



## DEPARTMENT OF CURRICULUM &amp; ASSESSMENT

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Lisa Wachtel, Executive Director

Daniel A. Nerad, Superintendent of Schools

November 1, 2010

APPENDIX MMM-5-1  
November 29, 2010**TO:** Board of Education**FROM:** Laurie Fellenz, Teacher Leader – Fine Arts**RE:** Fine Arts Task Force Update

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**I. Introduction****A. Title/Topic - Fine Arts Task Force Semi-Annual Report**

Upon the request from the Board of Education on November 2, 2009, the Curriculum and Assessment Department (formerly Teaching and Learning) will provide an update twice annually on progress towards the implementation of the Fine arts Task Force Administrative Recommendations.

This document is a revision of the Fine Arts Task Force Update originally submitted on June 7, 2010. This document provides updates for action steps from January 28, 2010 to October 15, 2010.

**B. Presenter/ contact person**

Laurie Fellenz, Teacher Leader – Fine Arts

Lisa Wachtel, Executive Director of Curriculum and Assessment

Susan Abplanalp, Deputy Superintendent – Chief Learning Officer

**C. Background information**

The Fine Arts Task Force Administrative Recommendations were created with input from teachers, administrators, and community members after work spanning from February 2006 to July 2009. These recommendations were approved by the Board of Education on July 13, 2009. Additional information about the task force's work is available online at <http://boeweb.madison.k12.wi.us/node/18>.

This report reflects what work has been completed to date, revisions to the original time lines and a new set of priorities for implementation during the 2010-11 school year. (Appendix A)

**D. Action Requested**

Funds for the fine arts are included in the 2010-2011 budget and no additional action is requested at this time.

## II. Summary of Current Information

### A. Action Requested

Since the January 2010 Board of Education update, the majority of focus of the Fine Arts Division in Curriculum and Assessment has been on recommendations regarding curriculum revisions, distribution of equitable essential arts resources, and plans for a proposed fine arts programming financial planning team.

The Fine Arts Task Force Report contains three main areas. This updated report is organized around the recommendations from the Fine Arts Task Force, progress to date, and next steps in these three areas: **Curriculum; Equity; and Long-Term Financial Planning.**

Creation of a multi-year funding plan for arts education will be structured to provide adequate, sustained funding for MMSD students taking k-12 arts education courses, which will offer:

1. A sequence of diverse, skill-based classes
2. Expanded, equitable access to co-curricular opportunities
3. Knowledge of and appreciation for world art forms

### B. Curriculum

#### Recommendations from the Fine Arts Task Force

- Support Board of Education approved standards, benchmarks, and K-12 sequential curriculum plans for the arts.
- Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students
- Sustain arts education through appropriate and diverse public and private resources to support programs.
- Implement an Arts and Humanities Credit Requirement for high school graduation.

#### Progress to Date

- The Music Curriculum Guide (*Planning Instruction in Music*) is in the final editing stage. Mel Pontious, Wisconsin DPI State Consultant – Fine Arts, will be reviewing the draft and offering feedback prior to draft completion - November/December 2010. (Appendix C)
- From the guide, you will know:
  - Curricular courses offered in our K-12 sequence
  - Co-curricular and extra curricular courses offered in our K-12 sequence
  - Recommended resource needs; staffing, supplies, capital resources
- *Planning Instruction in Music* is developed to the point that this document can be used to provide the information needed to develop budgets and budget scenarios for music and visual art operational and capital needs.
- The Visual Arts Curriculum Guide Team will be meeting on Wed. November 3, 2010 to resume work on their guide. The scope and sequence portion of their guide will be the main focus of their work during Winter 2010/11. Their guide will also be reviewed by Mel Pontious, and *Planning Instruction in Visual Arts* is scheduled for completion in Spring 2011. (Appendix C)
- Theatre and Dance will align their curriculum to the state and national standards in Spring 2011. There are no plans at this time to develop full guides for these areas, but the music and visual arts guides will serve as a model for development of key chapters for a smaller guide.
- The Arts and Humanities credit recommendation will now become part of the larger discussion within the framework of the High School Redesign planning.

- The Fine Arts Middle School Grading Guides will be revisited in conjunction with the work within the Curriculum and Assessment department around the Common Core. Staff feedback will be solicited in Winter 2010 in regards to the middle school report card design in relationship to the grading guides.

### **C. Equity**

#### **Recommendations from the Fine Arts Task Force**

- Provide equitable/adequate resources and facilities for arts classroom instruction. Sustain arts education through appropriate and diverse public and private resources to support programs.
- Publicize and educate parents about Board of Education policy on fee waivers.
- Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.
- Utilize Federal and State resources for fine arts programming and professional development.
- Recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.

#### **Progress to Date**

- Teacher Leader – Fine Arts will work during Winter 2010/11 to develop partnership framework with community organizations. We will use the partnership framework to seek outside funding for school-based projects and teacher resource support and identify/ address barriers in working with community /equitable distribution of resources/ access to opportunities
- K-12 Fine Arts staff members and the Teacher Leader – Fine Arts will make additions/changes/corrections to the 2010-11 Inventory in Fall 2010; this work will make way for the work with Business Services to take existing inventory lists and further develop them to include resources, conditions, locations – the operational and capital resource needs will be identified – Winter 2010/11
- The development of the Professional Development department from the Strategic Plan recommendations will streamline inclusive practices in professional development. March 2011 plans are to include a half-day professional development session for all elementary music and visual arts teachers with a focus on equity of access and equitable resources.
- In order to fully address EQUITY, the work in the LONG-TERM FINANCIAL PLANNING section is imperative.
- Equitable access to Fine Arts Division funding will now follow an application process that was developed by the Teacher Leader – Fine Arts in October 2010. Fine Arts staff members will be asked to state their needs, population of students who benefit, how the request is tied to the strategic plan, and estimates from vendors if a purchase is involved. This system will help to meet immediate needs while also informing the long-term planning needs of the K-12 fine arts classrooms.

### **D. Long-Term Financial Planning**

#### **Recommendations from the Fine Arts Task Force**

- Develop a multi-year financial plan to sustain arts education in the district into the future.
- Continue to advocate for adequate funding for Wisconsin's K-12 public schools.

- Provide equitable/adequate resources and facilities for arts classroom instruction. Sustain arts education through appropriate and diverse public and private resources to support programs.
- Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.
- Utilize Federal and State resources for fine arts programming and professional development.
- Make recommendations regarding priorities for district funding of Fine Arts.

## Progress to Date

- Teacher Leader – Fine Arts will work to develop partnership framework with community organizations. We will use the partnership framework to seek outside funding for school-based projects and teacher resource support and identify/ address barriers in working with community /equitable distribution of resources/ access to opportunities - Winter 2010/11
- Teacher Leader – Fine Arts will work with Business Services to take existing inventory lists and further develop them to include resources, conditions, locations – the operational and capital resource needs will be identified – Winter 2010/11
- Following the development of the partnership framework, the Teacher Leader - Fine Arts and an established committee will begin development of a coordinated network of schools, cultural organizations, fund providers, local government, school foundation representatives, and community members to revive and sustain arts education – Timeline: Spring 2011 and Summer 2011
- Superintendent, Executive Director of Curriculum & Assessment, and Teacher Leader – Fine Arts will develop a multi-year plan for arts education; the first major step in this plan will include a framework for implementing a mix of public and private financing that will include grants, private donations, endowments, etc. Creation of the MMSD Fine Arts Community Advisory Council will take place during the 2010-11 school year:
  - **November 2010** – Board of Education Report
  - **November 2010** – Invitation to *Creative Madison* Team, a team connected to the Wisconsin Arts and Creativity Task Force work, to reconvene and develop comprehensive list of information needed to create charges for the *MMSD Fine Arts Community Advisory Council*
  - **December 2010** – Meeting of the *Creative Madison Team*
  - **January 2011** – Invitations will be sent to potential *MMSD Fine Arts Community Advisory Council* members.
  - **February 2011** – First meeting of the *MMSD Fine Arts Community Advisory Council*.

## III. Implications

### A. Budget - \$100,000

**Fine Arts Task Force Budget** - The Fine Arts Task Force Administrative Recommendations were supported in the 2009-2010 school year with \$100,000 to assist in the action steps. Funds were used to support the School Arts Capitol Equipment Fund and Arts Equity fund, along with staff curriculum development work sessions. Task Force allocation proposed for the 2010-2011 school year includes \$100,000 and is identified for both purchases of equitable equipment and staff work sessions to implement the curriculum.

The use of the Fine Arts Task Force for 2010-11 will be focused on the three areas: Curriculum; Equity; and Long-term Financial Planning. See Appendix B for a summary of budgetary plans for the 2010-11 school year.

## **B. Strategic Plan**

This work will meet the following Strategic Objectives outlined in the Madison Metropolitan School District **Strategic Plan** (2009):

### **CURRICULUM (Students; Staff; Curriculum)**

- Civic Engagement
- Cultural Relevance
- Professional Development
- Achievement for All Students
- Relationships

### **EQUITY (Organization/Systems; Students)**

- Climate
- Communication
- Cooperation/Collaboration
- Decision-Making
- Partnerships
- Transitions

### **LONG-TERM FINANCIAL PLANNING (Resource/Capacity)**

- Prioritize and Allocate Resources
- Rigorous Evaluation
- Pursue Necessary Resources

## **C. Equity Plan**

This plan assists in creating greater access to instructional resources and equipment to students in the arts K-12. The plan also involves the enhancement of skills and knowledge for staff to build their capacity in implementing quality arts instruction in inclusive and culturally relevant ways within the classroom.

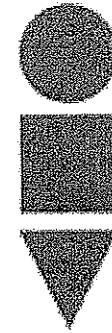
## **D. Implications for other aspects of the organization**

The Fine Arts Division of Curriculum and Assessment is implementing this plan so that teachers, administrators, and community members can be brought together to create an equitable and culturally relevant framework for K-12 arts education that will be financially sustainable over time.

## **IV. Supporting documentation**

- Appendix A- Fine Arts Task Force Administrative Status Update
- Appendix B- \$100,000 Budgetary Plans for 2010-11
- Appendix C- Music & Visual Arts Curriculum Guide Team Meetings

MADISON METROPOLITAN SCHOOL DISTRICT



**APPENDIX A**

**Fine Arts Task Force  
Administrative Recommendations  
Status Update**



Madison, WI

Submitted to Board of Education

November 1, 2010

# Madison Metropolitan School District Fine Arts Task Force Action Plan

**STATUS UPDATE - November 1, 2010**

**Charge #1 - Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.**

***Recommendation #1: Support Board of Education approved standards, benchmarks and K-12 sequential curriculum plans for the arts.***

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Revise curriculum guides for Music and Visual Arts content areas.	2009-2010	Teacher Committees	Guides will provide: -grade level content skills/knowledge with examples of differentiation -foundational resources and equipment (both traditional and technological) -program delivery and staffing -information needed to develop budgets and budget scenarios for music and art operational and capital needs.	Extended employment compensation total = \$1760	<b>Curriculum</b> * Authentic Assessment 1-7 * Culturally Relevant 1 * Flexible Instruction 1-3 * Rigor 1, 3-6	The Planning Guide in Music is in final editing stage and will be reviewed by Mel Pontious, DPI State Fine Arts Consultant during Fall 2010.  The Planning Guide in Visual Arts is nearing completion and will be reviewed by Mel Pontious in Spring 2011.
2. Create benchmarks for Theater and Dance.	Fall 2010	Teacher Committees	Benchmarks approved and utilized in classrooms.	Existing resources	<b>Curriculum</b> * Rigor 1, 3-6	Work on this action step has not begun as of 10/15/10. Meeting is scheduled for 2/22/2011.

**Recommendation #2: Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Investigate the role of an Arts Liaison position	Fall 2009	Coordinator of Fine Arts, Department of Grants, Teaching and Learning, Community Team	Role responsibilities, connections to the community and school district, compensation of the role, and timeline/outcomes expected will be identified and presented to the BOE for their review.	Existing Resources	<b>Student</b> * Relationships 6  <b>Organization/Systems</b> * Decision-Making 2	The Board of Education has determined this position will not be funded.
2. Pursue collaborative arts education opportunities through community partnerships.	2009-2010	Madison Arts and Creativity in Education Team, Superintendent	Pursue collaborative arts education opportunities through community partnerships.	Substitute teacher expenses = \$3,000	<b>Resource/Capacity</b> * Pursue Necessary Resources 1,2	Individual partnerships are occurring at all levels. The equity component has not been established, and this will be a priority of the Creative Madison Team in Winter 2010-11.
3. Expand membership of DPI supported Madison Creativity & Arts Team.	Winter 2009	Madison Arts and Creativity in Education Team	Team membership grows and generates ideas for arts education.	Existing resources	<b>Organization/Systems</b> * Decision-Making 2	The membership of this team is unchanged as of 10/15/10. This group will begin meeting again in Fall 2010 to resume work on this recommendation.
4. Determine co-curricular needs from updated curriculum guides and other sources (i.e. 2005 Fine Arts Experiences Inventory report)	Fall 2010	Coordinator of Fine Arts, Teacher Committee	Updated co-curricular needs	Existing resources	<b>Student</b> * Relationships 4, 6	Music guide contains a complete listing, and the visual art information will be generated in Winter 2010. Next steps: Create listing of what is currently offered and what should be offered district-wide.



Measurable Action Step	Timeline	Responsible Personnel	Visible Results (align to student outcomes)	Resources Needed	Strategic Priority	Status
5. Identify internal/external barriers to current partnership development	2009-2010	Coordinator of Fine Arts, Teacher Committee	Document providing barriers and possible solutions to develop partnerships.	Existing resources		Work on this action step has not begun as of 10/15/10. This will be one of the first action steps of the Creative Madison Team in Fall 2010.
6. Develop framework for partnering to expand student co-curricular opportunities.	2010	Coordinator of Fine Arts, Teacher Committee	Document includes: * Framework for arts partnerships * Improved coordination with school personnel * Increase in co-curricular arts * Improved equitable arts access across the (district) using district-wide calendar. * Increase in successful grants, donations and partnerships	Extended employment compensation total = \$1440	<b>Student</b> * Relationships 4, 6	Work on this action step has not begun as of 10/15/10. This will be one of the first action steps of the Creative Madison Team in Fall 2010.  Currently, the MMSD Fine Arts Division has active partnerships for 2010-11 with Overture Center (Kennedy Center partners), UW Dance Department, Chazen, Madison Museum of Contemporary Art, Mary Lou Williams Centennial Celebration, Madison Ballet, Madison Symphony Orchestra, Children's Theater of Madison, and Madison Opera.

**Recommendation #3: Sustain arts education through appropriate and diverse public and private resources to support programs.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Implement an online donation site for Fine Arts.	Summer 2009	Coordinator of Fine Arts	Community increase in donations of arts equipment, resources, &/or in-kind opportunities acceptance of these based on district need and is at the discretion of the Fine Arts division.	Existing resources	<b>Resource/Capacity</b> * Pursue Necessary Resources 1	Completed in August 2009 and shared in January 2010 BOE report. A protocol needs to be established to report fine arts equipment donation and financial donations for regular review.
2. Seek grant and alternative arts funding opportunities.	Ongoing	Grant and Development Coordinator, Coordinator of Fine Arts	Increase in funding sources supporting arts resources and opportunities.	Existing resources	<b>Organization/Systems</b> * Partnerships 4	No update to this item since January 2010 BOE report Next steps: Fine Arts Community Advisory Council will address this recommendation.
3. Identify local, statewide, and federal arts grants that support supplemental district arts instruction, staff development, and resources.	Ongoing	Arts Liaison, Grant and Development Coordinator	Increase in funding sources supporting arts resources and opportunities for MMSD.	Existing resources	<b>Organization/Systems</b> * Partnerships 4	No update to this item since January 2010 BOE report. Next steps: Fine Arts Community Advisory Council will address this recommendation.

Measurable Action Step	Timeline	Responsible Personnel	Visible Results (align to student outcomes)	Resources Needed	Strategic Priority	Status
<p>4. Develop a multi-year K-12 financial plan for arts education which identifies:</p> <ul style="list-style-type: none"> <li>-potential uses of public and private financing including grants, private donations, endowments, etc.</li> <li>-networks of schools, cultural organizations, funders, local government, local school foundation, and other groups/individuals to work collaboratively to revive and sustain arts education.</li> </ul>	2009-2010	Coordinator of Fine Arts, Business Services and Community Committee	<p>Multi-year funding plan arts education that seeks to provide adequate, sustained funding for students taking K-12 arts education courses, which offer</p> <ul style="list-style-type: none"> <li>a)sequence of diverse, skill-based classes,</li> <li>b)expanded, equitable access to co-curricular opportunities, and</li> <li>c)appreciation and knowledge of world arts</li> </ul>	Existing partnerships (i.e. Overture Center-Kennedy Center for Arts Partnership, Arts Roundtable) and building new	<p><b>Resource/Capacity</b></p> <ul style="list-style-type: none"> <li>* Pursue Necessary Resources 2</li> </ul> <p><b>Organization/Systems</b></p> <ul style="list-style-type: none"> <li>* Partnerships 2, 3</li> <li>* Decision-Making 4</li> </ul> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>* Relationships 4, 6</li> </ul>	<p>Work on this action step has not begun as of 10/15/10. This is a priority for Fall 2010 – the Fine Arts Community Advisory Council will meet to develop a framework for long-term financial planning and discuss membership needed to move forward the multi- year educational and financial planning for MMSD arts education.</p> <p>MMSD Fine Arts staff will create a District Fine Arts Committee that will address networking with schools and cultural organizations – Spring 2011</p>

Charge #2 - Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.

**Recommendation #1: Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Conduct annual audit of fine arts student enrollment to ensure equitable offerings; pursue greater access for all.	Winter 2009	Coordinator of Fine Arts and Site Administrators, Fine Arts Staff	Enrollment document and analysis	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 2, 3	Enrollment data collected and shared with teaching staff and principals. (Analysis needs to be completed.)
2. Survey secondary students and parents about fine arts course interests	Spring 2010	Coordinator of Fine Arts, Educational Services, Fine Arts Staff	Analyze survey results through disaggregate data to determine patterns of students with disabilities and student populations within minority and low-income.	Existing resources	<b>Organization/Systems</b> * Accountability 3	Course offerings identified across district Winter 2009- Fall 2010. Survey work will take place in 2010-11. Survey reports will need analysis through disaggregate data to determine patterns of students with disabilities and student populations within minority- and low income.
3. Develop plan to increase enrollment of student populations under-represented within fine arts programming.	2011-2012	Coordinator of Fine Arts, Educational Services, Fine Arts Staff, Community Team	Document analyzing enrollment data and providing recommendations of ways to increase enrollment of fine arts programming offerings.	Existing resources	<b>Curriculum</b> * Accelerated Learning 1 * Culturally Relevant 7	Timeline for implementation is 2011-12 school year.

**Recommendation #2: Providing equitable/adequate resources and facilities for arts classroom instruction.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Conduct a regular scheduled inventory of instructional arts tools, and resources allowing for a plan of purchases.	Fall 2009	Coordinator of Fine Arts and Fine Arts Staff	Spreadsheet of existing resources, condition, locations	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 2, 3, 8	This was conducted in 2009-10, and there will be an ongoing request for updated inventory lists in 2010-11.
2. Create equitable access to arts instructional resources and facilities across the district.	Winter 2009	Teacher Committees, Coordinator of Fine Arts, Site Administrators	Resources and instructional space required for arts courses are available for all arts district sites.	Fine Arts Allocation \$35,000 arts instructional resources	<b>Organization/Systems</b> * Cooperation/Collaboration 2	Arts Equity Fund in 2009-10 was used to distribute FATF funds to all schools. In 2010-11, funds will be used to set up a framework for equity. The work will begin in Fall 2010 in the Creative Madison team for initial recommendations on actions by the Teacher Leader – FA and site administrators.
3. Investigate grade level appropriate tools and connections to skills/knowledge in arts content areas.	Spring 2010	Teacher Committees	Document itemizing arts tools & resources for comprehensive K-12 fine arts education.	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 2, 3, 8	Drafts of visual arts and music guides identify essential resources and equipment for arts instruction. Curriculum and Assessment department is reviewing printed curricular materials for equity across MMSD.
4. Create a plan of repair, purchase, and replacement.	Summer 2011	Teacher Committees	Document shares condition and expenses, outlining a long-term district inventory repair & purchases plan.	Existing resources	<b>Resource/Capacity</b> * Prioritize and Allocate 1, 4	Timeline for implementation is Summer 2011.

**Recommendation #3: Publicizing and educating parents about Board of Education policy on fee waivers.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Collect public feedback on the process of fee waivers and use	Fall 2009	Coordinator of Fine Arts	Summary analysis	Existing resources	<b>Organization/Systems</b> * Accountability 3	School newsletters and registration packets include information about rental fees and fee waivers - forms are consistent across MMSD as of 2010-2011. Forms are translated into Spanish and Hmong.
2. Based on analysis of public feedback, improve access and use of online information and hard copies with staff for music instrumental fees, fee waivers, and rental forms.	Ongoing	Coordinator of Fine Arts	Staff utilizes online info. and forms for programs.	Existing resources	<b>Organization/Systems</b> * Accountability 1	Summary analysis – Accounting and Research & evaluation collected information. All forms are available on Fine Arts Web.
3. Improve access and use for parents through newsletters and registration packets.	Ongoing	Coordinator of Fine Arts	The community is able to access and use the registration rental information.	Existing resources	<b>Organization/Systems</b> * Accountability 1	With the 2010-2011 implementation of online registration, this process can be monitored in terms of access and use in the future.
4. Target low-income students with information about fee waivers and fine arts opportunities through libraries, community centers, Schools of Hope.	Winter 2009	Coordinator of Fine Arts	The community is able to access and use the registration rental information.	Existing resources	<b>Organization/Systems</b> * Communication About MMSD 2	With the 2010-2011 implementation of online registration, we will monitor fee-waiver access for low-income students. Forms are translated into Spanish and Hmong.

**Recommendation #4: Utilize Federal and State resources for fine arts programming and professional development.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Explore creative uses of federal and state resources for fine arts programming and professional development.	Spring 2010	Coordinator of Fine Arts, Educational Services, Management Team	Students with needs have learning support in arts classes. Fine Arts programming has additional options in funding sources.	Existing resources		Work on this action step has not begun as of 10/15/10. Next steps: Federal and state resources for fine arts programming need to be formally identified and changes are needed in MMSD policies to access and use funds for fine arts education.
2. Identify current student need (associated costs) and changes needed in MMSD policies to access and to use funds.	Spring 2010	Coordinator of Fine Arts, Educational Services, Management Team, Fine Arts Staff	Data providing student needs and costs created.	Existing resources		Work on this action step has not begun as of 10/15/10. Next steps: A preliminary conversation will be held in Fall 2010 with the Executive Directors from Curriculum & Assessment and Educational Services.
3. Incorporate strategies that support inclusive practices into fine arts professional development.	Spring 2010	Coordinator of Fine Arts, Educational Services, Fine Arts Staff	Staff is utilizing inclusive strategies within fine arts courses.	Existing resources		Development of new Professional Development Department from Strategic Plan recommendations will streamline inclusive practices professional development.

**Recommendation #5: Implement an Arts and Humanities Credit Requirement for High School Graduation.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status **
1. Conduct an internal study and solicit feedback from community on the implementation of an arts and humanities credit.	Winter 2010	Coordinator of Fine Arts	Document and analysis of community feedback created.	Existing resources	<b>Organization/Systems</b> * Accountability 1-3	Document and analysis of community feedback created (according to June 2010 update)
2. Investigate the financial and programming implications of a required arts and humanities credit.	Spring 2011	Coordinator of Fine Arts, Asst. Sup. Sec., Research and Evaluation, Accounting	Financial report and analysis created.	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 7, 8	Work on this action step has not begun as of 10/15/10.
3. Work with high school fine arts chairpersons to help develop credit offerings.	Fall 2011	Coordinator of Fine Arts, Fine Arts Chairpersons	High School offerings proposed	Existing resources	<b>Organization/Systems</b> * Decision-Making 2, 6	Work on this action step has not begun as of 10/15/10. Meeting scheduled for 4/12/2011.
4. Present findings and recommendations to the Board of Education.	Winter 2011	Coordinator of Fine Arts	Report for BOE review and consideration of findings and recommendations.	Existing resources		Work on this action step has not begun as of 10/15/10.

**\*\* Update for this status column will be further developed with the High School Redesign Plan. Recommendation for implementation of an Arts and Humanities Credit Requirement should be part of the MMSD district-level discussion.**



### Charge #3- Make recommendations regarding priorities for district funding of Fine Arts.

**Recommendation #1: To develop a multi-year financial plan to sustain arts education in the district into the future.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Determine costs of MMSD K-12 arts education course offerings and foundational equipment specified within the updated curriculum guides.	Winter 2009	Coordinator of Fine Arts, Accounting and Budgeting Department	Document outlining K-12 arts education courses along with foundational resources and costs, both traditional and technological materials.	Existing Resources	<b>Resource/Capacity</b> * Prioritize and Allocate Resources 1, 4 * Rigorous Evaluation 8	Work on this action step has not begun as of 10/15/10. Next steps: Business Services needs to provide financial data related to the offerings and foundational equipment in the updated curriculum guides.
2. Build scenarios for future financial pictures to assist with shaping a sustainable arts education and funding plan	2009-2010	Coordinator of Fine Arts, Accounting and Budgeting Department, Fine Arts Staff	Scenarios created with various economic factors and use of school local, state, and federal funding sources, grants, and endowments	Existing Resources	<b>Resource/Capacity</b> * Prioritize and Allocate Resources 1, 4	Work on this action step has not begun as of 10/15/10. Next steps: This work will follow the report on the costs associated with the current level of service in K-12 fine arts education.
3.. Develop multi-year sustainable Funding Plan for Arts education which includes Arts courses, operational and capital resource needs assessment and cost options – Fund 10, Fund 80, Fund 27, grants (larger, multi-year), and endowments	2009-2010	Coordinator of Fine Arts, Accounting and Budgeting Department, Community Team	Multi-year funding plan for K-12 arts education created and includes a process for seeking endowments, large-scale grants, annual donations to support arts education needs.	Possible financial plan consultant \$15,000; District committee (i.e. Madison Creativity and Arts Team, local businesses, and professionals familiar with fundraising0	<b>Resource/Capacity</b> * Prioritize and Allocate Resources 1, 4	Work on this action step has not begun as of 10/15/10. Next steps: This is a priority for Fall 2010 – the Creative Madison Team will meet to develop a framework for long-term financial planning and discuss membership needed to move forward the multi- year educational and financial planning for MMSD arts education.

**Recommendation #2: Continue to advocate for adequate funding for Wisconsin's K-12 public schools.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
1. Collect and review mandates and legislative actions that affect public education in the arts	Ongoing	Coordinator of Fine Arts, Legislative Liaison, Community Team	MMSD is in compliance with state legislation. MMSD will be involved and/or aware of major arts initiatives.	Existing Resources	<b>Resource/Capacity</b> * Pursue Necessary Resources 5	Legislative mandates are reviewed for all district programming, and Fine Arts are annually included in the review process.
2. Participate in events that promote arts education that provide beneficial information and partnerships for the district.	Ongoing	Coordinator of Fine Arts, Community Team	Annual update includes log of events and partnerships for fine arts.	Existing Resources	<b>Resource/Capacity</b> * Pursue Necessary Resources <b>Organization/Systems</b> * Partnerships 2, 3	Annual updates will include a log of events and partnerships for fine arts – Next update: June 2011

## APPENDIX B

### 2010-11 Fine Arts Task Force Budget Recommendation

The following chart defines the intended use for the 2010-11 Fine Arts Task Force Budget.

CURRICULUM	RESOURCES NEEDED	BUDGET
Teacher teams conclude their work on the Visual Arts and Music Curriculum Guides	Extended Employment and Sub Costs	\$15,000
Teacher teams create benchmarks for Theatre and Dance.	Extended Employment and Sub Costs	\$10,000
EQUITY	RESOURCES NEEDED	BUDGET
Teacher teams develop a framework for partnering to expand co-curricular opportunities	Extended Employment and Sub Costs	\$10,000
MMSD creates equitable access to arts instructional resources and facilities	Extended Employment and Sub Costs Capital Purchases Supply Purchases	\$40,000
LONG-TERM FINANCIAL PLANNING	RESOURCES NEEDED	BUDGET
Community team develops a multi-year K-12 financial plan for arts education	Budget for implementation of 2010-11 recommendations for use by the MMSD Fine Arts Community Advisory Council	\$24,000
Teacher teams create a plan of repair, purchase, and replacement	Extended Employment Costs	\$1,000

**TOTAL: \$100,000**

## Appendix C

### Music and Visual Arts Curriculum Guide Team Meetings

<b>MUSIC CURRICULUM GUIDE TEAM</b>	
<b>Date</b>	<b>Purpose</b>
September 21, 2009	K-12 Music Staff - ½ day
October 2, 2009	Music Curriculum Guide Team Session – ½ day
October 9, 2009	Music Curriculum Guide Team Session – ½ day
November 3, 2009	Music Curriculum Guide Team Session – After school
November 9, 2009	Music Curriculum Guide Team Session – After school
November 24, 2010	Dr. student project work to assist with Curriculum Guide Work
December 4, 2009	Music Curriculum Guide Team Session – ½ day
December 10, 2009	Doctoral work and prep of draft for all staff share.
January 8, 2010	Volunteers for presentation review
January 11, 2010	K-12 Music Staff invited to discuss draft and provide feedback
February 3, 2010	Music Curriculum Guide Team Session – ½ day
February 9, 2010	Music Curriculum Guide Team Session – ½ day
February 23, 2010	Volunteers for small group work to refine doc. for 3/15/10 sharing
March 8, 2010	Team leaders solicited from K-12 music staff – Sequoia Library
March 15, 2010	All K-12 Music Staff- Team leaders assisted in facilitation of session
April 7, 2010	Music Curriculum Guide Team Session – After school
April 19, 2010	Volunteers for small group work prep for cluster sharing of working draft
May 19, 2010	MCG Team meeting with Daniel Nerad, Lisa Wachtel, and Julie Palkowski
June 15, 2010	Music Curriculum Guide Team Summer Session – ½ day
July 1, 2010	Music Curriculum Guide Team Summer Session – Full day
July 20, 2010	Music Curriculum Guide Team Summer Session – ½ day
August 24, 2010	Music Curriculum Guide Team Summer Session – Review full draft
September 29, 2010	Music Curriculum Guide Team Summer Session – After school – Final meeting
<b>VISUAL ARTS CURRICULUM GUIDE TEAM</b>	
<b>Date</b>	<b>Purpose</b>
November 16, 2009	K-12 Visual Arts Staff - ½ day
February 3, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
February 9, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
February 23, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
March 2, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
March 8, 2010	Team leaders solicited from K-12 visual arts staff – Sequoia Library
March 10, 2010	Dr. student project and involvement with curriculum team discussion
March 15, 2010	All K-12 Visual Arts Staff- Team leaders assisted in facilitation of session
March 18, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
March 31, 2010	Dr. project process team work
April 7, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
April 13, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
April 14, 2010	Dr. project process team work
April 19, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
May 4, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
May 5, 2010	Dr. project process team work
May 25, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day

# Fine Arts Task Force Update

~~June 7, 2010~~ November 1, 2010

## I. Introduction

### A. Title/Topic - Fine Arts Task Force Semi-Annual Report

Upon the request from the Board of Education on November 2, 2009, the Teaching and Learning Department will provide an update twice annually on progress towards the implementation of the Fine arts Task Force Administrative Recommendations. ~~This document provides updates for action steps from January 28, 2010 to June 1, 2010.~~

This document is a revision of the Fine Arts Task Force Update originally submitted on June 7, 2010. This document provides updates for action steps from January 28, 2010 to October 15, 2010.

### B. Presenter/contact person

~~Coordinator of Fine arts~~ Coordinator, Julie Palkowski  
Laurie Fellenz, Teacher Leader – Fine Arts  
Lisa Wachtel, Executive Director of Teaching and Learning, Curriculum & Assessment  
Chief of Staff, Steve Hartley  
Sue Abplanalp, Deputy Superintendent – Chief Learning Officer,.

This report reflects what work has been completed to date, revisions to the original time lines and a new set of priorities for implementation during the 2010-11 school year.

### C. Background information

The Fine Arts Task Force Administrative Recommendations were created with input from teachers, administrators, and community members after work spanning from February 2006 to July 2009. These recommendations were approved by the Board of Education on July 13, 2009. Additional information about the task force's work is available online at <http://boeweb.madison.k12.wi.us/node/18>.

### D. Action Requested

~~Action requested includes the approval of items designated for use within the 2010-2011 school year fine arts task force allocation of \$100,000, as outlined within the document, Fine Arts Task Force Administrative Recommendations Financial Analysis (Appendix A).~~ Funds for the fine arts are included on the 2010-2011 budget and no additional action is requested at this time.

## II. Summary of Current Information

### A. Action Requested

#### ~~Provide a brief synthesis of the topic—~~

Since the January 2010 Board of Education update, the majority of focus of the Fine Arts Division of Teaching and Learning-Curriculum & Assessment has been on recommendations regarding curriculum revisions, distribution of equitable essential arts resources, and plans for a proposed fine arts programming financial planning team.

The Fine Arts Task Force Report contains three main areas. This updated report is

organized around the recommendations from the Fine Arts Task Force, progress to date, and next steps in these three areas: **Curriculum; Equity; and Long-Term Financial Planning.**

Creation of a multi-year funding plan for arts education will be structured to provide adequate, sustained funding for MMSD students taking k-12 arts education courses, which will offer:

1. A sequence of diverse, skill-based classes
2. Expanded, equitable access to co-curricular opportunities
3. Knowledge of and appreciation for world art forms

**Charge 1:** Identify community goals for Madison Metropolitan School District (MMSD) K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

- ~~**Core Curriculum Plan Revisions** (Charge 1, Recommendation 1, Measurable Action Step 1)~~ Music and visual arts staff have created and shared drafts in their respective content areas with K-12 arts staff. Staff teams will continue to revise these working documents with feedback from staff. The documents will continue to be refined over a five year improvement plan. (Appendix B, Appendix C)
- ~~**Professional Development (1,1,1)**~~ Staff ideas for professional development priorities related to the curriculum documents were solicited through all K-12 visual arts and music staff sessions at a district in-service on March 15, 2010. The professional development component of each curriculum plan will be developed from staff responses as related to students learning in the arts. Staff sharing opportunities has been created online through both the Fine Arts Staff Blog and a new addition of base camp sites for content high school area clusters. (Appendix D)
- ~~**Secondary Arts Course Offerings (1,1,1)**~~ District secondary arts course offerings and staffing information was gathered and shared with Principals. The Fine Arts Curriculum scope and sequence for K-5 requires all students to participate in a visual arts and music class. K-12 offerings will be reviewed for consistency as well as areas requiring greater opportunities for students in the arts.
- ~~**District Partnerships (1,2,5)**~~ District partnership enhancements with the Overture Center for the Arts for the Kennedy Partnership continue to evolve with the pursuit of additional residency opportunities and educator workshops ideas. Discussions with Edgewood College continue as a MMSD and Overture Center for the Arts collaborative effort. The Overture and MMSD educator's 2010 workshop pilot involving two middle schools- Sherman and Cherokee, has been successful and has gained support for an additional school year for the school residency and educator workshops.

Next Steps MMSD Visual Arts staff participating within the K-12 Visual Arts High School Area Cluster meetings in May was solicited for ideas to connect school with community. This information was collected as part of a Madison Cultural Plan, sponsored by the City of Madison. Results of the discussion were forwarded on to the Madison Cultural Plan team for their analysis of community feedback. (Appendix E)

- ~~**Madison Arts and Creativity in Education Team (1,2,2)**~~ This team, along with six other pilot teams from around the state, was formed in 2009 under the direction of the Department of Public Instruction to identify creativity and arts connections and enhancements within the pilot communities. The Madison Team is made up of community arts representatives, advocates, and arts staff. The work of the team has involved identification of community and school arts assets, similarities, and differences between the state plan with the MMSD Fine Arts Task Force plan. Because there was much overlap between the state and local recommendations, the team decided to begin their work

together monitoring implementation of the MMSD Fine Arts Task Force recommendations.

~~Next Steps~~ Madison Arts and Creativity in Education Team will work to develop a partnership framework and seek additional funding for co-curricular arts education.

- ~~District Fine Arts Donation Site (1,3,1)~~ An online donation site for Fine Arts lists high need items and contact information for both the Fine Arts Division and the Foundation for Madison Public Schools arts related endowment and pass-through funds for donors to consider. The site continues to be monitored and promoted.  
[http://fineartsweb.madison.k12.wi.us/files/finearts/Donating\\_Arts\\_Equipment\\_09.pdf](http://fineartsweb.madison.k12.wi.us/files/finearts/Donating_Arts_Equipment_09.pdf)
- ~~Grant Opportunities & Reviews (1,3,2)~~ The Coordinator of Fine Arts met with the Grants and Fund Development Coordinator to identify grant supported programming and resources that may best meet the needs of the arts program in MMSD.

~~Next Steps~~ Local arts education grant opportunities continue to be forwarded to staff and potential local arts groups for consideration. (Appendix F)

## B. Curriculum

### Recommendations from the Fine Arts Task Force

- Support Board of Education approved standards, benchmarks, and K-12 sequential curriculum plans for the arts.
- Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students
- Sustain arts education through appropriate and diverse public and private resources to support programs.
- Implement an Arts and Humanities Credit Requirement for high school graduation.

### Progress to Date

- The Music Curriculum Guide (*Planning Instruction in Music*) is in the final editing stage. Mel Pontious, Wisconsin DPI State Consultant – Fine Arts, will be reviewing the draft and offering feedback prior to draft completion - November/December 2010.
- From the guide, you will know:
  - Curricular courses offered in our K-12 sequence
  - Co-curricular and extra curricular courses offered in our K-12 sequence
  - Recommended resource needs; staffing, supplies, capital resources
- *Planning Instruction in Music* is developed to the point that this document can be used to provide the information needed to develop budgets and budget scenarios for music and visual art operational and capital needs.
- The Visual Arts Curriculum Guide Team will be meeting on Wed. November 3, 2010 to resume work on their guide. The scope and sequence portion of their guide will be the main focus of their work during Winter 2010/11. Their guide will also be reviewed by Mel Pontious, and *Planning Instruction in Visual Arts* is scheduled for completion in Spring 2011.
- Theatre and Dance will align their curriculum to the state and national standards in Spring 2011. There are no plans at this time to develop full

guides for these areas, but the music and visual arts guides will serve as a model for development of key chapters for a smaller guide.

- The Arts and Humanities credit recommendation will now become part of the larger discussion within the framework of the High School Redesign planning.
- The Fine Arts Middle School Grading Guides will be revisited in conjunction with the work within the Curriculum and Assessment department around the Common Core. Staff feedback will be solicited in Winter 2010 in regards to the middle school report card design in relationship to the grading guides.

**Charge 2:** Recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.

- ~~**Enrollment Data (2,1,1)**~~ Fine arts student enrollment from 2001-2009 has been shared with secondary music staff in meetings and with High School Fine Arts Chairperson. Summaries of the music meetings have been posted on the intranet for staff access. Recruiting and transitions from middle school to high school music programming have also been a part of these meetings to discuss greater arts access to all students.

~~Next Steps~~ The Teaching and Learning department is working with the Assistant Superintendents to establish consistent fundamental district course offerings across the district.

- ~~**Secondary Student Interest Surveys (2,1,2)**~~ Plans to survey secondary students and parents about arts courses interest for the 2011-2012 school year being planned with the Research and Evaluation department to identify course options to improve future arts opportunities.

~~Next Steps~~ Demographic data will be collected to review patterns and trends of current interests in order to forecast future coursework considerations. A community team, including arts staff, will develop a plan to increase arts enrollment of student populations under represented.

- ~~**Inventory Updates (2,2,1)**~~ Inventory updates have been solicited from staff, along with essential items needing repairs, replacement, or vital to instruction. The School Arts Capitol Equipment fund and Arts equity fund purchases offered this spring 2010 have provided additional financial resources for purchases of essential arts instructional equipment.

~~Next Steps~~ The School Arts Capitol Equipment fund and Arts equity purchases funds are proposed within the 2010-2011 school budget for use to continue building equitable arts instructional equipment across the district.

- ~~**Inventory Repair & Replacement Plans (2,2,2)**~~ The Coordinator of Fine Arts and the Assistant Superintendent of Business Services have met to discuss arts repairs and replacement plans, as well as options such as: leasing for large arts equipment. A meeting with local repair vendor, Ward Brodt, occurred in December 2009 to better understand their service in connection to district needs.

~~Next Steps~~ Additional vendor information is being collected to offer multiple choices in vendor use for repairs and purchases of arts equipment. Teacher teams will meet to create a plan of repair, purchase, and replacement.

- ~~**Fee Waiver Information (2,3,2)**~~ The Research and Evaluation Department conducted a survey with all families this school year to solicit feedback on the fee waiver process. Changes identified so far include providing forms in Hmong and Spanish, besides English. In addition, secondary instrumental program rentals will be broken into two categories, strings and band, to assist in tracking equipment use and needs of music programs.



~~Next Steps~~ Work with Research & Evaluation will occur to determine additional places for fee waiver form distribution.

- ~~Federal and State Resource Review for Fine Arts Programming (2,4,1)~~ Plans to meet with Management Team to discuss resource options for fine arts are underway.

~~Next Steps~~ Meet and review resources that may align with fine arts programming and staff development needs.

- ~~Incorporate Inclusive Instructional Strategies (2,4,3)~~ Working Draft guides for both visual arts and music curriculum provide information about inclusive instructional practices.

~~Next Steps~~ Gather additional feedback on staff education needs for this topic. Encourage staff to share successful inclusive practices with other staff and to include within the working drafts of the curriculum guides and on the Fine Arts Staff Blog.

## C. Equity

### Recommendations from the Fine Arts Task Force

- Provide equitable/adequate resources and facilities for arts classroom instruction. Sustain arts education through appropriate and diverse public and private resources to support programs.
- Publicize and educate parents about Board of Education policy on fee waivers.
- Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.
- Utilize Federal and State resources for fine arts programming and professional development.
- Recommend up to five ways to increase minority student participation and participation of low-income students in Fine Arts at elementary, middle and high school levels.

### Progress to Date

- Teacher Leader – Fine Arts will work during Winter 2010/11 to develop partnership framework with community organizations. We will use the partnership framework to seek outside funding for school-based projects and teacher resource support and identify/ address barriers in working with community /equitable distribution of resources/ access to opportunities
- K-12 Fine Arts staff members and the Teacher Leader – Fine Arts will make additions/changes/corrections to the 2010-11 Inventory in Fall 2010; this work will make way for the work with Business Services to take existing inventory lists and further develop them to include resources, conditions, locations – the operational and capital resource needs will be identified – Winter 2010/11
- The development of the Professional Development department from the Strategic Plan recommendations will streamline inclusive practices in professional development. March 2011 plans are to include a half-day professional development session for all elementary music and visual arts teachers with a focus on equity of access and equitable resources.

- In order to fully address EQUITY, the work in the LONG-TERM FINANCIAL PLANNING section is imperative.
- Equitable access to Fine Arts Division funding will now follow an application process that was developed by the Teacher Leader – Fine Arts in October 2010. Fine Arts staff members will be asked to state their needs, population of students who benefit, how the request is tied to the strategic plan, and estimates from vendors if a purchase is involved. This system will help to meet immediate needs while also informing the long-term planning needs of the K-12 fine arts classrooms.

**Charge 3:** Make recommendations regarding priorities for district funding of Fine Arts.

- ~~**Fine Arts Programming Costs (3,1,1)**~~ Accounting Department staff has collected information regarding the costs of MMSD K-12 arts programming, longitudinal data of secondary arts site budgets, and arts cost per student at the site level. Site budget information was shared with the Assistant Superintendent of Secondary Schools for use with Principals. Information is being compiled to identify inventory repair and replacement needs. (Appendix G)

~~Next Steps~~ This information will be reviewed with the Assistant Superintendent of Secondary Schools, Principals and the Coordinator of Fine Arts to identify patterns and areas requiring additional review to create more equitable arts funding across the district.

- ~~**Fine Arts Multi-Year Financial Plans (3,1,3)**~~ Two meetings for the initial development of a district community team were held in winter and spring with two representatives from the Madison Arts and Creativity in Education, the Assistant Superintendent of Business Services, the Executive Director of Teaching and Learning, the Director of Budget, Planning, and Accounting, and the Coordinator of Fine Arts.

~~Next Steps~~ A Financial Analysis is attached and will be made available for a future team to be solicited through the office of the Superintendent. The membership of the team is hoped to include local business and stakeholders familiar with arts programming and funding models. (Appendix A)

- ~~**Review of compliance and mandates (3,2,1)**~~ There is an ongoing review of DPI resources and periodic connections with the State Fine Arts Consultant.
- ~~**Participant in Arts Events beneficial to the District (3,2,2)**~~ The Coordinator of Fine Arts serves on the Board of the Madison Symphony Orchestra and the Chazen Museum of Arts; is an Advisory Member to Wisconsin Youth Symphony Orchestra; serves on the Arts Roundtable; is a member of the Madison Arts and Creativity in Education team; has coordinated the Wisconsin School Music Association Festivals with staff managers in place; facilitated staff work sessions to enhance arts instructional practices and resource uses; and has participated in conventions for arts education groups.

## **D. Long-Term Financial Planning**

### **Recommendations from the Fine Arts Task Force**

- Develop a multi-year financial plan to sustain arts education in the district into the future.
- Continue to advocate for adequate funding for Wisconsin's K-12 public schools.

- Provide equitable/adequate resources and facilities for arts classroom instruction. Sustain arts education through appropriate and diverse public and private resources to support programs.
- Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.
- Utilize Federal and State resources for fine arts programming and professional development.
- Make recommendations regarding priorities for district funding of Fine Arts.

### **Progress to Date**

- Teacher Leader – Fine Arts will work to develop partnership framework with community organizations. We will use the partnership framework to seek outside funding for school-based projects and teacher resource support and identify/ address barriers in working with community /equitable distribution of resources/ access to opportunities - Winter 2010/11
- Teacher Leader – Fine Arts will work with Business Services to take existing inventory lists and further develop them to include resources, conditions, locations – the operational and capital resource needs will be identified – Winter 2010/11
- Following the development of the partnership framework, the Teacher Leader - Fine Arts and an established committee will begin development of a coordinated network of schools, cultural organizations, funders, local government, school foundation representatives, and community members to revive and sustain arts education – Timeline: Spring 2011 and Summer 2011
- Superintendent, Executive Director of Curriculum & Assessment, and Teacher Leader – Fine Arts will develop a multi-year plan for arts education; the first major step in this plan will include a framework for implementing a mix of public and private financing that will include grants, private donations, endowments, etc. Creation of the MMSD Fine Arts Community Advisory Council will take place during the 2010-11 school year:
  - **November 2010** – Board of Education Report
  - **November 2010** – Invitation to *Creative Madison* Team, a team connected to the Wisconsin Arts and Creativity Task Force work, to reconvene and develop comprehensive list of information needed to create charges for the *MMSD Fine Arts Community Advisory Council*
  - **December 2010** – Meeting of the *Creative Madison Team*
  - **January 2011** – Invitations will be sent to potential *MMSD Fine Arts Community Advisory Council* members.
  - **February 2011** – First meeting of the *MMSD Fine Arts Community Advisory Council*.

## **III. Implications**

### **A. Budget \$100,000**

**Fine Arts Task Force Budget** - The Fine Arts Task Force Administrative Recommendations was supported in the 2009-2010 school year with \$100,000 to assist in the action steps. Funds were used to support the School Arts Capitol Equipment Fund and Arts Equity fund, along with staff curriculum development work sessions. Task Force allocation proposed for the 2010-2011 school year includes \$100,000 and is identified for both

purchases of equitable equipment and staff work sessions to implement the curriculum. The use of the Fine Arts Task Force funding will be focused on the purchases arts resources to build equitable equipment across the district and for teacher work session costs to build staff capacity in the execution of the curriculum.

The use of the Fine Arts Task Force for 2010-11 will be focused on the three areas: Curriculum; Equity; and Long-term Financial Planning. See Appendix B for a summary of budgetary plans for the 2010-11 school year.

◆ ~~Phase 2 Teacher teams refine Visual arts and Music curriculum working drafts.~~

~~Extended Employment and Substitute Costs =~~

◆ ~~Teacher teams create benchmarks for Theater and Dance.~~

~~Extended Employment and Substitute Costs =~~

◆ ~~Teacher teams develop a framework for partnering to expand co-curricular opportunities.~~

~~Extended Employment Costs =~~

◆ ~~Community team develops a multi-year K-12 financial plan for arts education.~~

~~Committee expenses materials, facility rental, promotion =~~

◆ ~~Community team, including arts staff, develops plan to increase enrollment of student populations under-represented within fine arts programming.~~

~~Extended Employment and Substitute Costs =~~

◆ ~~MMSD creates equitable access to arts instructional resources and facilities.~~

~~School Arts Capitol Equipment and Arts Equity Funds = \$80,030~~

◆ ~~Teacher teams create a plan of repair, purchase, and replacement.~~

~~Extended Employment Costs =~~

◆ ~~High School Fine Arts Chairpersons develop credit offerings for consideration of a required arts and humanities credit.~~

~~Substitute Costs =~~

## **B. Strategic Plan**

This work will improve the quality of arts instruction in MMSD through a targeted focus on: student learning, the implementation of a comprehensive curriculum and engaging instructional methods, the use of quality resources, and the continuous development of effective teaching and leadership skills within the staff. meet the following Strategic Objectives outlined in the Madison Metropolitan School District **Strategic Plan** (2009):

### **CURRICULUM (Students; Staff; Curriculum)**

- Civic Engagement
- Cultural Relevance
- Professional Development
- Achievement for All Students
- Relationships

### **EQUITY (Organization/Systems; Students)**

- Climate
- Communication
- Cooperation/Collaboration
- Decision-Making
- Partnerships
- Transitions

### **LONG-TERM FINANCIAL PLANNING (Resource/Capacity)**

- Prioritize and Allocate Resources
- Rigorous Evaluation
- Pursue Necessary Resources

### **C. Equity Plan**

This plan assists in creating greater access to instructional resources and equipment to students in the arts K-12. The plan also involves the enhancement of skills and knowledge for staff to build their capacity in implementing quality arts instruction in inclusive and culturally relevant ways within the classroom.

### **D. Implications for other aspects of the organization**

The Fine Arts Division of ~~Teaching and Learning~~ Curriculum & Assessment is implementing this plan so that teachers, administrators, and community members can be brought together to ~~define a program of excellence which encourages student learning within the arts.~~ create an equitable and culturally relevant framework for K-12 arts education that will be financially sustainable over time.

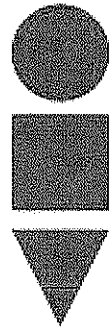
## **IV. Supporting documentation**

- Appendix A- Fine Arts Task Force Administrative ~~Recommendations~~ Financial Analysis-Status Update
- Appendix B- ~~Music Curriculum Guide Team Meetings~~ \$100,000 Budgetary Plans for 2010-11
- Appendix C- Music & Visual Arts Curriculum Guide Team Meetings
- ~~Appendix D- Cluster Teams Base Camp~~
- ~~Appendix E- Madison Cultural Arts Plan- Visual Arts Staff Cluster feedback~~
- ~~Appendix F- Fine Arts Priorities and Relevant Grant Opportunities~~
- ~~Appendix G- Secondary Fine Arts Site Budgets 2005-2010~~

## Appendix A

~~Fine Arts Task Force Administrative Recommendations Financial Analysis~~

MADISON METROPOLITAN SCHOOL DISTRICT



## APPENDIX A

**Fine Arts Task Force  
Administrative Recommendations  
~~Financial Gap Analysis~~  
Status Update**



Madison, WI

Submitted to Board of Education

~~June 7, 2010~~

November 1, 2010



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## Background

The purpose of this report is to inform the Madison Metropolitan School District Board of Education about the Fine Arts Task Force Administrative recommendation action steps progress. An attached document shares the proposal for the 2010-2011 allocation and any gaps that may exist from these resources to complete the action steps.

The report is created within the same format as the previously approved Fine Arts Task Force Administrative recommendations document shared with the Board of Education in July 2009. Action items are outlined under each charge and include the areas recommended for funding:

- ◆ Phase 2 Teacher teams refine Visual arts and Music curriculum working drafts.  
Extended Employment and Substitute Costs =
- ◆ Teacher teams create benchmarks for Theater and Dance.  
Extended Employment and Substitute Costs =
- ◆ Teacher teams develop a framework for partnering to expand co-curricular opportunities.  
Extended Employment Costs =
- ◆ Community team develops a multi-year K-12 financial plan for arts education.  
Committee expenses materials, facility rental, promotion=
- ◆ Community team, including arts staff, develops plan to increase enrollment of student populations under-represented within fine arts programming.  
Extended Employment and Substitute Costs =
- ◆ MMSD creates equitable access to arts instructional resources and facilities.  
School Arts Capitol Equipment and Arts Equity Funds = \$80,030
- ◆ Teacher teams create a plan of repair, purchase, and replacement.  
Extended Employment Costs =
- ◆ High School Fine Arts Chairpersons develop credit offerings for consideration of a required arts and humanities credit.  
Substitute Costs =

Thank you for your review and discussion of these items as we continue to move arts education forward for the Madison Metropolitan School District.

## **~~CHARGE 1~~**

**~~Identify community goals for the  
Madison Metropolitan School District  
K-12 Fine Arts education including  
curricular, co-curricular and extra-  
curricular.~~**

## **~~Fine Arts Task Force Recommendation~~**

- ~~1. Support Board of Education approved standards, benchmarks and K-12 sequential curriculum plans for the arts.~~**

**~~Charge 1~~** -- Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

# Madison Metropolitan School District Fine Arts Fine Arts Task Force Action Plan **STATUS UPDATE - November 1, 2010**

**Charge #1 - Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.**

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***Recommendation #1: Support Board of Education approved standards, benchmarks and K-12 sequential curriculum plans for the arts.***

---

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
1. Revise curriculum guides for Music and Visual Arts content areas.	2009-2010	Teacher Committees	Working drafts have been created and will continue to need shaping with teacher teams. Additional work to create a plan/timeline for professional development and refining of curriculum materials, equipment, and the identification	Extended employment 20 persons 20 hours per person  Substitute Teacher use 144 persons (art/music staff) 2 half days each person  Extended employment compensation total = \$1760	Curriculum * Authentic Assessment 1-7 * Culturally Relevant 1 * Flexible Instruction 1-3 * Rigor 1, 3-6	The Planning Guide in Music is in final editing stage and will be reviewed by Mel Pontious, DPI State Fine Arts Consultant during Fall 2010.  The Planning Guide in Visual Arts is nearing completion and will be reviewed by Mel Pontious in Spring 2011.

			materials: Guides will provide: -grade level content skills/knowledge with examples of differentiation -foundational resources and equipment (both traditional and technological) -program delivery and staffing -information needed to develop budgets and budget scenarios for music and art operational and capital needs.			
2. Create benchmarks for Theater and Dance.	Fall 2010	Teacher Committees	Benchmarks approved and utilized in classrooms.	Existing resources	<b>Curriculum</b> * Rigor 1, 3-6	Work on this action step has not begun as of 10/15/10. Meeting is scheduled for 2/22/2011.

**CONTINUED-**

**Charge 1** – Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

**Recommendation 1:** *Support Board of Education approved standards, benchmarks and K-12 sequential curriculum plans for the arts.*

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed
2. Create benchmarks for Theater and Dance.	Fall 2010	Teacher Committees	Benchmarks approved and utilized in	Extended employment 20 persons	\$9,000

			classrooms:	30 hours per person Substitute Teacher use 20 persons 4 full days each person	<b>\$16,640</b>
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## ***~~Fine Arts Task Force Recommendation~~***

### ***~~2. Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students.~~***

**~~Charge 1 - Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.~~**

CONTINUED-

**~~Charge 1 - Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.~~**

<b>Measurable Action Step</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>	<b>Funding Amount needed</b>
4. Determine co-curricular needs from updated curriculum guides and other sources (i.e. 2005 Fine Arts Experiences Inventory report)	Fall 2010	Coordinator of Fine Arts, Teacher Committee	Working drafts of music and visual curriculum guides provide contact information for local community groups. Updated co-curricular needs	See #6	0

**~~Recommendation #2: Enhance co-curricular and extra-curricular arts education learning opportunities for all MMSD students.~~**

Measurable Action Step	Timeline	Responsible Personnel	Visible Results (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
1. Investigate the role of an Arts Liaison position	Fall 2009	Coordinator of Fine Arts, Department of Grants, Teaching and Learning, Community Team	Role responsibilities, connections to the community and school district, compensation of the role, and timeline/outcomes expected will be identified and presented to the BOE for their review.	Existing Resources	0  <b>Student</b> * Relationships 6  <b>Organization/Systems</b> * Decision-Making 2	The Board of Education has determined this position will not be funded.
2. Pursue collaborative arts education opportunities through community partnerships.	2009-2010	Madison Arts and Creativity in Education Team, Superintendent	Pursue collaborative arts education opportunities through community partnerships.	<del>Substitute Teacher use</del> <del>3 teachers</del> <del>2 full days each</del> Substitute teacher expenses = \$3,000	<b>Resource/Capacity</b> * Pursue Necessary Resources 1,2	Individual partnerships are occurring at all levels. The equity component has not been established, and this will be a priority of the Creative Madison Team in Winter 2010-11.
3. Expand membership of DPI supported Madison Creativity & Arts Team.	Winter 2009	Madison Arts and Creativity in Education Team	Team membership grows and generates ideas for arts education.	Existing resources	0  <b>Organization/Systems</b> * Decision-Making 2	The membership of this pilot team is unchanged as of 10/15/10. This group will begin meeting again in Fall 2010 to resume work on this recommendation.
4. Determine co-curricular needs from updated curriculum guides and other sources (i.e. 2005 Fine Arts Experiences Inventory report)	Fall 2010	Coordinator of Fine Arts, Teacher Committee	Updated co-curricular needs	Existing resources	<b>Student</b> * Relationships 4, 6	Music guide contains a complete listing, and the visual art information will be generated in Winter 2010. Next steps: Create listing of what is currently offered and what should be offered district-wide.

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
5. Identify internal/external barriers to current partnership development	2009-2010	Coordinator of Fine Arts, Teacher Committee	Document providing barriers and possible solutions to develop partnerships. <del>The document-</del> "Fine Arts Experiences/ Opportunities: A Design for Equity," staff surveys, and Cultural Arts Plan sharing identify areas.	See #6 Existing resources	0	Work on this action step has not begun as of 10/15/10. This will be one of the first action steps of the Creative Madison Team in Fall 2010.
6. Develop framework for partnering to expand student co-curricular opportunities.	2010	Coordinator of Fine Arts, Teacher Committee	Document includes: 1* Framework for arts partnerships 2 * Improved coordination with school personnel 3* Increase in co-curricular arts 4* Improved equitable arts access across the (district) using district-wide calendar. 5* Increase in successful grants, donations and partnerships	Extended employment <del>10 persons</del> <del>20 hours per person</del>  compensation total = \$1440	<b>\$3,000</b>  <b>Student</b> * Relationships 4, 6	Work on this action step has not begun as of 10/15/10. This will be one of the first action steps of the Creative Madison Team in Fall 2010.  Currently, the MMSD Fine Arts Division has active partnerships for 2010-11 with Overture Center (Kennedy Center partners), UW Dance Department, Chazen, Madison Museum of Contemporary Art, Mary Lou Williams Centennial Celebration, Madison Ballet, Madison Symphony Orchestra,



## ***Fine Arts Task Force Recommendation***

### ***3. Sustain arts education through appropriate and diverse public and private resources to support programs.***

**Charge 1** – Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.

**Recommendation #3: Sustain arts education through appropriate and diverse public and private resources to support programs.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
1. Implement an online donation site for Fine Arts.	Summer 2009	Coordinator of Fine Arts	<del>Completed in August 2009 and shared in January 2010 BOE report.</del> Community increase in donations of arts equipment, resources, &/or in-kind opportunities acceptance of these based on district need and is at the discretion of the Fine Arts division.	Existing resources	<del>0</del> Resource/Capacity * Pursue Necessary Resources 1	Completed in August 2009 and shared in January 2010 BOE report. A protocol needs to be established to report fine arts equipment donation and financial donations for regular review.
2. Seek grant and alternative arts funding opportunities.	Ongoing	Grant and Development Coordinator, Coordinator of Fine Arts	<del>Document outlining grants connecting to Fine Arts Task Force Administrative</del>	Existing resources	<del>0</del> Organization/Systems * Partnerships	No update to this item since January 2010 BOE report Next steps: Fine Arts Community Advisory Council will address this

			Recommendations shared in January 2010 BOE report. Increase in funding sources supporting arts resources and opportunities.			recommendation.
3. Identify local, statewide, and federal arts grants that support supplemental district arts instruction, staff development, and resources.	Ongoing	Grant and Development Coordinator Arts Liaison, Grant and Development Coordinator	Document outlining grants connecting to Fine Arts Task Force Administrative Recommendations shared in January 2010 BOE report. Increase in funding sources supporting arts resources and opportunities for MMSD.	Existing resources	0 Organization/Systems * Partnerships	No update to this item since January 2010 BOE report. Next steps: Fine Arts Community Advisory Council will address this recommendation.
Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status
4. Develop a multi-year K-12 financial plan for arts education which identifies: -potential uses of public and private financing including grants, private donations, endowments, etc. -networks of schools, cultural organizations, funders, local government, local school foundation, and other groups/individuals to work collaboratively to revive and sustain arts education.	2009-2010	Coordinator of Fine Arts, Business Services and Community Committee	Multi-year funding plan arts education that seeks to provide adequate, sustained funding for students taking K-12 arts education courses, which offer a)sequence of diverse, skill-based classes, b)expanded, equitable access to co-curricular opportunities, and c)appreciation and knowledge of world arts	Community Committee Facility Rental for quarterly meetings (4)  Committee Materials (i.e. binders, printed materials, resource books...)  Promotional Tools (i.e. online survey tools, social networking	Resource/Capacity * Pursue Necessary Resources 2 Organization/Systems * Partnerships 2, 3 * Decision-Making 4 Student * Relationships 4, 6	Work on this action step has not begun as of 10/15/10. This is a priority for Fall 2010 – the Fine Arts Community Advisory Council will meet to develop a framework for long-term financial planning and discuss membership needed to move forward the multi-year educational and financial planning for MMSD arts education.  MMSD Fine Arts staff will create a District Fine Arts Committee that will address networking with schools and cultural organizations – Spring 2011

				tools, flyers...)  Existing partnerships (i.e. Overture Center- Kennedy Center for Arts Partnership, Arts Roundtable) and building new		
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**~~Charge 1 - Identify community goals for the Madison Metropolitan School District K-12 Fine Arts education including curricular, co-curricular and extra-curricular.~~**

<b><del>Measurable Action Step</del></b>	<b><del>Timeline</del></b>	<b><del>Responsible Personnel</del></b>	<b><del>Visible Result (align to student outcomes)</del></b>	<b><del>Resources Needed</del></b>	<b><del>Funding Amount needed</del></b>
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4. Develop a multi-year K-12 financial plan for arts education which identifies: -potential uses of public and private financing including grants, private donations, endowments, etc. -networks of schools, cultural organizations, funders, local government, local school foundation, and other groups/individuals to work collaboratively to revive and sustain arts education.	2009-2010	Coordinator of Fine Arts, Business Services and Community Committee	Multi-year funding plan for arts education that seeks to provide adequate, sustained funding for students taking K-12 arts education courses, which offer a) sequence of diverse, skill-based classes, b) expanded, equitable access to co-curricular opportunities, and c) appreciation and knowledge of world arts	Community Committee Facility Rental for quarterly meetings (4)	\$800
	Item removed			Committee Materials (i.e. binders, printed materials, resource books...)	\$2,000
				Promotional Tools (i.e. online survey tools, social networking tools, flyers...)	\$500

## ~~CHARGE 2~~

~~Recommend up to five ways to increase minority student participation and participation of low~~

**~~income students at elementary,  
middle, and high school levels.~~**

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**~~Fine Arts Task Force Recommendation~~**

~~1. Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education courses in Grades K-12.~~

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**Charge 2 - Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.**

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**Recommendation #1: Energize and bring stakeholders together to restore, stabilize and strengthen fundamental arts education course in Grades K-12.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority Funding Amount needed	Status
1. Conduct annual audit of fine arts student enrollment to ensure equitable offerings; pursue greater access for all.	Winter 2009	Coordinator of Fine Arts and Site Administrators, Fine Arts Staff	Enrollment data collected and shared with teaching staff and Principals. Enrollment document and analysis	Existing resources	0 Resource/Capacity * Rigorous Evaluation 2, 3	Enrollment data collected and shared with teaching staff and principals. (Analysis needs to be completed.)
2. Survey secondary students and parents about fine arts course interests	Spring 2010	Coordinator of Fine Arts, Educational Services, Fine Arts Staff	Course offerings identified across district in Winter 2009 and shared with HS Chairpersons and Administration in Spring 2010. Survey work will take place in 2010-2011. Analyze disaggregate data to determine patterns of students with disabilities populations within minority and low-income. Analyze survey results thro	Existing resources	0 Organization/Systems * Accountability 3	Course offerings identified across district Winter 2009-Fall 2010. Survey work will take place in 2010-11. Survey reports will need analysis through disaggregate data to determine patterns of students with disabilities and student populations within minority- and low income.

			disaggregated to determine patterns of students with disabilities and student populations within minority and low-income.			
3. Develop plan to increase enrollment of student populations under-represented within fine arts programming.	2011-2012	Coordinator of Fine Arts, Educational Services, Fine Arts Staff, Community Team	Document analyzing enrollment data and providing recommendations of ways to increase enrollment of fine arts programming offerings.	<del>Extended employment</del> 20 persons 10 hours per person  Existing resources	<b>Curriculum</b> * Accelerated Learning 1 * Culturally Relevant 7	Timeline for implementation is 2011-12 school year.

CONTINUED-

~~**Charge 2** - Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.~~

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed
3. Develop plan to increase enrollment of student populations under-represented within fine arts programming.	2010-2011	Coordinator of Fine Arts, Educational Services, Fine Arts Staff, Community Team	Document analyzing enrollment data and providing recommendations of ways to increase enrollment of fine arts programming offerings.	<del>Extended employment</del> 20 persons 10 hours per person	<b>\$3,000</b>

## ***Fine Arts Task Force Recommendation***

## ***2. Providing equitable/adequate resources and facilities for arts classroom instruction.***

**Charge 2-** Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.

### **Recommendation #2: Providing equitable/adequate resources and facilities for arts classroom instruction.**

<b>Measurable Action Step</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>	<b>Funding Amount needed Strategic Priority</b>	<b>Status</b>
1. Conduct a regular scheduled inventory of instructional arts tools, and resources allowing for a plan of purchases.	Fall 2009	Coordinator of Fine Arts and Fine Arts Staff	Spreadsheet of existing resources, condition, locations	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 2, 3, 8	<b>0</b> This was conducted in 2009-10, and there will be an ongoing request for updated inventory lists in 2010-11.
2. Create equitable access to arts instructional resources and facilities across the district.	Winter 2009	Teacher Committees, Coordinator of Fine Arts, Site Administrators	Resources and instructional space required for arts courses are available for all arts district sites.	<b>Arts Equity Fund</b> Fine Arts Allocation \$35,000 arts instructional resources	<b>Organization/Systems</b> *Cooperation/Collaboration 2	<b>\$26,544</b> Arts Equity Fund in 2009-10 was used to distribute FATF funds to all schools. In 2010-11, funds will be used to set up a framework for equity. The work will begin in Fall 2010 in the Madison Creativity and Arts team for initial recommendations on actions by the Teacher Leader – FA and site administrators.
3. Investigate grade level appropriate tolls and connections to skills/knowledge in arts content areas.	Spring 2010	Teacher Committees	<del>Working drafts of visual arts and music curriculum guides provide essential resources and equipment for arts instruction.</del> Document	Existing resources <del>and time identified within Charge 1, Rec. 1, Action Step 1.</del>	<b>Resource/Capacity</b> * Rigorous Evaluation 2, 3, 8	<b>0</b> Drafts of visual arts and music guides identify essential resources and equipment for arts instruction. Curriculum and Assessment department is reviewing printed curricular materials for equity across MMSD.



			itemizing arts tools & resources for comprehensive K-12 fine arts education.			
3. Create a plan of repair, purchase, and replacement.	Summer 2011	Teacher Committees	Document shares condition and expenses, outlining a long-term district inventory repair & purchases plan.	<b>Extended employment</b> 10 persons 6 hours per person Existing resources	<b>Resource/Capacity</b> * Prioritize and Allocate 1, 4	Timeline for implementation is Summer 2011.

## ***Fine Arts Task Force Recommendation***

### ***3. Publicizing and educating parents about Board of Education policy on fee waivers.***

**Charge 2-** Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.

#### ***Recommendation #3: Publicizing and educating parents about Board of Education policy on fee waivers.***

<b>Measurable Action Step</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>	<b>Funding Amount needed Strategic Priority</b>	<b>Status</b>
1. Collect public feedback on the process of fee waivers and use	Fall 2009	Coordinator of Fine Arts	Summary analysis	Existing resources	<b>0</b> <b>Organization/Systems</b> * Accountability 3	School newsletters and registration packets include information about rental fees and fee waivers – forms are consistent across MMSD as of 2010-2011. Forms are translated into Spanish and Hmong.

2. Based on analysis of public feedback, improve access and use of online information and hard copies with staff for music instrumental fees, fee waivers, and rental forms.	Ongoing	Coordinator of Fine Arts	Staff utilizes online info. and forms for programs.	Existing resources	<b>0 Organization/Systems</b> * Accountability 1	Summary analysis – Accounting and Research & evaluation collected information. All forms are available on Fine Arts Web.
3. Improve access and use for parents through newsletters and registration packets.	Ongoing	Coordinator of Fine Arts	The community is able to access and use the registration rental information.	Existing resources	<b>0 Organization/Systems</b> * Accountability 1	With the 2010-11 implementation of online registration, this process can be monitored in terms of access and use in the future.
3. Target low-income students with information about fee waivers and fine arts opportunities through libraries, community centers, Schools of Hope.	Winter 2009	Coordinator of Fine Arts	The community is able to access and use the registration rental information.	Existing resources	<b>Organization/Systems</b> * Communication About MMSD 2	With the 2010-2011 implementation of online registration, we will monitor fee-waiver access for low-income students. Forms are translated into Spanish and Hmong.

## ***Fine Arts Task Force Recommendation***

### ***4. Utilize Federal and State resources for fine arts programming and professional development.***

**Charge 2- Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.**

**Recommendation #4: Utilize Federal and State resources for fine arts programming and professional development.**

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
1. Explore creative uses of federal and state resources for fine arts programming and professional development.	Spring 2010	Coordinator of Fine Arts, Educational Services, Management Team	Students with needs have learning support in arts classes. Fine Arts programming has additional options in funding sources.	Existing resources		Work on this action step has not begun as of 10/15/10. Next steps: Federal and state resources for fine arts programming need to be formally identified and changes are needed in MMSD policies to access and use funds for fine arts education.
2. Identify current student need (associated costs) and changes needed in MMSD policies to access and to use funds.	Spring 2010	Coordinator of Fine Arts, Educational Services, Management Team, Fine Arts Staff	<del>Enrollment data and course offerings compiled and shared with Principals.</del> Data providing student needs and costs <del>in process</del> created.	Existing resources		Work on this action step has not begun as of 10/15/10. Next steps: A preliminary conversation will be held in Fall 2010 with the Executive Directors from Curriculum & Assessment and Educational Services.
3. Incorporate strategies that support inclusive practices into fine arts professional development.	Spring 2010	Coordinator of Fine Arts, Educational Services, Fine Arts Staff	Staff is utilizing inclusive strategies within fine arts courses. <del>Working drafts of visual arts and music identify inclusive instructional strategies.</del>	Existing resources		Development of new Professional Development Department from Strategic Plan recommendations will streamline inclusive practices professional development.

# ***Fine Arts Task Force Recommendation***

## ***5. Implement an Arts and Humanities Credit Requirement for High School Graduation.***

**Charge 2- Recommend up to five ways to increase minority student participation and participation of low income students at elementary, middle, and high school levels.**

### ***Recommendation #5: Implement an Arts and Humanities Credit Requirement for High School Graduation.***

<b>Measurable Action Step</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>	<b>Funding Amount needed Strategic Priority</b>	<b>Status **</b>
1. Conduct an internal study and solicit feedback from community on the implementation of an arts and humanities credit.	Winter 2010	Coordinator of Fine Arts	Document and analysis of community feedback created.	Existing resources	<b>Organization/Systems</b> * Accountability 1-3	Document and analysis of community feedback created (according to June 2010 update)
2. Investigate the financial and programming implications of a required arts and humanities credit.	Spring 2011	Coordinator of Fine Arts, Asst. Sup. Sec., Research and Evaluation, Accounting	Financial report and analysis created.	Existing resources	<b>Resource/Capacity</b> * Rigorous Evaluation 7, 8	Work on this action step has not begun as of 10/15/10.
3. Work with high school fine arts chairpersons to help develop credit offerings.	Fall 2011	Coordinator of Fine Arts, Fine Arts Chairpersons	High School offerings proposed	<b>Substitute Teacher use 8 persons 2 half days each person</b>  Existing resources	<b>Organization/Systems</b> * Decision-Making 2, 6	Work on this action step has not begun as of 10/15/10. Meeting scheduled for 4/12/2011.
4. Present findings and recommendations to the Board of Education.	Winter 2011	Coordinator of Fine Arts	Report for BOE review and consideration of findings and recommendations.	Existing resources		Work on this action step has not begun as of 10/15/10.

\* Update for this status column will be further developed with the High School Redesign Plan. Recommendation for implementation of an Arts and Humanities Credit Requirement should be part of the MMSD district-level discussion.

## **~~CHARGE 3~~**

**~~Make recommendations regarding  
priorities for district funding of  
Fine Arts.~~**

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## ***Fine Arts Task Force Recommendation***

***1. To develop a multi-year financial plan to sustain arts education in the district into the future.***

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**Charge 3-** Make recommendations regarding priorities for district funding of Fine Arts.

**Charge #3-** Make recommendations regarding priorities for district funding of Fine Arts.

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**Recommendation #1:** *To develop a multi-year financial plan to sustain arts education in the district into the future.*

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<b>Measurable Action Step</b>	<b>Timeline</b>	<b>Responsible Personnel</b>	<b>Visible Result (align to student outcomes)</b>	<b>Resources Needed</b>	<b>Funding Amount needed Strategic Priority</b>	<b>Status</b>
1. Determine costs of MMSD K-12 arts education course offerings and foundational equipment specified within the updated curriculum guides.	Winter 2009	Coordinator of Fine Arts, Accounting and Budgeting Department	Document outlining K-12 arts education courses along with foundational resources and costs, both traditional and technological materials. <del>January 2010 BOE report.</del>	Existing Resources	<b>Resource/Capacity</b> * Prioritize and Allocate Resources 1, 4 * Rigorous Evaluation 8	Work on this action step has not begun as of 10/15/10. Next steps: Business Services needs to provide financial data related to the offerings and foundational equipment in the updated curriculum guides.
2. Build scenarios for future financial pictures to assist with shaping a sustainable arts education and funding plan	2009-2010	Coordinator of Fine Arts, Accounting and Budgeting Department, Fine Arts Staff	Scenarios created with various economic factors and use of school local, state, and federal funding sources, grants, and endowments	Existing Resources	<b>Resource/Capacity</b> * Prioritize and Allocate Resources 1, 4	Work on this action step has not begun as of 10/15/10. Next steps: This work will follow the report on costs associated with the current level of service in K-12 fine arts education.

3. Develop multi-year sustainable Funding Plan for Arts education which includes Arts courses, operational and capital resource needs assessment and cost options – Fund 10, Fund 80, Fund 27, grants (larger, multi-year), and endowments	2009-2010	Coordinator of Fine Arts, Accounting and Budgeting Department, Community Team	Multi-year planning plan for K-12 arts education created and includes a process for seeking endowments, large-scale grants, annual donations to support arts education needs.	Existing resources and time identified within Charge 1, Rec. 3, Action Step 4. Possible financial plan consultant \$15,000; District committee (i.e. Madison Creativity and Arts Team, local businesses, and professionals familiar with fundraising)	Resource/Capacity * Prioritize and Allocate Resources 1, 4	Work on this action step has not begun as of 10/15/10. Next steps: This is a priority for Fall 2010 – the Madison Creativity and Arts Team will meet to develop a framework for long-term financial planning and discuss membership needed to move forward the multi- year educational and financial planning for MMSD arts education.
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## ***~~Fine Arts Task Force Recommendation~~***

### ***~~2. Continue to advocate for adequate funding for Wisconsin's K-12 public schools.~~***

**~~Charge 3-~~** Make recommendations regarding priorities for district funding of Fine Arts.

#### ***Recommendation #2: Continue to advocate for adequate funding for Wisconsin's K-12 public schools.***

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Funding Amount needed Strategic Priority	Status
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1. Collect and review mandates and legislative actions that affect public education in the arts	Ongoing	Coordinator of Fine Arts, Legislative Liaison, Community Team	MMSD is in compliance with state legislation. MMSD will be involved and/or aware of major arts initiatives.	Existing Resources	0 <b>Resource/Capacity</b> * Pursue Necessary Resources 5	Legislative mandates are reviewed for all district programming, and Fine Arts are annually included in the review process.
2. Participate in events that promote arts education that provide beneficial information and partnerships for the district.	Ongoing	Coordinator of Fine Arts, Community Team	Annual update includes log of events and partnerships for fine arts.	Existing Resources	0 <b>Resource/Capacity</b> * Pursue Necessary Resources <b>Organization/Systems</b> * Partnerships 2, 3	Annual updates will include a log of events and partnerships for fine arts – Next update: June 2011



## Appendix B

### Music Curriculum Guide Team Meetings

Date	Attendance
Monday, September 21, 2009 12:30-3:30pm Doyle Room 129 All elementary and secondary music staff invited. (15 subs avail. for sec. staff. code 072)	K-12 Music Staff invited to discuss curriculum document needs and process for work.
Friday, October 2, 2009 12:30-3:30pm Doyle Room 128 sub-code 072 (10 subs reserved)	Music Curriculum Guide Team Session- Scott Eckel, East High School Laurie Fellenz, Cherokee Heights Middle School Regina Haugen, Black Hawk Middle School James Husehka, Velma Hamilton Middle School (Dr. student project work) Janet Larkin Heinemann, Sandburg Elementary School Erika Meyer, Spring Harbor Middle School, Wright Middle School Maggie Steele, Paul Olson Elementary School Julie Verban, Toki Middle School Leanne Wesselhoft, Lake View Elementary School Julie Palkowski, Coordinator of Fine Arts
Friday, October 9, 2009 12:30-3:30pm Doyle Room 129 sub-code 072 (10 subs reserved)	Music Curriculum Guide Team Session- All team invited.
November 3, 2009 4-5:30pm Doyle Room 129	Music Curriculum Guide Team Session- All team invited.
November 9, 2009 4-5:30pm Full Compass	Music Curriculum Guide Team Session- All team invited.
November 24, 2010 2-3:00pm Hamilton M.S.	Dr. student project work to assist with Curriculum Guide Work James Husehka Julie Palkowski
December 4, 2009 8:30-11:30am Room 129 sub-code 072 (5 subs reserved)	Music Curriculum Guide Team Session- All team invited to choose AM/PM. Scott Eckel Regina Haugen James Husehka Julie Verban Julie Palkowski
December 4, 2009 12:30-3:30pm Room 100A sub-code 072 (5 subs reserved)	Music Curriculum Guide Team Session- All team invited to choose AM/PM. Laurie Fellenz James Husehka Janet Larkin Heinemann Erika Meyer Julie Palkowski

Date	Attendance
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December 10, 2009 2-3:30pm Doyle Room 135E	Doctoral work and prep of draft for all staff share. James Husehka Julie Palkowski
January 8, 2010 3:15-4:00pm Off site prep. for 1/11/10	Volunteers for presentation review- Laurie Fellenz James Husehka Julie Palkowski
January 11, 2010 4-5pm Wright Middle School	K-12 Music Staff invited to discuss draft and provide feedback on additional needs for the document. (11 K-12 music staff in attendance. Email forwarded to request additional feedback of document to all music on 1/12/10.)
February 3, 2010 8:30-11:30am Doyle Room 100A Sub code 072 (10 subs reserved)	Music Curriculum Guide Team Session All team invited. Scott Eckel James Husehka Erika Meyer Julie Palkowski Julie Verban
February 9, 2010 12:30-3:30pm Doyle Room 100A Sub code 072 (10 subs reserved)	Music Curriculum Guide Team Session All team invited. James Husehka Julie Palkowski Julie Verban Leanne Wesselhoft
February 23, 2010 12:30-3:30pm Doyle Room 135E Sub code 072 (4 subs reserved)	Volunteers for small group work to refine doc. for 3/15/10 sharing- James Husehka Julie Palkowski Julie Verban Leanne Wesselhoft
March 4, 2010	<i>All K-12 Music staff base camp online networks set up by High School Area to encourage dialog about music instruction and to provide information about curriculum, resources, and upcoming staff development sessions.</i>
March 8, 2010 3:30-5:00pm Sequoia Library Team Leaders for 3/15/10	Team leaders solicited from both Music Curriculum Guide Team and other Music Staff to assist in the design and facilitation of activities at the 3/15/10 all fine arts K-12 session at the Overture Center.
March 15, 2010 1:00-3:00pm Overture Center for the Arts K-12 Staff PM session release	All K-12 Music Staff Team leaders assisted in facilitation of session.
April 7, 2010 4-5:30pm Doyle Room 100A	Music Curriculum Guide Team Session All team invited. Laurie Fellenz Leanne Wesselhoft Regina Haugen Julie Palkowski
April 19, 2010 12:30-3:30pm Doyle Room 135E Sub code 072; (3 subs)	Volunteers for small group work prep for cluster sharing of working draft- Scott Eckel Julie Verban James Husehka Leanne Wesselhoft

## APPENDIX B

## 2010-11 Fine Arts Task Force Budget Recommendation

The following chart defines the intended use for the 2010-11 Fine Arts Task Force Budget:

CURRICULUM	RESOURCES NEEDED	BUDGET
Teacher teams conclude their work on the Visual Arts and Music Curriculum Guides	Extended Employment and Sub Costs	\$15,000
Teacher teams create benchmarks for Theatre and Dance.	Extended Employment and Sub Costs	\$10,000
EQUITY	RESOURCES NEEDED	BUDGET
Teacher teams develop a framework for partnering to expand co-curricular opportunities	Extended Employment and Sub Costs	\$10,000
MMSD creates equitable access to arts instructional resources and facilities	Extended Employment and Sub Costs Capital Purchases Supply Purchases	\$40,000
LONG-TERM FINANCIAL PLANNING	RESOURCES NEEDED	BUDGET
Community team develops a multi-year K-12 financial plan for arts education	Budget for implementation of 2010-11 recommendations for use by the MMSD Fine Arts Community Advisory Council	\$24,000
Teacher teams create a plan of repair, purchase, and replacement	Extended Employment Costs	\$1,000

**TOTAL: \$100,000**

## Appendix C

Visual Arts Curriculum Guide Team Meetings

<b>Date</b>	<b>Attendance</b>
November 16, 2009 12:30-3:30pm Doyle Room 129 All elementary and secondary visual arts staff invited. (10 subs sec. staff. code 051)	K-12 Visual Arts Staff invited to discuss curriculum document needs and process for work.
February 3, 2010 12:30-3:30pm Doyle Room 100A sub-code 051 (10 subs reserved)	Visual Arts Curriculum Guide Team Session—All team invited. Barbara Drews, West High School Mark Duerr, Sennett Middle School Kris Gruninger, Sandburg Elementary School Geof Herman, Memorial High School Monique Karlen, LaFollette High School Sue Moberly, West High School Katie Sinkewicz, Spring Harbor Middle School Sebastian Vang, Lakeview/Gompers Elementary School Laurie Werth, Muir Elementary School Julie Palkowski, Coordinator of Fine Arts
February 9, 2010 8:30-11:30am Doyle Room 100A sub-code 051 (10 subs reserved)	Visual Arts Guide Team Session—All team invited.
February 23, 2010 4-5:30pm Doyle Room 129	Visual Arts Guide Team Session—All team invited.
March 2, 2010 4-5:30pm Doyle Room 129	Visual Arts Guide Team Session—All team invited.
March 4, 2010	<i>All K-12 Music staff base camp online networks set up by High School Area to encourage dialog about music instruction and to provide information about curriculum, resources, and upcoming staff development sessions. Additional Visual Arts Curriculum Team base camp also set up for team to share.</i>
March 8, 2010 3:30-5:00pm Sequoia Library Team Leaders for 3/15/10	Team leaders solicited from both Visual Curriculum Guide Team and other visual arts staff to assist in the design and facilitation of activities at the 3/15/10 all fine arts K-12 session at the Overture Center.
March 10, 2010 Off-site work	Dr. student project and involvement with curriculum team discussion. Chia Chee Chiu Julie Palkowski
March 15, 2010 1:00-3:00pm Overture Center for the Arts K-12 Staff PM session release	All K-12 Visual Arts Staff—Team leaders assisted in facilitation of session.
March 18, 2010 12:30-3:30pm Fitchberg Community Cnt. code 051; (10 subs)	Visual Arts Guide Team Session—All team invited. Review feedback from 3/15/10 all-staff session.

<b>Date</b>	<b>Attendance</b>

March 31, 2010 9-10am Off site work	Dr. project process team work. Chia-Chee-Chiu Julie Palkowski
April 7, 2010 4-5:30pm Doyle Room 100A	Visual Arts Guide Team Session All team invited.
April 13, 2010 4:00-6:00pm Off site work	Visual Arts Curriculum Guide Team Session All team invited. Barbara Drews Kris Gruninger Monique Karlen Sue Moberly Katie Sinkewicz Sebastian Vang Julie Palkowski Chia-Chee-Chiu
April 14, 2010 2:30-4:00pm Doyle Room 135E	Dr. project process team work. Chia-Chee-Chiu Julie Palkowski
April 19, 2010 12:30-3:30pm Doyle Room 129 Sub code 051; (10 subs)	Visual Arts Curriculum Guide Team Session All team invited. Barbara Drews Kris Gruninger Monique Karlen Sue Moberly Katie Sinkewicz Sebastian Vang Julie Palkowski Chia-Chee-Chiu
May 4, 2010 4:00-6:00pm Off site work	Visual Arts Curriculum Guide Team Session All team invited. Barbara Drews Kris Gruninger Sue Moberly Sebastian Vang Julie Palkowski Chia-Chee-Chiu
May 5, 2010 9:00-10:00am Doyle Room 135E	Dr. project process team work. Chia-Chee-Chiu Julie Palkowski
May 25, 2010 4:00-6:00pm Off site work	Visual Arts Curriculum Guide Team Session All team invited.

## Appendix C

### Music and Visual Arts Curriculum Guide Team Meetings

<b>MUSIC CURRICULUM GUIDE TEAM</b>	
<b>Date</b>	<b>Purpose</b>
September 21, 2009	K-12 Music Staff - ½ day
October 2, 2009	Music Curriculum Guide Team Session – ½ day
October 9, 2009	Music Curriculum Guide Team Session – ½ day
November 3, 2009	Music Curriculum Guide Team Session – After school
November 9, 2009	Music Curriculum Guide Team Session – After school
November 24, 2010	Dr. student project work to assist with Curriculum Guide Work
December 4, 2009	Music Curriculum Guide Team Session – ½ day
December 10, 2009	Doctoral work and prep of draft for all staff share.
January 8, 2010	Volunteers for presentation review
January 11, 2010	K-12 Music Staff invited to discuss draft and provide feedback
February 3, 2010	Music Curriculum Guide Team Session – ½ day
February 9, 2010	Music Curriculum Guide Team Session – ½ day
February 23, 2010	Volunteers for small group work to refine doc. for 3/15/10 sharing
March 8, 2010	Team leaders solicited from K-12 music staff – Sequoia Library
March 15, 2010	All K-12 Music Staff- Team leaders assisted in facilitation of session
April 7, 2010	Music Curriculum Guide Team Session – After school
April 19, 2010	Volunteers for small group work prep for cluster sharing of working draft
May 19, 2010	MCG Team meeting with Daniel Nerad, Lisa Wachtel, and Julie Palkowski
June 15, 2010	Music Curriculum Guide Team Summer Session – ½ day
July 1, 2010	Music Curriculum Guide Team Summer Session – Full day
July 20, 2010	Music Curriculum Guide Team Summer Session – ½ day
August 24, 2010	Music Curriculum Guide Team Summer Session – Review full draft
September 29, 2010	Music Curriculum Guide Team Summer Session – After school – Final meeting
<b>VISUAL ARTS CURRICULUM GUIDE TEAM</b>	
<b>Date</b>	<b>Purpose</b>
November 16, 2009	K-12 Visual Arts Staff - ½ day
February 3, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
February 9, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
February 23, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
March 2, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
March 8, 2010	Team leaders solicited from K-12 visual arts staff – Sequoia Library
March 10, 2010	Dr. student project and involvement with curriculum team discussion
March 15, 2010	All K-12 Visual Arts Staff- Team leaders assisted in facilitation of session
March 18, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
March 31, 2010	Dr. project process team work
April 7, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
April 13, 2010	Visual Arts Curriculum Guide Team Summer Session – After School
April 14, 2010	Dr. project process team work
April 19, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
May 4, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day
May 5, 2010	Dr. project process team work
May 25, 2010	Visual Arts Curriculum Guide Team Summer Session – ½ day

## Appendix D

### ~~-Cluster Teams Base Camp~~

~~There are 9 fine arts base camps set up online. The purpose of the sites is to provide a place for staff to share ideas and resources concerning student learning and instructional strategies and resources. The networking site was set up in early March 2010, with reminders and helpful hints provided for members throughout the second semester. A more formal introduction of use is suggested for late summer before the start of the upcoming school year. Here are the groups established within the MMSD base camp site.~~

~~-~~

~~East Area Music Group~~

~~East Area Visual Arts Group~~

~~Lafollette Area Music Group~~

~~Lafollette Area Visual Arts Group~~

~~Memorial Area Music Group~~

~~Memorial Area Visual Arts Group~~

~~West Area Music Group~~

~~West Area Visual Arts Group~~

~~Orchestra / Strings Group~~

Appendices E, F and G are PDF documents; all items are intended to have strikethroughs

## Appendix E

### Madison Cultural Arts Plan- Visual Arts Staff Cluster feedback

Name of Person Hosting: Julie Palkowski

Host's Daytime Phone Number: (608) 663-5247

Host's E-mail Address: [jpalkowski@madison.k12.wi.us](mailto:jpalkowski@madison.k12.wi.us)

Host's Street Address: 545 West Dayton Street, Madison, WI 53703

Discussion Group Date(s): May 18, 2010, May 25, 2010

Which meeting format did you use?

☐ Full Discussion ☒ Brief Discussion ☐ Unstructured Discussion

Briefly describe your discussion group: Visual Arts K-12 Staff

Meeting Location: Olson Elementary School, Madison Metropolitan School District

Discussion question:

What arts/cultural community partnerships and activities would you like to see offered in your school?

Idea	# times ideas were shared
1. African American Drum-making	
2. Hmong Textiles- story Clothes	
3. Japanese Sumi- E	
4. Asian Shadow Puppets- Theatrical Performance	
5. Creating a Garden with Wire Sculptures	
6. Outdoor Visual Arts Classroom (seating)	
7. Large Community Art Building Project with school	
8. After school art class	
9. Student Art work in local businesses	
10. Art fieldtrips	5
11. Visiting Artist series	4
12. Permanent art on display	3
13. MMSD schools part of city "Gallery Night" stop	3
14. Handbook of all artists in the city; we need a list of artists and references	2
15. Public art in front of every school	5
16. Library shows connection to schools	2
17. Traveling art shows- school to school	



18. High School Arts Competitions	
19. Internship opportunities in visual arts businesses for its students	
20. More permanent artwork in schools	
21. Circulating art exhibits, work by local artists	
22. Field trips to MMOCA, Chazen 4 <sup>th</sup> /5 <sup>th</sup> Grade	9
23. Permanent art for schools by students	
24. Arts Day celebration around square- children's art work and music	
25. Community members representing the arts of various cultures demonstrating or performing	
26. Sharing real artifacts and artwork in the classroom	
27. Website development of artists/performers/artists in residence	2
28. City wide arts coordinator positions to collaborate and circulate art exhibits	
29. Cyclopeia Aerial Dance	
30. Grad student presentation	
31. Art Education college students come observe	
32. Tours for high school students to MATC, UW-Madison, Edgewood, art departments, grade students in arts	
33. Circus – performing arts group in Mt. Horeb	
34. Kevin Henkes, local children's books illustrators	
35. Artist in residence programs/funding	6
36. School alumni – who are still practicing/professional artists – come back and visit/work on project	2
37. Madison Children's Museum	5
38. High school student share work with elementary	3
39. Collaborative project – Design and have H.S. create 3/D; e.g. My 2/3 created a form of transportation would be cool to have an actual model created	
40. Tandem Press – printmaking demonstration in school	4
41. Overture On Stage	
42. Memberships to local museums	
43. Grant Writing Seminars or Writers	2
44. Madison Libraries	2
45. UW Madison Art Ed Dept, Doug Marshalek Building Architecture Improvement	
46. Local Artists or visiting artists	5

47. Very Special Arts WI	
48. Nation Young Leaders Conference	
49. Madison Symphony Orchestra	
50. Professional Dance Companies	
51. Community Grassroots Art Groups: Cyclopeia Aerial Dance, Political Puppet Group	
52. Individual Community Artists Visitation	
53. Artists from the University talk; Graduate Student too	
54. Professional Magician	
55. Authors/Book Illustrator	4
56. People from Circus World (Baraboo, WI)	
57. Hancock Center for Movement Arts	
58. I know many local artists – to bring ____ in for major project.	
59. Guest Artists/School-wide projects	2
60. Field trips – out of city as well	3
61. Art related performances	
62. Local companies like Fiskars to show/demo new materials – then we can keep freebies	
63. Actual people working in art fields...careers	2
64. UTube – Art Teacher	
65. Funds for guest artists w/demos coming to school	2
66. Field trips/funding/\$ for our free/reduced students	3
67. University connections	6
68. Interschool connections	2
69. International exchanges – artwork displays	2
70. Neighborhood opportunities – coffee shop shows/display opportunities. Community Art Walk	2
71. Art festival – invite community	
72. Community mural project	2
73. Funding for Visioneers Artist Challenge	
74. Partnership between art class and university class/design or architecture firm	
75. Student shadow opportunities	
76. Area visiting artists/trips to studios and businesses	3
77. Funding for an online Gallery or Music site for MMSD	
78. World Multicultural Arts Funding – UW – Stipend	

79. Stipend for spoken word-dance-music	
80. Donations to Music to History to Arts funding from local businesses	
81. Love the every other year students show at MMOCA but would love to do it every year.	
82. Businesses to donate supplies/leftovers?	
83. More "cultural" boxes	
84. Culturally relevant presentations	
85. Volunteer artists for fine arts week	
86. Artists (a list of) interested in exhibiting in HS galleries	
87. Opportunities for students to do art in public like sidewalk chalk event that used to be sponsored by the UW	
88. Workshops held for students during school hours; after school; or on the weekend	2
89. Free tickets for evening performances	
90. Theatre including costuming	
91. Drill team	
92. \$ to put on special events	
93. Open arts studio in my room	
94. Time for me to be a guest artist in my own school	
95. Connections with the museums and MCM	
96. Classes with scholarships, transportation and in the neighborhoods	
97. In school visiting visual artists – 6-9 week intensive study that includes cross-curricular study	
98. Visiting networks/displays of contemporary, culturally relevant visuals as it is becoming increasingly expensive to transport students and to coordinate chaperones and substitute teachers	
99. I would love to have a community garden w/school	
100. I'd love the opportunity to bring in a visiting artist specifically a mosaic artist to create a school mosaic.	
101. I want the District to pay for teachers to study Spanish.	
102. Instruction in social justice specifically working with free and reduces lunch students.	
103. Native American arts and presentation	
104. Artists in residence list – with recommendations from other art educators	
105. Greater connection to UW art students of various backgrounds including interested in volunteering or doing large projects	

## Appendix F

### Local Grant Opportunities

A list of local grant opportunities is provided for staff to consider. Additional information is also available online at <http://bpaweb.madison.k12.wi.us/grants>.

#### Local Arts Education Funding Sources:

	Website
American Girl's Fund for Children (over \$10,000)	<a href="http://www.madisoncommunityfoundation.org/Page.aspx?pid=192">http://www.madisoncommunityfoundation.org/Page.aspx?pid=192</a>
Aristos Scholars Grant	<a href="http://bpaweb.madison.k12.wi.us/grants/opportunities.htm">http://bpaweb.madison.k12.wi.us/grants/opportunities.htm</a>
Capitol Times Kids Fund	<a href="http://thekidsfund.org/">http://thekidsfund.org/</a>
Dane County Cultural Affairs	<a href="http://www.culturalaffairscommision.com/">http://www.culturalaffairscommision.com/</a>
Evjue Foundation	<a href="http://bpaweb.madison.k12.wi.us/grants/opportunities.htm">http://bpaweb.madison.k12.wi.us/grants/opportunities.htm</a>
Foundation for Madison Public Schools	<a href="http://www.fmpps.org/">http://www.fmpps.org/</a>
Madison Arts Commission	<a href="http://www.cityofmadison.com/MAC/grants/index.cfm">http://www.cityofmadison.com/MAC/grants/index.cfm</a>
Madison Rotary Foundation	<a href="http://bpaweb.madison.k12.wi.us/grants/opportunities.htm">http://bpaweb.madison.k12.wi.us/grants/opportunities.htm</a>
The Madison Community Foundation (over \$10,000)	<a href="http://www.madisoncommunityfoundation.org/Page.aspx?pid=192">http://www.madisoncommunityfoundation.org/Page.aspx?pid=192</a>
Wisconsin Arts Board	<a href="http://artsboard.wisconsin.gov/">http://artsboard.wisconsin.gov/</a>

# Appendix G

## Secondary Fine Arts Site Budgets 2005-2010

School/Program	SY09-10 Budget	Enrollmt	\$ per Std	SY08-09 Actual	Enrollmt	\$ per Std	SY07-08 Actual	Enrollmt	\$ per Std	SY06-07 Actual	SY05-06 Actual
<b>Black Hawk</b>		389			386			359			
Instructional Art	\$ 1,025.00	181	\$ 5.67	\$ 1,141.00	396	\$ 2.88	\$ 861.00	381	\$ 2.26	\$ 1,139.26	\$ 793.41
Instructional Music Vocal	923.00	176	\$ 5.24	662.00	135	\$ 4.90	502.00	170	\$ 2.95	863.17	17.76
Instructional Music Band	1,333.00	97	\$ 13.74	1,235.00	102	\$ 12.11	-	136	\$ -	318.06	1,353.42
Instructional Music Strings	718.00	57	\$ 12.60	678.00	51	\$ 13.29	893.00	45	\$ 19.84	689.00	458.30
	\$ 3,999.00			\$ 3,716.00			\$ 2,256.00			\$ 3,009.49	\$ 2,622.89
<b>Cherokee</b>		535			576			544			
Instructional Art	\$ 2,279.00	536	\$ 4.25	297.00	592	\$ 0.50	\$ 1,524.00	231	\$ 6.60	\$ 1,356.34	\$ 2,028.62
Instructional Music Vocal	1,667.00	178	\$ 9.37	1,253.00	219	\$ 5.72	1,248.00	245	\$ 5.09	1,457.25	3,601.11
Instructional Music Band	5,555.00	212	\$ 26.20	4,004.00	222	\$ 18.04	4,667.00	59	\$ 79.10	4,296.72	4,155.70
Instructional Music Strings	1,112.00	79	\$ 14.08	1,001.00	59	\$ 16.97	1,219.00	234	\$ 5.21	965.72	1,070.86
	\$ 10,613.00			\$ 6,555.00			\$ 8,658.00			\$ 8,076.03	\$ 10,856.29
<b>Hamilton</b>		710			757			736			
Instructional Art	\$ 3,334.00	650	\$ 5.13	\$ 3,002.00	534	\$ 5.62	\$ 3,060.00	198	\$ 15.45	\$ 2,950.38	\$ 2,068.69
Instructional Music Vocal	1,666.00	262	\$ 6.36	1,378.00	332	\$ 4.15	1,178.00	346	\$ 3.40	1,819.67	1,299.36
Instructional Music Band	3,111.00	235	\$ 13.24	3,307.00	234	\$ 14.13	3,122.00	200	\$ 15.61	2,858.40	2,324.62
Instructional Music Strings	1,779.00	202	\$ 8.81	2,051.00	207	\$ 9.91	2,200.00	172	\$ 12.79	858.00	909.00
	\$ 9,890.00			\$ 9,738.00			\$ 9,560.00			\$ 8,486.45	\$ 6,601.67
<b>Jefferson</b>		534			478			415			
Instructional Art	\$ 3,334.00	540	\$ 6.17	\$ 3,421.00	501	\$ 6.83	\$ 3,058.00	422	\$ 7.25	\$ 3,022.08	\$ 2,048.56
Instructional Music Vocal	1,666.00	239	\$ 6.97	1,908.00	207	\$ 9.22	1,498.00	162	\$ 9.25	1,620.58	1,863.00
Instructional Music Band	3,111.00	211	\$ 14.74	2,983.00	205	\$ 14.55	2,668.00	180	\$ 14.82	3,087.23	3,732.24
Instructional Music Strings	1,444.00	95	\$ 15.20	1,403.00	84	\$ 16.70	326.00	70	\$ 4.66	1,130.00	1,475.60
	\$ 9,555.00			\$ 9,715.00			\$ 7,550.00			\$ 8,859.89	\$ 9,119.40
<b>O'Keeffe</b>		431			429			424			
Instructional Art	\$ 4,334.00	372	\$ 11.65	\$ 4,267.00	284	\$ 15.02	\$ 3,340.00	231	\$ 14.46	\$ 2,869.90	\$ 3,229.44
Instructional Music Vocal	890.00	154	\$ 5.78	852.00	88	\$ 9.68	1,387.00	181	\$ 7.66	991.06	933.30
Instructional Music Band	4,722.00	189	\$ 24.98	3,004.00	105	\$ 28.61	4,605.00	211	\$ 21.82	4,422.89	406.06
Instructional Music Strings	1,114.00	112	\$ 9.95	1,098.00	120	\$ 9.15	1,067.00	107	\$ 9.97	1,041.57	759.14
	\$ 11,060.00			\$ 9,221.00			\$ 10,399.00			\$ 9,325.42	\$ 5,327.94
<b>Sennett</b>		608			641			628			
Instructional Art	\$ 1,025.00	768	\$ 1.33	\$ 804.00	752	\$ 1.07	\$ 937.00	696	\$ 1.35	\$ 2,775.28	\$ 1,913.15
Instructional Music General	\$ 513.00	60	\$ 8.55	\$ 360.00	48	\$ 7.50	\$ 311.00	63	\$ 4.94	\$ 321.70	\$ 1,892.81
Instructional Music Vocal	513.00	116	\$ 4.42	207.00	141	\$ 1.47	-	145	\$ -	350.00	148.35
Instructional Music Band	2,050.00	147	\$ 13.95	3,569.00	133	\$ 26.83	1,905.00	111	\$ 17.16	2,225.80	2,346.65
Instructional Music Strings	1,026.00	81	\$ 12.67	943.00	61	\$ 15.46	1,507.00	56	\$ 26.91	946.92	318.40
	\$ 5,127.00			\$ 5,883.00			\$ 4,660.00			\$ 6,619.70	\$ 6,619.36
<b>Sherman</b>		365			377			436			
Instructional Art	\$ 1,067.00	358	\$ 2.98	\$ 910.00	359	\$ 2.53	\$ 496.00	760	\$ 0.65	\$ 970.05	\$ 1,918.49
Instructional Music Vocal	429.00	77	\$ 5.57	71.00	92	\$ 0.77	545.00	108	\$ 5.05	599.68	1,805.02
Instructional Music Band	1,300.00	81	\$ 16.05	2,099.00	87	\$ 24.13	906.00	89	\$ 10.18	925.94	784.02
Instructional Music Strings	-	59	\$ -	669.00	51	\$ 13.12	812.00	35	\$ 23.20	910.88	
	\$ 2,796.00			\$ 3,749.00			\$ 2,759.00			\$ 3,406.55	\$ 4,507.53
<b>Spring Harbor</b>		268			268			265			
Instructional Art	\$ 1,555.00	446	\$ 3.49	\$ 1,708.00	459	\$ 3.72	\$ 1,424.00	445	\$ 3.20	\$ 1,506.70	\$ 1,115.76
Instructional Music Vocal	945.00	61	\$ 15.49	793.00	68	\$ 11.66	732.00	62	\$ 11.81	749.18	740.71
Instructional Music Band	1,452.00	151	\$ 9.62	1,654.00	142	\$ 11.65	1,567.00	141	\$ 11.11	2,202.98	1,612.31
Instructional Music Strings	555.00	55	\$ 10.09	420.00	59	\$ 7.12	425.00	58	\$ 7.33	141.70	277.37
	\$ 4,507.00			\$ 4,575.00			\$ 4,148.00			\$ 4,600.56	\$ 3,746.15
<b>Toki</b>		482			538			595			
Instructional Art	\$ 3,557.00	397	\$ 8.96	\$ 3,115.00	343	\$ 9.08	\$ 4,725.00	362	\$ 13.05	\$ 4,733.89	\$ 4,898.10
Instructional Music Vocal	1,196.00	123	\$ 9.72	1,179.00	196	\$ 6.02	1,242.00	262	\$ 4.74	1,139.85	1,394.32
Instructional Music Band	4,277.00	187	\$ 22.87	4,643.00	224	\$ 20.73	4,047.00	224	\$ 18.07	3,568.77	8,511.07
Instructional Music Strings	1,114.00	77	\$ 14.47	499.00	78	\$ 6.40	-	89	\$ -	603.00	156.00
	\$ 10,144.00			\$ 9,436.00			\$ 10,014.00			\$ 10,045.51	\$ 14,959.49

School/Program	SY09-10 Budget	Enrollmt	\$ per Std	SY08-09 Actual	Enrollmt	\$ per Std	SY07-08 Actual	Enrollmt	\$ per Std	SY06-07 Actual	SY05-06 Actual
<b>Whitehorse</b>		445			475			438			
Instructional Art	\$ 3,001.00	440	\$ 6.82	\$ 2,509.00	481	\$ 5.22	\$ 2,273.00	458	\$ 4.96	\$ 2,321.55	\$ 1,646.22
Instructional Music General	\$ 333.00	131	\$ 2.54	\$ -	132	\$ -	\$ 82.00	97	\$ 0.85	\$ -	\$ -
Instructional Music Vocal	1,156.00	93	\$ 12.43	-	126	\$ -	1,115.00	134	\$ 8.32	2,012.57	2,470.20
Instructional Music Band	3,334.00	136	\$ 24.51	3,636.00	161	\$ 22.58	3,604.00	155	\$ 23.25	3,236.08	4,414.35
Instructional Music Strings	2,224.00	99	\$ 22.46	1,074.00	75	\$ 14.32	626.00	71	\$ 8.82	1,153.68	545.00
	\$ 10,048.00			\$ 7,219.00			\$ 7,700.00			\$ 8,723.88	\$ 9,075.77
<b>Wright</b>		249			241			256			
Instructional Art	\$ 890.00	199	\$ 4.47	\$ 921.00	358	\$ 2.57	\$ 925.00	335	\$ 2.76	\$ 686.70	\$ 408.82
Instructional Music Vocal	499.00	71	\$ 7.03	400.00	37	\$ 10.81	259.00	33	\$ 7.85	101.98	1,724.52
Instructional Music Band	1,112.00	44	\$ 25.27	2,108.00	44	\$ 47.91	1,010.00	44	\$ 22.95	797.31	670.08
Instructional Music Strings	888.00	48	\$ 18.50	645.00	37	\$ 17.43	1,060.00	47	\$ 22.55	1,081.64	232.09
	\$ 3,389.00			\$ 4,074.00			\$ 3,254.00			\$ 2,667.63	\$ 3,035.51
<b>East</b>		1614			1700			1706			
Instructional Art	\$ 8,954.00	446	\$ 20.08	\$ 12,796.00	417	\$ 30.69	\$ 11,324.00	412	\$ 27.49	\$ 9,522.57	\$ 9,269.37
Instructional Music Vocal	2,594.00	172	\$ 15.08	2,328.00	203	\$ 11.47	2,316.00	205	\$ 11.30	2,334.14	2,584.33
Instructional Music Band	2,982.00	137	\$ 21.77	3,075.00	161	\$ 19.10	3,176.00	180	\$ 17.64	4,538.95	5,148.57
Instructional Music Strings	3,405.00	72	\$ 47.29	3,213.00	98	\$ 32.79	3,432.00	81	\$ 42.37	4,003.63	3,551.79
Extra Curric Band	4,851.00			1,339.00			3,552.00				
Extra Curric Orchestra	-			514.00			-			4,401.64	4,035.96
Extra Curric Vocal	7,520.00			7,274.00			6,491.00			5,843.59	5,381.00
Extra Curric Strings	2,695.00			3,195.00			2,339.00			2,108.10	2,402.99
	\$ 33,001.00			\$ 33,734.00			\$ 32,630.00			\$ 32,752.62	\$ 32,374.01
<b>LaFollette</b>		1601			1646			1710			
Instructional Art	\$ 13,666.00	345	\$ 39.61	\$ 18,321.00	366	\$ 50.06	\$ 12,690.00	428	\$ 29.65	\$ 13,717.22	\$ 17,486.94
Instructional Music Vocal	3,522.00	149	\$ 23.64	3,159.00	135	\$ 23.40	2,633.00	177	\$ 14.88	3,418.43	2,968.87
Instructional Music Band	3,733.00	137	\$ 27.25	3,479.00	146	\$ 23.83	3,406.00	156	\$ 21.83	4,419.28	3,088.18
Instructional Music Strings	1,261.00	74	\$ 17.04	1,229.00	171	\$ 7.19	1,264.00	87	\$ 14.53	1,206.15	667.00
Extra Curric Orchestra	6,335.00			6,533.00			6,448.00			5,324.25	4,021.50
Extra Curric Vocal	4,997.00			3,764.00			3,284.00			4,003.29	6,868.77
Extra Curric Strings	2,781.00			2,457.00			2,749.00			2,591.65	2,086.00
	\$ 36,295.00			\$ 38,942.00			\$ 32,474.00			\$ 34,680.27	\$ 37,187.26
<b>Memorial</b>		1890			1924			2056			
Instructional Art	\$ 22,224.00	495	\$ 44.90	\$ 20,551.00	481	\$ 42.73	\$ 19,948.00	527	\$ 37.85	\$ 20,343.06	\$ 21,121.42
Instructional Music Vocal	3,664.00	158	\$ 23.19	3,131.00	99	\$ 31.63	2,896.00	86	\$ 33.67	3,431.08	3,277.35
Instructional Music Band	6,890.00	214	\$ 32.20	6,222.00	218	\$ 28.54	5,566.00	249	\$ 22.35	7,597.94	7,257.06
Instructional Music Strings	4,711.00	124	\$ 37.99	5,065.00	83	\$ 61.02	3,130.00	99	\$ 31.62	3,941.98	4,181.19
Extra Curric Orchestra	2,000.00			1,521.00			1,863.00			745.34	787.34
Extra Curric Vocal	3,443.00			2,710.00			2,881.00			2,181.08	3,075.50
Extra Curric Strings	3,330.00			2,025.00			2,911.00			2,677.18	3,028.43
	\$ 46,262.00	991		\$ 41,225.00	881		\$ 39,195.00	961		\$ 40,917.66	\$ 42,728.29
<b>West</b>		2086			2005			2036			
Instructional Art	\$ 21,888.00	581	\$ 37.67	\$ 16,946.00	568	\$ 29.83	\$ 17,718.00	561	\$ 31.58	\$ 26,379.38	\$ 17,998.42
Instructional Music Vocal	2,279.00	153	\$ 14.90	709.00	187	\$ 3.79	2,227.00	180	\$ 12.37	2,485.59	2,324.74
Instructional Music Band	7,767.00	185	\$ 41.98	7,167.00	181	\$ 39.60	8,271.00	158	\$ 52.35	9,104.26	8,412.61
Instructional Music Strings	4,678.00	85	\$ 55.04	4,551.00	117	\$ 38.90	2,736.00	127	\$ 21.54	3,314.54	3,461.51
Extra Curric Orchestra	4,850.00			4,742.00			4,940.00			4,240.82	2,964.28
Extra Curric Vocal	4,884.00			4,908.00			2,829.00			5,071.53	4,733.18
	\$ 46,346.00			\$ 39,023.00			\$ 38,721.00			\$ 50,596.12	\$ 39,894.74
<b>Shabazz</b>		110			116			123			
Instructional Art	2,172.00	59	\$ 36.81	2,315.00	125	\$ 18.52	2,045.00	183	\$ 11.17	2,221.44	2,174.62
<b>Total</b>	\$ 245,204.00			\$ 229,120.00			\$ 216,023.00			\$ 234,989.22	\$ 230,830.92







The data shared is informational and meant to initiate discussion of funding and resources available for arts instruction at the secondary level. While reviewing the above data, please keep in mind the following variables which may have had influence over the results shown above:

* Varying enrollment count methods											
* Course length/duration											
* Financial community support											

## Appendix H

### Arts Roundtable Organizations

The Fine Arts Division is pleased to have developed partnerships with the local and area fine arts organizations listed below. Many of these organizations and MMSD have worked collaboratively through several projects enhancing arts educational opportunities for K-12 students.

	MADISON REPERTORY THEATRE
	 <i>ignite enthusiasm for opera</i>
	WISCONSIN CHAMBER ORCHESTRA
	
	
  <a href="#">Madison Children's Museum - Teacher Info</a>	  <a href="#">Madison Overture Center - Overture Onstage</a>

School/Program	SY09-10 Budget	Enrollmt	\$ per Std	SY08-09 Actual	Enrollmt	\$ per Std	SY07-08 Actual	Enrollmt	\$ per Std	SY06-07 Actual	SY05-06 Actual
<b>Whitehorse</b>		445			475			438			
Instructional Art	\$ 3,001.00	440	\$ 6.82	\$ 2,509.00	481	\$ 5.22	\$ 2,273.00	458	\$ 4.96	\$ 2,321.55	\$ 1,646.22
Instructional Music General	\$ 333.00	131	\$ 2.54	\$ -	132	\$ -	\$ 82.00	97	\$ 0.85	\$ -	\$ -
Instructional Music Vocal	1,156.00	93	\$ 12.43	-	126	\$ -	1,115.00	134	\$ 8.32	2,012.57	2,470.20
Instructional Music Band	3,334.00	136	\$ 24.51	3,636.00	161	\$ 22.58	3,604.00	155	\$ 23.25	3,236.08	4,414.35
Instructional Music Strings	2,224.00	99	\$ 22.46	1,074.00	75	\$ 14.32	626.00	71	\$ 8.82	1,153.68	545.00
	\$ 10,048.00			\$ 7,219.00			\$ 7,700.00			\$ 8,723.88	\$ 9,075.77
<b>Wright</b>		249			241			256			
Instructional Art	\$ 890.00	199	\$ 4.47	\$ 921.00	358	\$ 2.57	\$ 925.00	335	\$ 2.76	\$ 686.70	\$ 408.82
Instructional Music Vocal	499.00	71	\$ 7.03	400.00	37	\$ 10.81	259.00	33	\$ 7.85	101.98	1,724.52
Instructional Music Band	1,112.00	44	\$ 25.27	2,108.00	44	\$ 47.91	1,010.00	44	\$ 22.95	797.31	670.08
Instructional Music Strings	888.00	48	\$ 18.50	645.00	37	\$ 17.43	1,080.00	47	\$ 22.55	1,081.64	232.09
	\$ 3,389.00			\$ 4,074.00			\$ 3,254.00			\$ 2,667.63	\$ 3,035.51
<b>East</b>		1614			1700			1706			
Instructional Art	\$ 8,954.00	446	\$ 20.08	\$ 12,796.00	417	\$ 30.69	\$ 11,324.00	412	\$ 27.49	\$ 9,522.57	\$ 9,269.37
Instructional Music Vocal	2,594.00	172	\$ 15.08	2,328.00	203	\$ 11.47	2,316.00	205	\$ 11.30	2,334.14	2,584.33
Instructional Music Band	2,982.00	137	\$ 21.77	3,075.00	161	\$ 19.10	3,176.00	180	\$ 17.64	4,538.95	5,148.57
Instructional Music Strings	3,405.00	72	\$ 47.29	3,213.00	98	\$ 32.79	3,432.00	81	\$ 42.37	4,003.63	3,551.79
Extra Curric Band	4,851.00			1,339.00			3,552.00			-	-
Extra Curric Orchestra	-			514.00			-			4,401.64	4,035.96
Extra Curric Vocal	7,520.00			7,274.00			6,491.00			5,843.59	5,381.00
Extra Curric Strings	2,695.00			3,195.00			2,339.00			2,108.10	2,402.99
	\$ 33,001.00			\$ 33,734.00			\$ 32,630.00			\$ 32,752.62	\$ 32,374.01
<b>LaFollette</b>		1601			1646			1710			
Instructional Art	\$ 13,666.00	345	\$ 39.61	\$ 18,321.00	366	\$ 50.06	\$ 12,690.00	428	\$ 29.65	\$ 13,717.22	\$ 17,486.94
Instructional Music Vocal	3,522.00	149	\$ 23.64	3,159.00	135	\$ 23.40	2,633.00	177	\$ 14.88	3,418.43	2,968.87
Instructional Music Band	3,733.00	137	\$ 27.25	3,479.00	146	\$ 23.83	3,406.00	156	\$ 21.83	4,419.28	3,088.18
Instructional Music Strings	1,261.00	74	\$ 17.04	1,229.00	171	\$ 7.19	1,264.00	87	\$ 14.53	1,206.15	667.00
Extra Curric Orchestra	6,335.00			6,533.00			6,448.00			5,324.25	4,021.50
Extra Curric Vocal	4,997.00			3,764.00			3,284.00			4,003.29	6,868.77
Extra Curric Strings	2,781.00			2,457.00			2,749.00			2,591.65	2,086.00
	\$ 36,295.00			\$ 38,942.00			\$ 32,474.00			\$ 34,680.27	\$ 37,187.26
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