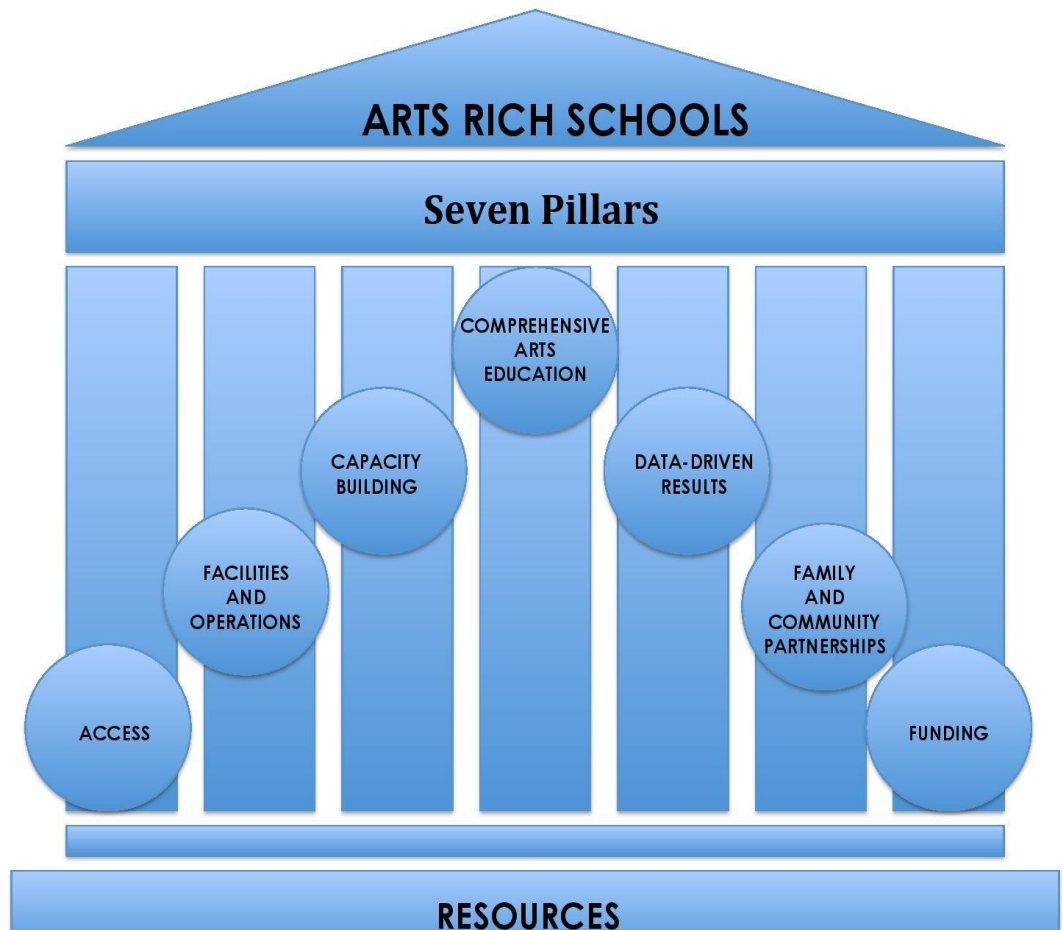


Arts Rich Schools Blueprint



May 2015



TABLE OF CONTENTS

Why is Arts Education Important?	3
MMSD Strategic Framework	3
Arts Rich Schools in MMSD	4
Seven Pillars of Arts Education in MMSD	5
Access	6
Facilities and Operations	7
Capacity Building in the Arts	8
Comprehensive Arts Education	9
Data Driven Results for Arts Education	10
Family and Community Arts Partnerships	11
Funding for Arts Education	12
MMSD Arts Education 5 Year Action Plan	13
Appendix A: Glossary of Terms	14
Appendix B: Arts Education in MMSD – A Look Back	15
Appendix C: Any Given Child Madison	16
Appendix D: Arts Education for America’s Students: A Shared Endeavor	17
Acknowledgements	18



Why Is Arts Education Important?

Why is it important for all of our children in Madison to have equitable access to a comprehensive arts education and to thrive in an arts rich school? Through creating, presenting, responding, and connecting in multiple art forms, students can come to recognize and celebrate their own unique ways of seeing, doing, and communicating. With access to a comprehensive arts education, our students can explore and problem-solve through productivity and teamwork. Skill development through an art form teaches students to describe, analyze, and interpret visual, aural, and kinesthetic images. This strengthens skills in reading, writing, speaking, and listening within text and language of that art form, and contributes to their comprehensive literacy skills.

The arts also impact our local economy by creating a sense of place, developing skilled creative workers for non-arts related careers, helping to revitalize neighborhoods and giving communities a competitive edge in attracting businesses and talent. We believe that arts rich schools are a foundational piece of our community fabric that cultivate the creative thinking, innovation, and attractive community that will fuel our economic future. Students trained in the arts as part of their K-12 education will have the opportunity to contribute to one of our city's major economic engines. The local abundance of cultural offerings and the arts are cited frequently as attributes that support Madison being listed as a top place to live in the United States.



During the 2013-14 school year, the District released the MMSD Strategic Framework which is anchored in a simple but bold vision – ***that every school will be a thriving school that prepares every student to graduate from high school ready for college, career and community.***

To accomplish this vision, the District must achieve the following goals:

Goal 1: Every student is on track to graduate as measured by student growth and achievement at key milestones.

Goal 2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

Goal 3: Every student, family and employee experiences a positive school and district climate as measured by school climate data.

While we expect teachers to make ongoing instructional decisions that are based on the needs of their specific students, it is critical that every student has access to a common foundation that systematically and seamlessly prepares them for graduation and postsecondary education starting in pre-kindergarten. By defining a core instructional program that is standards-based, well-rounded and culturally responsive, we will ensure that all of our students have obtained the knowledge and skills necessary for full participation in college, the workplace and the community. Arts education is a major component of a well-rounded education.

As a district we have already begun the work needed to increase access to the arts at all grade levels, and we will continue to identify gaps in service that can be supported by *Any Given Child Madison* (Appendix C). Our progress toward increased arts access for all students will be included as a part of the MMSD Annual Report in subsequent years.



Arts Rich Schools in MMSD

The **Arts Rich Schools Blueprint** was designed to clearly articulate the following:

- Identifying of an MMSD arts education foundation through seven pillars
- Creating of a multi-year roadmap to support equity and access in the arts
- Defining areas of responsibility for the District and the schools
- Providing structure for *Any Given Child Madison* alignment

In addition to the Blueprint, the **Arts Rich Schools Continuum Rubric** was created as an integral resource for schools. The Continuum Rubric is a 4-point assessment tool for each of the seven pillars. This tool will allow school-based leadership to measure the current state of arts education for their students. This resource will support data-informed goal setting as part of the School Improvement Planning process, and it will facilitate connections between identified school needs and community resources. Future access to *Any Given Child Madison* will be dependent on the ability of a school team to indicate their strengths and their needs based on data. The Arts Rich Schools Continuum Rubric will be a key component.

During the 2014-15 school year we provided several community listening sessions for parents, students, teachers, and the arts community to come together and discuss what an “Arts Rich School” in Madison might look like. More than 150 stakeholders shared information that has helped shape values and beliefs to help define what it means to be “Arts Rich”. It was also important to have shared understanding around terms such as “arts integration” and “school improvement plans”. (Appendix A)

In order to better understand how the pillars were constructed, it is important to know what we learned about what stakeholders believe arts rich schools should look, sound, and feel like. From this work, we created the following belief statements to capture descriptors of Arts Rich Schools:

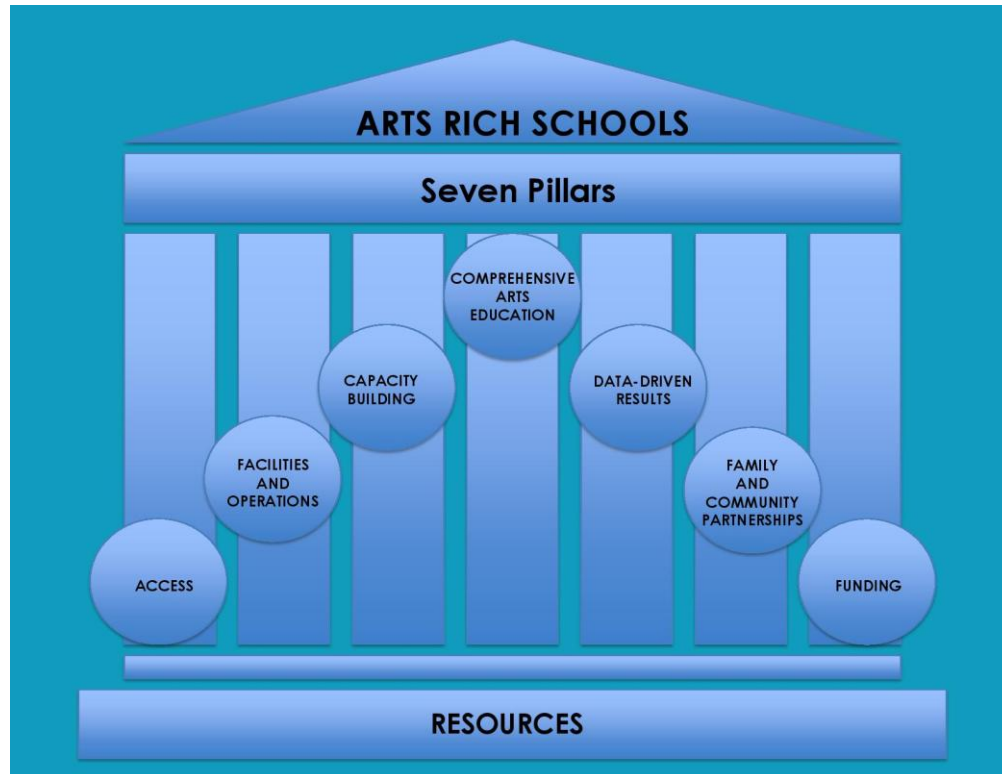
- Arts Rich Schools have strong leadership that ensures equity and access to a comprehensive arts education for all students that includes instruction from certified arts educators, classroom teachers, and community artists.
- Arts Rich Schools ensure that every student can receive a comprehensive, culturally & linguistically responsive, sequential study of every art form—visual art, music, dance, and theater/drama— from kindergarten through 12th grade.
- Arts Rich Schools ensure that all students receive access and exposure to the arts both in and out of school time and in the community.
- Arts Rich Schools maintain strong partnerships with museums, cultural institutions, and community arts organizations to enrich the classroom experiences and to provide arts programs and arts opportunities in the community.
- Arts Rich Schools involve family and community in the school arts culture with a focus on culturally and linguistically responsive practices.
- Arts Rich Schools use data to increase equity and access and to measure the impact of the arts on student achievement.
- Arts Rich Schools have a clearly-defined infrastructure and plan for funding and allocation of resources that support arts education.

Schools will make great strides toward the status of “Arts Rich” with strong investment from all stakeholders. Principals, school-based leadership teams, arts educators, and our students will be active participants working together to expand and improve arts curricula access in their schools. School leadership will have the opportunity to develop an understanding of best practices to ensure arts programming and funding is distributed equitably. Students, parents, families, arts partners, and community members must continue to demand and advocate for quality arts education as they have been for many years. (Appendix B)



Seven Pillars of Arts Education in MMSD

The **Arts Rich Schools Blueprint** and **Arts Rich School Continuum** are structured around seven major pillars that will be developed through an MMSD Arts Education 5-year plan:



It is important to note that when “**art forms**” are referenced in the Arts Rich Schools Blueprint, this term applies to the full complement of arts: visual arts, music, theater, dance, media arts, and literary arts (spoken word/poetry/creative writing).

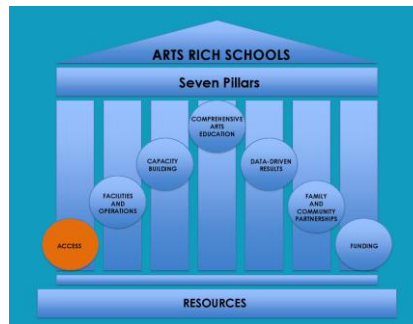
Resources are a priority across all pillars, and the Arts Rich Schools Blueprint recommendations work toward adequate and sustainable funding distributed equitably across the District. Recommendations within each pillar impact all stakeholders in arts education, and all stakeholders have a key role to play in implementation.

Some recommendations may be supported directly by *Any Given Child Madison* and some could require policy changes from the MMSD Board of Education, with implementation directed by principals and school leaders. Others will be led by the MMSD Fine Arts Department in coordination with external support agencies like *Any Given Child Madison* as well as arts teachers and arts partners. These pillars call on school leaders and teachers to creatively utilize existing resources, with new resources and guidelines from MMSD District leadership to help administrators and teachers reach these goals.

The recommendations are designed to be flexible, with the expectation that there will be adaptation and improvement as they are implemented. The recommendations also acknowledge that each school and neighborhood in Madison is unique and that no one model or solution will work for all schools. These pillars are intended to be a starting point to leverage resources and opportunities that already exist in the system. They build on the excitement and enthusiasm that exists around our collaborative attention to arts education, and they represent the best effort to date to elevate arts access for our students.



Pillar 1: ACCESS

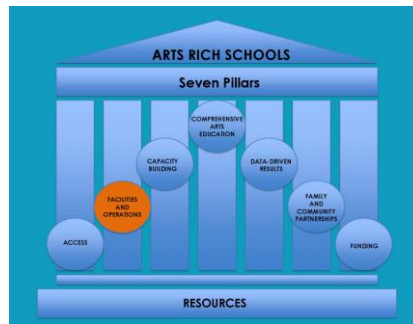


Create district-level systems that support the arts in every child's kindergarten through 12th grade education experience, and create conditions throughout the District that utilize the arts to support student success.

- a) **Ensure minutes of instruction in all art and music courses meet or exceed the recommendations made by MMSD** - The arts are a required subject with minutes that must be incorporated into the school week, as with other core subjects like, math, science and language arts. Current recommendations for MMSD arts instruction can be found in the MMSD Scheduling Guidance document.
- b) **Set minimum staffing requirements in the arts based on overall school enrollment and student interest** - A comprehensive review of arts allocation at the secondary level is needed to better understand complex access issues that currently exist. Because teachers anchor and sustain quality classroom arts instruction, this is an essential step to decrease the current disparity among schools. Critical to successful implementation of the Arts Rich Schools Blueprint will be the equitable allocation of arts teachers across MMSD, to ensure that every child will benefit from appropriate access to instruction from a certified arts teacher.
- c) **Expand the high school graduation expectation that students have completed at least one arts course in high school** - Currently MMSD students are not required to take any arts courses in high schools. With this recommendation, all students would have the opportunity to access arts education during their high school years, and this would address the goal of sequential arts education for all students.
- d) **Identify and activate an "Arts Liaison" in every school and network for improved coordination and communication in the arts** - At the beginning of each school year, each principal will designate one arts liaison for his/her school. The Arts Liaisons will connect students, schools, and communities to resources and opportunities that will grow and expand programming in music, dance, theatre and the visual arts. The Arts Liaisons will lead, connect and inspire—developing arts programs within their school and working to meet rigorous goals for arts education. The Arts Liaisons will be encouraged to work together to share best practices and to be a resource for one another in building and sustaining programs and partnerships.
- e) **Arts Education Scheduling**— Schools need schedules that allow students to access the instructional minutes necessary to address the sequential curriculum in art and music. In order to move toward a comprehensive arts education that includes arts integration and access to community artists, school schedules need to have flexibility for offering these opportunities for all students. As a District, we will work toward developing scheduling models that both address the minutes of instruction with arts specialists and allow access to arts integration and community artists.
- f) **Support the arts education inclusion in the Challenging & Well-Rounded section of the School Improvement Plan** - Inclusion of the arts in the School Improvement Plan will be an essential component of the Arts Rich School Continuum to ensure that adequate planning, staffing and budgeting for arts curriculum is considered at each school. The priority to provide a well-rounded education for all students in MMSD includes increasing access for students to arts experiences regardless of their academic background.



Pillar 2: FACILITIES AND OPERATIONS

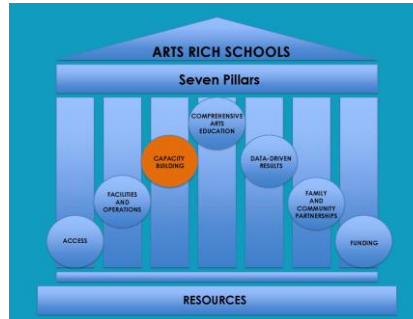


Ensure that arts education is delivered in facilities that support student learning and growth and that the arts are part of asset management planning and implementation at the District level.

- 1) **Arts Facility and Infrastructure review** – Schools need designated spaces for all art forms in order for students to fully participate. Appropriate space needs to be available both during the school day and outside of the school day in order to maximize access. As a District, we will work to ensure that our arts education facilities and infrastructure provide students with access appropriate to that art form and to meet the needs of all learners.
- 2) **Well-Resourced Arts Education** – Schools need properly maintained capital equipment that provides access to arts education for students. Schools need to have functioning instruments, kilns, and other resources that allow students full access to a particular art form. The District will work in support of developing capital maintenance and replacement plans for art, music, theater, and dance course curricular resources.
- 3) **Asset Management** – Schools need to have current inventory lists of all capital and non-capital equipment used by students that can support both tracking usage by students and inform data around short and long-term inventory needs. The District will work to develop systems for schools to increase their capacity to maintain accurate records. The MMSD Instrument Rental system plans and procedures will be an important area to support through a comprehensive asset management system. The MMSD Fine Arts Department will work with District leadership to also look at asset management needs across all art forms.



Pillar 3: CAPACITY BUILDING IN THE ARTS

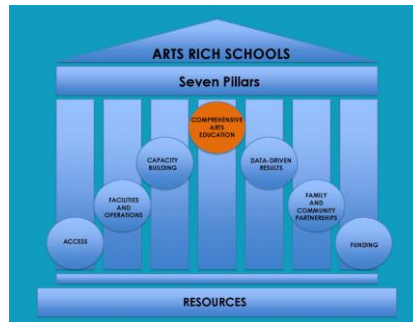


Provide relevant professional development and support schools through alignment with the Arts Rich Schools Continuum Rubric to build capacity for all stakeholders to improve student learning in and through the arts.

- 1) **Create a system for identifying professional development needs and growth areas in the arts** - Professional development is an essential support mechanism for teachers and is required to maintain their teaching certification. Professional development is also available for principals, chiefs of schools and arts partners who assist in building curriculum, but there is currently no formal system that fully tracks or analyzes professional development programs for arts education. The District, in partnership with *Any Given Child Madison*, will explore creating a formalized system to track all the professional development gaps and opportunities in the arts, to analyze the audience and content of existing programs, and to use that information to set a baseline for district-wide professional development needs. Such a system would then be used to better align professional development to teacher needs for the greatest impact.
- 2) **Offer consistent and relevant professional development to all MMSD stakeholders, including teachers, administrators, parents, and arts partners** – The MMSD Arts Department will work with *Any Given Child Madison* to offer high-quality arts professional development across the system, targeted specifically toward the needs and goals of each school and attendance area. A coordinated professional development system will be more consistent and relevant to better meet the needs of all stakeholders in arts education.
- 3) **Develop an Arts Rich Schools Continuum Rubric to establish school and network-level supports to help principals plan for and implement the arts both in and out of the school day** - An Arts Rich Schools Continuum Rubric is essential to improving the equity and access to arts education in MMSD. The assessment will provide both structure and incentives for schools to achieve goals and recommendations offered through the Continuum. This will not be a rigid structure but rather will be designed to give school leaders flexibility to more effectively plan for and implement arts programs across the entire school environment. This framework provides guidelines and benchmarks that indicate levels of success. Schools will have the opportunity to receive additional supports and resources as they move to the next level of success.
- 4) **Provide opportunities for increasing Culturally and Linguistically Responsive Pedagogy** - Educators must possess the knowledge to provide diverse arts experiences to students and can also connect students to further enrichment experiences outside of school. Arts Rich schools should feature arts curriculum and experiences that are designed to be inclusive of the cultures represented by MMSD students. Regular professional development and a systemic plan at each school will ensure teachers have tools to increase skills necessary to meet the needs of all learners and continue their own professional growth in all art forms through a culturally and linguistically responsive lens.



Pillar 4: COMPREHENSIVE ARTS EDUCATION

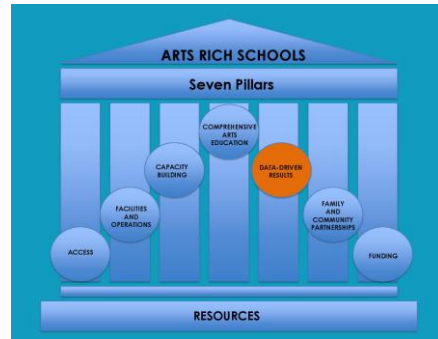


Ensure District arts instruction is sequential, skill-based, culturally and linguistically responsive, and supports arts learning objectives from preschool through 12th grade including arts integration strategies aligned to *Arts Education for America's Students: A Shared Endeavor*.

- 1) **Map and align arts curriculum to the “Common Core State Standards – Literacy In All Subjects” in support of college, career, and community readiness and high school completion** - The “Common Core State Standards for Literacy In All Subjects” outline what students are expected to learn at every grade level to be prepared for success in college and careers and are focused on developing comprehension and critical thinking skills versus rote learning. Arts learning draws on abstract reasoning, analysis, interpretation and cognitive demonstration—making the arts a perfect instrument to align with the Common Core State Standards 3-year plan.
- 2) **Align the MMSD arts standards to the new Core Arts Standards** - The new Core Arts Standards convey what students should know and be able to do as a result of a quality arts education program. Developed and released in 2014 by The National Coalition for Core Arts Standards, the Core Arts Standards bring more rigorous learning standards to the arts. The MMSD Arts Education curricular framework for music, visual arts, theatre, and dance is currently aligned to MMSD district standards and will move to align with the Core Arts Standards.
- 3) **Add and expand additional art forms supported by the MMSD Fine Arts Department** - National research shows that art forms like media arts, creative writing, and spoken word (literary arts) are connected to improved student outcomes, improved attendance, and success in school. The District will examine the benefits of expanding art forms such as media arts in the curriculum to ensure students are prepared for new and growing fields of study and industry. The Equitable Arts Access program through MMSD Fine Arts Department office will be expanded through community resources. This work will also align with the MMSD Course Vetting process. The *Arts Education for America's Students: A Shared Endeavor* model (Appendix D) will define 'arts education' in the Madison Metropolitan School District.
- 4) **Identify opportunities to tie arts education to college and career readiness and work force standards** - The Personalized Pathways plan will offer resources to help students plan their path beyond high school, offering college and career preparation and technical education programs. The MMSD Fine Arts Department will work with Career and Technical Education staff to explore how arts education will intersect with personalized pathways.



Pillar 5: DATA-DRIVEN RESULTS FOR ARTS EDUCATION

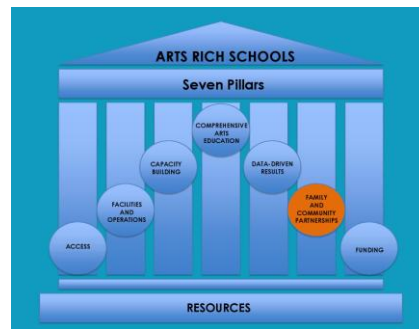


Build a sustainable system infrastructure to track, analyze, and disseminate standardized data on arts access, instruction and programming.

- 1) **Create a system to track K-12 arts data** - Currently, MMSD does not uniformly record and report arts experience outside of rostered classes and clubs. With support from *Any Given Child Madison*, the District will design a tracking system— with the input and involvement of principals, school leaders, art teachers and arts partners—to help us understand all current access to continually identify the areas of greatest need. It will be essential that principals and teachers advise on the design of this system and provide the data to make the system effective.
- 2) **Include the arts on measures of school success and through internal tracking mechanisms** - In order to measure the existence and effectiveness of arts programs within schools and across the District, the arts need to be included on measures of school success. The District will determine the criteria and parameters that define quality arts programs and evaluate which tools can provide the best measure of success. The arts will then be added to internal tracking mechanisms. In cases where tools and systems to capture arts-related data do not exist, they will be developed.
- 3) **Work with *Any Given Child Madison* to examine how best to measure the quality of arts partnerships by determining the criteria and benchmarks for success** - These could include the quality of the planning and communication between arts partners and schools, the quality of the curriculum, and the quality of the student experience and the resulting learning outcomes. This evaluation of arts partners will be part of the new RFP/RFQ process to make it easier for schools to find the best partnerships to fill their needs.
- 4) **Create an assessment system that measures and communicates arts learning outcomes** - In order to clearly communicate the impact of arts education on student achievement, both within the arts and in other content areas, a comprehensive assessment system is needed. With the input and participation of District leaders, principals, teachers, and students, tools will be developed to best assess how well students are achieving in each art form, at each grade level, and in each school.



Pillar 6: FAMILY AND COMMUNITY ARTS PARTNERSHIPS

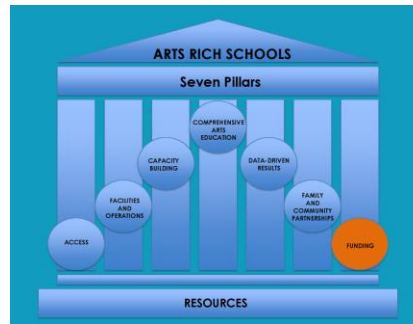


Facilitate and support external partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and ensure culturally and linguistically diverse opportunities in the arts.

- 1) **Provide opportunities for families to access Culturally and Linguistically Responsive arts opportunities in multiple art forms** – The MMSD Fine Arts Department will work to support schools, parents, and families to increase access to community arts opportunities across a wide range of cultures and genres. The Fine Arts Department will also continue to advocate for the importance of culturally and linguistically responsive arts opportunities for our students in the community that can be accessed with their families.
- 2) **Design and implement a customized Request for Proposal (RFP/RFQ) process that supports and elevates the quality of programs provided by arts partners and independent teaching artists** - Because the District must help ensure quality partnerships, the MMSD Fine Arts Department will lead an effort with arts partners to analyze the existing vendor system and MMSD partnership agreement process to create a new, streamlined RFP/RFQ process specific to arts partners. This new RFP/RFQ process will also formalize data collection and program evaluation and will include quality benchmarks and best practices to be shared among schools and partners. It will also help us to better understand an arts organization's capacity around culturally and linguistically responsive offerings for families.
- 3) **Match community arts organizations and teaching artists to schools in collaboration with principals and teachers** - Three key elements will further the goal of having a quality community arts partnership in every school: the Arts Liaison as a thought partner, a coordinated effort across the Arts Liaison network, and a customized vendor system. Each year, the Arts Liaison will take the lead in synthesizing input from teachers, school leaders, parents, and school community to establish the arts partnerships best suited to their school's needs. District leadership and *Any Given Child Madison* will work together to identify arts resources and gaps across MMSD and in turn more effectively coordinate the delivery of services to schools. Lastly, the customized vendor process will support the logistical process of matching schools with partners.
- 4) **Work with Any Given Child Madison to improve delivery of resources, opportunities, and partnerships at the school level** - One of the goals of *Any Given Child Madison* is to expand arts instruction across the city, and to advocate for these changes within schools and throughout the District. This will require a coordinated effort by District leadership, *Any Given Child Madison*, the schools and their Arts Liaisons, and the greater arts community. Local arts organizations have the capacity to offer high quality, engaging and varying experiences that will deeply impact students' learning. Partnerships with local artists are an integral part of educating the whole child. Working with and observing arts professionals give our students an understanding of how the arts are an essential part of our everyday lives.



Pillar 7: FUNDING FOR ARTS EDUCATION



Ensure that adequate and sustainable arts education funding is equitably distributed across the District and additional funds are available to support arts integration and school improvement plans.

- 1) **Require each school to maintain funding for the arts set at a minimum percent of each school's overall budget or a per pupil/per arts form formula** - There are currently no budget requirements for arts education within each school. District leaders will evaluate various budgeting methods, such as a percentage of the overall school budget or allocating an amount per pupil/per art form given the disparity in materials, supplies and equipment needed for various art forms. The District must set any new budget requirements.
- 2) **Develop Arts Education budget to maintain funding for designated capital equipment maintenance, repair, and replacement** – There is currently no systemic plan for the capital equipment maintenance, repair, and replacement in arts education. District leaders will evaluate various budgeting methods to establish short and long-range plans for the maintenance, repair, and replacement of items such as kilns and the musical instrument inventory.
- 3) **Support development of the *Any Given Child Madison* fund to support schools directly for external partnerships that are in addition to certified arts staff** - The arts community will be encouraged to create and support the *Any Given Child Madison* Fund housed at Foundation for Madison Public Schools to support arts partnerships and resources separate from the certified arts staff in each school. The goal will be to create an external system of funding to support initial implementation of the Blueprint's goals and recommendations over the next three years, and to use that time to secure a long-term funding source and structure.
- 4) **Develop and maintain external funding streams via previously untapped sources such as corporate giving and public donation** – As external funding streams are established and become available in support of schools, the District and the arts community will evaluate potential funding streams and create an advocacy strategy to pursue long-term funding of arts education. An example of this type of public revenue stream is the Arts Tax in Portland, Oregon that funds additional arts teachers and community arts organizations that work with the Portland Public Schools.
- 5) **Support communications to parent organizations to communicate the connection between the arts and student achievement** – An important resource for schools is the support provided through a school parent organization (such as a PTO). The MMSD Fine Arts Department and *Any Given Child Madison* will create communication tools for schools that share the important connection between the arts and student achievement through a parental lens. This advocacy will help support schools in asking for increased resource support from parent organizations for arts education.



MMSD Arts Education 5-Year Action Plan

The MMSD Fine Arts Department will require several years to fully implement the goals and recommendations contained in the Arts Rich Schools Blueprint. It is important that the work is thoughtful and intentional so we can build capacity to sustain the work over time. Implementation will be initiated at the District level—with the assistance of *Any Given Child Madison* - and will be fully realized as school leaders and teachers build and integrate arts curriculum into each school week.

The support of the arts and funding communities will be essential at every step, and the District will provide overall guidance as well as specific examples and instruction to guide implementation of each recommendation. Because funding is critical to successful implementation of many of the recommendations, the creation of an overall funding strategy for the District and *Any Given Child Madison* has begun and funding will be a focus throughout implementation.

The Great Teaching Framework components, such as “Plan-Teach-Reflect & Adjust” and culturally and linguistically relevant practices will be built upon each year through all our work.

2014-15	2015-16	2016-17	2017-18	2018-19
<ul style="list-style-type: none"> * Launch Arts Liaisons in schools – Quarterly meetings, data collection * Create comprehensive Arts Rich Schools Blueprint for MMSD * Align language for Arts Rich Schools Continuum for AGC to interface with MMSD blueprint * Implement Arts Integration professional development annual series * Systemize Equitable Arts Access rotation * Inclusion of Arts Education in Challenging & Well-Rounded Education goals for MMSD 	<ul style="list-style-type: none"> * Map arts curriculum to CCSS - Literacy In All Subjects * Develop plans with District & <i>Any Given Child Madison</i> for expanded student and family arts access and data tracking systems * Review school level arts funding, allocation, and schedules for alignment and equity * Launch Arts Rich Schools Continuum * Continue public/private network in arts education through <i>Any Given Child Madison</i> * Create customized arts vendor RFP/RFQ system * Review arts requirements at all levels * Monitor Personalized Pathways timelines for arts pathway development and implementation * Support development of <i>Any Given Child Madison</i> fund at FMPS 	<ul style="list-style-type: none"> * Create a system to track arts instructional access and metrics for school arts success. * Begin Arts Education curriculum review - Curriculum & Instruction * Require Arts Rich Schools Continuum completion for access to <i>Any Given Child Madison</i> resources * Implement arts course completion expectation in high schools * Implement customized arts vendor RFP/RFQ system * Present alignment recommendations that support equity related to school-based funding, allocation, and schedules. * Pilot plans with <i>Any Given Child Madison</i> for expanded student and family arts access and data tracking systems * Expand Arts Liaison role to improve delivery of resources and opportunities to schools 	<ul style="list-style-type: none"> * Implement Arts Education revised curriculum– Curriculum & Instruction * Develop new facility and capital equipment maintenance and replacement plan for arts education * Media Arts formally added to curriculum * Implement plans with <i>Any Given Child Madison</i> for expanded student and family arts access and data tracking systems * Revise and develop expanded professional development system for all arts education stakeholders 	<ul style="list-style-type: none"> * Implement new facility and capital equipment maintenance and replacement plan for arts education * Implement expanded professional development system for all arts education stakeholders



APPENDIX A

Glossary of Terms

Arts Disciplines= branches of knowledge and instruction in the arts; for the purposes of the Arts Rich Schools Blueprint the disciplines are visual arts, music, dance, theater/drama, media arts, and literary arts (spoken word and creative writing).

Arts Integration= The John F. Kennedy Center defines arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both."

Arts Partnership =educators, artists, and arts and cultural institutions combine talents and resources in a spirit of mutual cooperation and responsibility to create programs for students that are interdisciplinary and/or integrated in the study of non-arts subjects and the arts or environmental sciences.

Assessment =the process of using comprehensive evaluation tools to determine the value, significance, and level of skill or achievement reached as a result of an arts education program.

Certified Arts Educator= an educator certified by the Wisconsin Department of Public Instruction to teach visual arts, music, theater, and/or dance .

Core Subject= a body of knowledge that all students are expected to learn—not an elective subject.

Content Standards =official expectations for academic content and student achievement for subjects in kindergarten through 12th grade.

Evaluation= systematic determination of merit, worth, and significance of something or someone using criteria against a set of standards.

Professional Development =workshops, programs and classes offered to teachers and school leaders designed to enhance an individual's skills, knowledge and professional growth.

Residency = an intensive series of classroom sessions with a qualified teaching artist. Residencies are designed to immerse students in a particular art form, and most are also designed to teach another subject area through that art form.

School Based Leadership Team (SBLT) = SBLTs at the school level engage in the process of performance management, creating a culture of continuous learning and action that is focused on student outcomes by turning data and information into insight and action . This team of school leaders and specialists drives the process of continuous improvement of the academic outcomes of all students at their school. The SBLT is ultimately responsible for creating a data-based and results-oriented performance culture in its school.

School Improvement Plan (SIP) =The SIP is developed by each school based leadership team and includes a school's mission, the strategic priorities, and the specific actions that the school will take to accomplish its goals.

Teaching Artist = professional performing, literary, visual, or multidisciplinary artists whose training and experience includes programming for preschool through 12th grade students and teachers in schools or communities.



APPENDIX B

Arts Education in Madison – A Look Back

The **Arts Rich Schools Blueprint** builds on a long history of arts education support between the Madison Metropolitan School District and the community.

Highlights include:

1993

Madison Metropolitan School District and Overture Center for the Arts (formerly Madison Civic Center) joined John F. Kennedy Center for the Performing Arts **Partners in Education** program in Washington DC

2005

A Design for Equity – June 2005: Community arts and education collaboration on addressing equity and access to community arts offerings.

2007

MMSD Board of Education **Fine Arts Task Force**

2008

Fine Arts Task Force Report to MMSD Board of Education

2010

Wisconsin Task Force for Arts and Creativity - **Creative Madison Team**

2011

Community conversations about an arts education collective impact project

MMSD **Equitable Arts Access** is established based on MMSD Board of Education recommendations

2013

Named as John F. Kennedy Center **Ensuring the Arts for Any Given Child** City

2014

Any Given Child Madison Phase 1 Report Released



APPENDIX C



HISTORY

In July 2013, Madison, Wisconsin was named the 12th city in the John F. Kennedy Center for the Performing Arts Ensuring the Arts for Any Given Child program to make that investment happen. The primary goal of the Kennedy Center's Any Given Child program is to assist communities in developing a plan to ensure that there is equity and access to arts education for all K-8 students in the schools. As a national leader in arts education, The Kennedy Center brings to the program more than three decades of work with thousands of students, teachers, principals, administrators, business leaders, and art administrators across the country.

In 2011, leaders of the arts, education, and city government began the application process for Madison to become an Any Given Child city. As conversations began, it was clear that all sectors of Madison – education, arts, business, government, and the community in general – were committed to ensuring our students have access to the rich tradition to the arts in Madison, which is imperative as we prepare our students to be productive citizens for the 21st century. The commitment allowed for the quick formation of the Madison Community Arts Team, a cross-sector working committee of 40 invested community members.

On September 25, 2013, the Community arts Team met for the first time under the guidance of the Kennedy Center to create a strategic plan for ensuring equitable access to arts education for Madison K-8 students. In October 2014, the Madison Community Arts Team released a vision and goals for *Any Given Child Madison* to move forward. This vision undergirds the arts education plan for the Madison Metropolitan School District and the goals of *Any Given Child Madison*.

A STATEMENT OF NEED

There is currently an opportunity gap in arts education that exists among K-8 students in the Madison Metropolitan School District. Some students have the opportunity for multiple arts experiences nearly every day while others have very little. In order to create equitable access to a comprehensive arts education for our K-8 students, the community needs to increase its resource coordination and capacity, particularly with resources for certified arts specialists, arts integration in non-arts classrooms, and partnerships with community artists and organizations.

VISION AND GOALS

It is the vision of the [Any Given Child Madison Community Arts Team](#) that all students have access to a comprehensive arts education with inclusive, diverse and integrated learning in all art forms every year. In order to support high quality arts education as an essential part of a well-rounded education for all students, the Any Given Child Madison Community Arts Team set the following long- term goals:

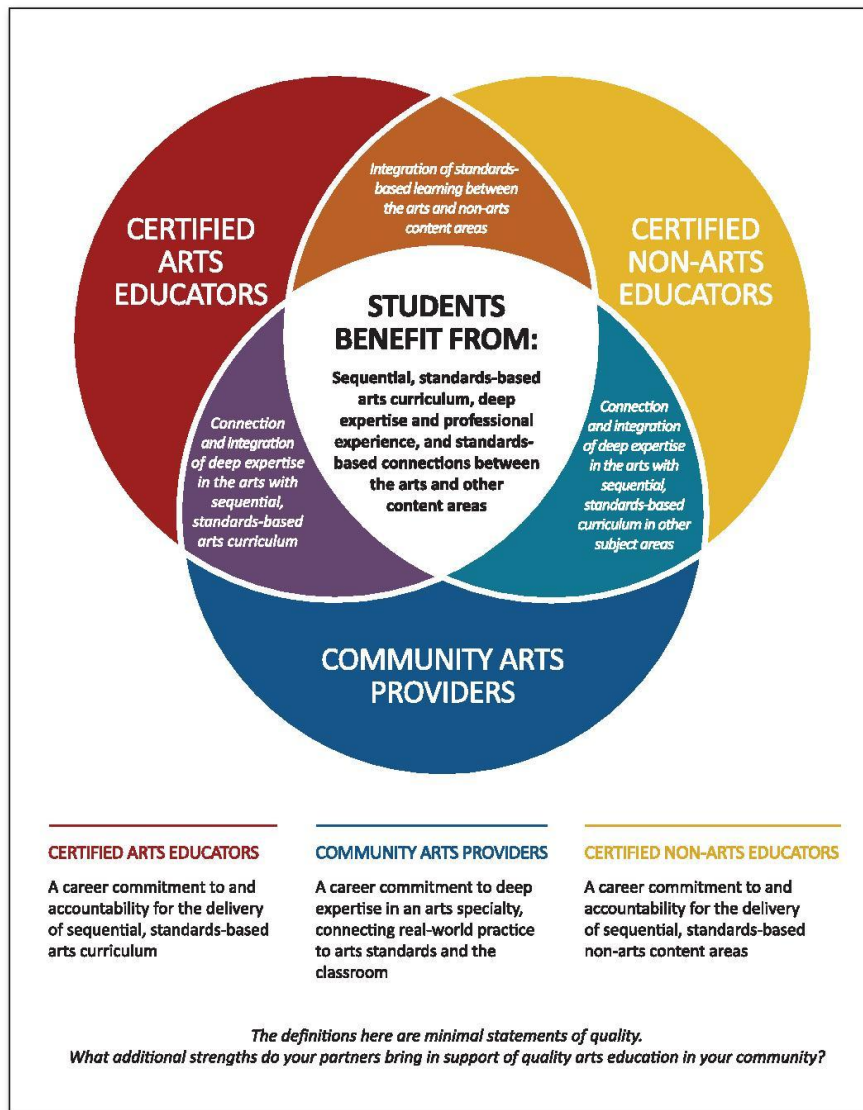
- Cultivate leaders and develop and sustain systems for access and equity
- Create arts-rich schools
- Cultivate a community network
- Develop an accountability system that tracks and reports *Any Given Child Madison* progress
- Advocate for arts education



APPENDIX D

The State Education Agency Directors of Arts Education, in partnership with 12 national arts and education organizations, released *Arts Education for America's Students, a Shared Endeavor*, in January 2014 as a statement outlining the importance of high quality arts education and those responsible for providing it to students. Any Given Child Madison has formally adopted this model as the definition for a comprehensive arts education, and MMSD Fine Arts Department will also endorse this definition. A *Shared Endeavor* articulates the purpose and value of arts education in the balanced curriculum of all students, asserts its place as a core academic subject area, and details how sequential arts learning can be supported by rigorous national standards and assessments.

ARTS EDUCATION FOR ALL STUDENTS





Acknowledgements

We would like to acknowledge the following people and groups for their invaluable contributions to the creation of the **Arts Rich Schools Blueprint** and **Arts Rich Schools Continuum Rubric**:

Mayor Paul Soglin, City of Madison

Dr. Jennifer Cheatham, MMSD Superintendent

Ted DeDee, President/CEO – Overture Center for the Arts

Dr. Michael Hertting, MMSD Chief of School Operations

Lisa Kvistad, MMSD Assistant Superintendent for Teaching & Learning

Cynthia Green, MMSD Executive Director of Curriculum & Instruction

Laurie Fellenz, MMSD Fine Arts Coordinator

Ray Gargano, Overture Director of Programming and Community Engagement

Karin Wolf, City of Madison Arts Administrator

Maureen Johannigman, *Any Given Child Madison* Program Assistant

Barbara Schrank, Madison Arts Commission Chair

Sharon Neylon, Madison School and Community Recreation Outreach Services Manager

Michelle Kaebisch, Madison Symphony Orchestra Director of Education & Community Engagement

Sherry Wagner-Henry, Director of the UW Bolz Center for Arts Administration

Erika Meyer, MMSD Fine Arts Instructional Resource Teacher

Mark Saltzman, MMSD Music Teacher

Elizabeth Doyle, MMSD Art Teacher

Shahanna Baldon, MMSD Director of Family and Community Engagement

Elizabeth Vaade, MMSD Research & Program Evaluation Specialist

Brianne Monahan, MMSD Qualitative Analyst

Barbara Shepherd, Kennedy Center Director of National Partnerships

Darrell Ayers, Kennedy Center Vice President of Education

Candy Schneider, Kennedy Center *Any Given Child* Consultant

Any Given Child Madison Community Arts Team

MMSD K-8 Arts Liaisons

Arts Education Roundtable Members

MMSD High School Arts Department Chairs

K-12 Art, Music, and Theater Teachers