processes are well-communicated externally through updates to the website and other channels such as social media and newsletters
- Engagement in the national educational landscape is increased, including advocating for revisions and updates to national standards