



June 27, 2011

APPENDIX MMM-12-1  
June 27, 2011

**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 provides updates for action steps from December 1, 2010 to May 15, 2011.

### 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, and updated timelines for continued progress and implementation can be found in Appendix A.

### D. Action Requested

Funds for the fine arts are included in the 2011-12 budget draft, 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 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: **Curriculum; Equity; and Long-Term Financial Planning.** This update format demonstrates the progress and continued attention to the needs defined in the recommendations from the Fine Arts Task Force.

Work continues on the creation of a multi-year funding plan for arts education that will be structured to provide adequate, sustained funding for MMSD students enrolled in 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

- High School course sequence and alignment by course title across the four large high schools is nearly complete. All course titles will be fully aligned by 2011-12. This allows us to look at fine arts courses that are being offered at all of our high schools and what courses are more building-specific. Fine Arts Leadership Teams and High School Department chairs have discussed the equity (and inequity) across the attendance areas, and these two groups will offer recommendations during the 2011-12 school year to improve access for all students to a wide variety of high school fine arts offerings.
- Through the new Curricular Materials budget process now managed by Curriculum & Assessment (formerly ELM), the purchase of the Silver Burdett Making Music series for all elementary schools began this spring. All kindergarten books have been purchased, and 1<sup>st</sup> grade materials will be purchased with the 2011-12 Curriculum Materials budget. The decision was made to purchase one grade at a time so that all elementary schools have equitable resources.
- Funds from the Curricular Materials budget and the Fine Arts Task Force allocation were used to purchase REMO World Music Drumming instruments and curriculum for all 32 elementary schools. Schools were assessed on their current inventory – some schools received full sets and some schools will divide sets based on need. All schools will receive the full complement of curriculum materials, and professional development in 2011-12 will include world music drumming and drum circles.

- Through two generous grants by the National Endowment for the Arts and an anonymous donor that totaled over \$35,000, Overture Center for the Arts, Madison Ballet, Children's Theater of Madison, Madison Symphony, Madison Opera, and Madison Museum for Contemporary Art partnered with the 6<sup>th</sup> grade academic teams at Cherokee Middle School and Sherman Middle School for an Arts Education Initiative during the 2011-12. The grant funding provided teaching artists in four residencies, allowed all 6<sup>th</sup> grade students at both schools to attend performances at the Overture Center free-of-charge, and 45 students have been involved in after-school intensive during April & May, 2011. The grant funding has been increased for next year, and this program will be expanding within these schools and possibly into another middle school.
- The Visual Arts Curriculum Guide Team met throughout the 2011-12 school year, and it was determined by this group and the Fine Arts Leadership Teams that the release of the music and visual arts documents should happen simultaneously. (Note: Mel Pontious, former DPI State Fine Arts Consultant, retired before he had the opportunity to review both documents.)
- Theatre and Dance departments were scheduled to align curriculum to the state and national standards in February, 2011. Unfortunately, their meeting was cancelled due to the statewide events at the end of February, but this meeting has been rescheduled for September, 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.
- Mary Lou Williams Centennial Celebration grant funds from the Foundation for Madison Public Schools supported curricular funding in eleven MMSD school programs.: West HS, East HS, AERO, Work and Learn, Cherokee MS, Spring Harbor MS, Toki MS, Hawthorne Elem., Midvale Elem., Lowell Elem., and Falk Elem. Programming included a high school jazz clinic with the UW Jazz Orchestra, middle school jazz performances, ten performances by Fabu Carter Brisco and Jane Reynolds, Johnson Brothers Spoken Word performances, student spoken word performances, and a large wealth of curricular resources for all the schools
- Honoring Imagination is slated to begin in the 2011-12 school year. This innovative urban art exhibit will feature middle school students' artwork on billboards across the City of Madison. Adams Outdoor Advertising will be supplying the billboard space, and the teachers have applied for a Dane County Cultural Affairs Commission grant to cover the cost of creating the vinyl signs.
- ***Planning Instruction in Music and Planning Instruction in Visual Arts*** drafts are undergoing final review during May/June 2011 by all K-12 music and visual arts specialists and district administration. These documents will be posted on the MMSD Fine Arts Web during Summer 2011, and all district art specialists will receive their own copy in August 2011. 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

## **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 has spent this school year reconnecting with all of our community organizations to better develop a framework for community arts partnerships. Through our Kennedy Center Partnership with Overture Center for the Arts, we will develop an online framework for use by all Dane County community teacher artists and arts organizations. The district will be able to use this 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
- The Equitable Arts Access Model has been developed this year for all district elementary schools, and it will be implemented in Fall 2011. This model will allow all K-5 schools the opportunity to have a small residency within their school by providing \$500 to each school. The residencies will be on a three-year cycle with the potential of each child receiving two of each residency types in a K-5 education setting. (Appendix C)
- K-5 visual art teachers were involved in a half-day professional development session in March, 2011 at the Madison Museum for Contemporary Art (MMoCA). During this session, they discussed updating their SMART Project art curriculum during their curricular review year in 2011-12. Chazen Museum, Madison Children's Museum, and MMoCA representatives were all present for this afternoon of curricular work and celebration of the Young at Art exhibit.
- Equitable access to Fine Arts Division funding followed 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 district initiatives, and estimates from vendors if a purchase is involved. All eligible requests were granted, and two that require more resources that are available in the Fine Arts Division budgets will be looked at more closely for external funding sources.

## **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 has been involved with community arts organizations and arts education funding sources during 2011-12 to better establish connections between our needs and their resources. The community arts framework that will be developed with Overture Center for the Arts will help us develop a better system for alignment of needs and resources.
- A Fine Arts Task Force Budget Overview has been developed to better see where the Task Force funds were used during the last two years in each essential category. Projected 2011-12 use of funds has been included to assist with the long-term financial planning in the Fine Arts Division (Appendix B).
- Superintendent, Executive Director of Curriculum & Assessment, and Teacher Leader – Fine Arts need to continue a shared focus on developing 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. This is a timeline of what has been accomplished to date and the anticipated invitation to community members:
  - **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 & April 2011** – Meeting of the *Creative Madison Team*
  - **June/July 2011** – Recommendation to Superintendent by the *Creative Madison Team* for membership in the *MMSD Fine Arts Community Advisory Council*
  - **August/September 2011** – Invitations will be sent to potential *MMSD Fine Arts Community Advisory Council* members.
  - **September 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 2010-11 school year with \$100,000 to assist in the implementation of the action steps. Funds were used to support the new Funding Request applications for visual arts and music, REMO World Music Drumming instrument and curriculum purchases, equity string instrument purchases for elementary and middle schools, equity purchases for middle school and high school percussion sections, and the costs associated with visual arts curriculum and staff development work sessions.

The use of the Fine Arts Task Force funding for 2011-12 will remain focused on three critical areas: Curriculum; Equity; and Long-term Financial Planning.

#### **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.

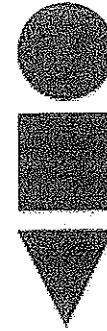
#### **D. Implications for other aspects of the organization**

The Fine Arts Division of Curriculum and Assessment continues with the goal of 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- Fine Arts Task Force Budget Overview 2009-2012
- Appendix C- Equitable Arts Access Model – MMSD K-5

MADISON METROPOLITAN SCHOOL DISTRICT



**APPENDIX A**

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

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Madison, WI

Submitted to Board of Education

June 27, 2011

# Madison Metropolitan School District

## Fine Arts Task Force Action Plan

### STATUS UPDATE - June 27, 2011

**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	Updated Timeline
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 Guides for Music and Visual Arts are in their final review by all K-12 music/visual arts specialists.  The guides will be available July, 2011 on the Fine Arts Web, and all K-12 fine arts staff will receive binder copies of the documents.  Scope and Sequence chapters for both documents will be further developed using the model under development in the Curriculum and Assessment Department .	<b>Electronic versions of Planning Guides on MMSD Fine Arts Web – June 2011</b>  <b>Scope and Sequence – 2011-2012 school year</b>  <b>Distribution of Planning Guides – August 2011</b>
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	Meeting scheduled for 2/22/2011 was cancelled since there was no school. As 10 substitutes are required, a new meeting has been set for 9/19/11	<b>Fall 2011</b>



**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	Updated Timeline
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	Several collaborative arts education opportunities were available to MMSD students during the 2010-11 school year: * Mary Lou Williams work at four high schools and 10 elementary & middle schools * Arts Education Initiative project with Cherokee and Sherman MS and five Overture resident companies – funded by National Endowment for the Arts grant and private endowment * Young at Art collaboration between MMoCA and MMSD * Creation of the Equitable Arts Access model .	<b>2011-12 School year</b>  Continue development of collaborative arts education partnerships, implement the Equitable Arts Access model pilot, and expand the Arts Education Initiative project at Cherokee and Sherman – funding has been granted from National Endowment for the Arts for the 2011-12 school year.

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Updated Timeline
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	Organization/Systems * Decision-Making 2	The Creative Madison Team will make formal recommendations to the superintendent to advise his creation of the Fine Arts Community Advisory Council in June, 2011	<b>2011-12 School Year</b>  Establishment of the superintendent's council – the Fine Arts Community Advisory Council – recommendations will be brought forth from the MMSD Fine Arts Leadership Teams and the Creative Madison Team
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	Student * Relationships 4, 6	Curricular offering listing for K-12 fine arts education will be completed in June 2011. Focus this year was on the Equitable Arts Access model development for elementary schools.	<b>2011-12 School Year</b>  The Music and Visual Arts Leadership Teams will develop a comprehensive list of current offerings at the middle and high schools. An equity report will be developed and presented to the BOE with the next update report.

Feasible Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Update Timeline
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		<p>Teacher Leader – Fine Arts has met with all current partners to reestablish connections with MMSD.</p> <p>Creative Madison Team will use the findings of the City of Madison Cultural Plan (being released in Summer 2011) to develop strategies for effective partnership development.</p>	Ongoing
6. Develop framework for partnering to expand student co-curricular opportunities.	2010	Coordinator of Fine Arts, Teacher Committee	<p>Document includes:</p> <ul style="list-style-type: none"> <li>* Framework for arts partnerships</li> <li>* Improved coordination with school personnel</li> <li>* Increase in co-curricular arts</li> <li>* Improved equitable arts access across the (district) using district-wide calendar.</li> <li>* Increase in successful grants, donations and partnerships</li> </ul>	Extended employment compensation total = \$1440	Student * Relationships 4, 6	<p>An K-5 Equitable Arts Access model has been developed and will be implemented during the 2011-12 school year (See Appendix for more information) – Goal is to increase this program to a K-12 model).</p> <p>A framework for arts partnerships is being developed in by Overture Center/MMSD for use by all arts organizations (2012)</p> <p>A Fine Arts District Calendar (Google Calendar) was created for district-wide use.</p> <p>High School Jazz Festival will be held in 2011-12.</p>	Ongoing

**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	Updated Timeline
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.	<b>Fall 2011</b>  <b>Review donations received</b>
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	Fine Arts Community Advisory Council will address this recommendation in 2011-12 (also see the next item for more information)	<b>Ongoing</b>
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	Teacher Leader – Fine Arts has met with major Dane County funders, Overture Center grants coordinator, MMSD grants coordinator, and state arts organizations to establish connections between district initiatives and the City of Madison Cultural Plan (release: Summer 2011)  Fine Arts Community Advisory Council will more fully address this recommendation in 2011-12.	<b>2011-12 and Ongoing</b>

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Update Timeline
<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>  * Pursue Necessary Resources 2  <b>Organization/Systems</b>  * Partnerships 2, 3  * Decision-Making 4  <b>Student</b>  * Relationships 4, 6</p>	<p>This action step has been the focus of many meetings and interactions between the Teacher Leader – Fine Arts and community arts organizations and arts funding sources.</p> <p>Creation of the Music/Theater and Visual Arts/Dance Leadership Teams allow us to address networking with schools and cultural organizations.</p> <p>Our Kennedy Center Partnership Plan for 2011-13 addresses this need in a fully vetted online database for community teacher artists and arts organizations. The development of a clearly defined system will help in the applications for funding.</p>	<b>Ongoing</b>

**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	Updated Timeline
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 needs to be collected and shared with teaching staff and principals. (Analysis needs to be completed.)	<b>Spring 2011</b>
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	As the course alignment was completed this year, we are now able to develop a comprehensive survey about fine arts course interests. This will be one of the first tasks of the Music/Theater and Visual Arts/Dance Leadership Teams in 2011-12 ( Survey reports will need analysis through disaggregate data to determine patterns of students with disabilities and student populations within minority- and low income.)	<b>Fall 2011</b>

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Updated Timeline
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.	2011-12

**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	Updated Timeline
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	Updated inventories were collected from all elementary schools during the 2010-11 school year, and all middle/high schools will provide updated inventories in September/October 2011.	Fall 2011
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	A Fine Arts Funding Request system was put into place in 2010-11. All visual arts and music requested items under \$15,000 that met criteria were purchased for K-12 fine arts programs. REMO World Music Drumming instruments and curriculum have been purchased for all 32 elementary schools, and a new Equitable Arts Access program will begin for elementary schools in 2011-12 (see Appendix for overview information)	Ongoing

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Updated Timeline
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	The Planning Guide for Music and The Planning Guide for Visual Arts are in their final review by K-12 staff, and these documents will be presented to administration for publishing in June 2011.	
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	Although a long-term plan is still in development, new procedures were put into place for repairs. All K-12 fine arts staff were able to request additional funding for repairs, and all requests in 2010-11 that met criteria were granted. Strings Equity purchase will come to the BOE in May 2011, and MS/HS Percussion Equity purchases were made in March, 2011. The Music Leadership Team will make recommendations in 2011-12 for a purchase plan, and additional outside funding is being sought for large instruments.	<b>Fall 2011</b>  <b>Music Leadership Team</b>



**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	Updated Timeline
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 2010-11. Forms are translated into Spanish and Hmong.	<b>Ongoing monitoring with updated online system</b>
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. All forms on the Fine Arts Web are being updated during May/June 2011.	
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	The Fine Arts-Teacher Leader is in regular communication with schools about registration needs for all incoming 5 <sup>th</sup> grade strings students. All other communication about rental information is site-based, and the Fine Arts-Teacher Leader regularly shares updated rental information and expectations with music teachers and school secretaries.	<b>Ongoing</b>

Measurable Action Step	Timeline	Responsible Personnel	Visible Result (align to student outcomes)	Resources Needed	Strategic Priority	Status	Updated Timeline
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 implementation of online registration, the district continues to monitor fee-waiver access for low-income students. Forms are translated into Spanish and Hmong.	<b>Ongoing</b>

**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	Updated Timeline
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		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 6/1/11 Next steps: A preliminary conversation will be held in Fall 2011 with the Executive Directors from Curriculum & Assessment and Educational Services.	Fall 2011
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		In 2011-12, Professional Development will be offered to elementary arts specialists through the Fine Arts Division on the third Monday of each month. Inclusive practices and cultural practices that are relevant will one focus of these sessions. MMSD Professional Development department will also provide opportunities to our middle and high school teachers.	Ongoing

**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 **	Updated Timeline
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 6/1/11.	
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	High School Department Chairs met on 4/12/11 – courses have been aligned in fine arts at all four large high schools. Credit offerings can now be compared.	
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 6/1/11.	

**\*\* 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	Updated Timeline
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	Curriculum Guides will be published in June /July 2011 – this information will provide Business Services with foundational equipment and program guidelines to develop a cost analysis.	<b>2011-12 School Year</b>
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 6/1/11 Next steps: This work will follow the report on the costs associated with the current level of service in K-12 fine arts education.	<b>Spring 2012</b>
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	The Creative Madison team met on April, 2011 and recommendations for this action step will be presented to the Superintendent in June, 2011 – the first will be a set of recommendations for membership in the Fine Arts Community Advisory Council and a second set of recommendations will follow for completion of a needs assessment to be shared with the new council.	<b>Fall 2011</b> Accounting and Budgeting will provide costs associated with current level of service in 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	Updated Timeline
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.	<b>Ongoing</b>
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	<b>Ongoing</b>

MADISON METROPOLITAN SCHOOL DISTRICT  
 FINE ARTS TASK FORCE BUDGET OVERVIEW  
 Appendix B

	2009-2010		2010-2011		Projected 2011-2012		TASK FORCE TO DATE				
	FTE	BUDGET	ACTUAL	FTE	BUDGET	ACTUAL	FTE	BUDGET	ACTUAL		
<b>Revenues</b>											
Fund 10 Operational Budget - Fine Arts Task Force		100,000	100,000		100,000	100,000		100,000		300,000	200,000
<b>Total Revenues</b>		<b>100,000</b>	<b>100,000</b>		<b>100,000</b>	<b>100,000</b>		<b>100,000</b>	<b>-</b>	<b>300,000</b>	<b>200,000</b>
<b>Expenditures</b>											
<b>EQUITABLE RESOURCES</b>											
<b>School Based</b>											
Purchased Services/Support							21,000			21,000	-
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)			40,105								40,105
Equipment		66,811	18,141							66,811	18,141
<b>District Based</b>											
<b>Salary &amp; Benefits:</b>											
Extended Teacher Employment, PAC, Substitutes					2,000						2,000
Purchased Services/Support					1,500	2,238				1,500	2,238
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)			4,073		21,500	20,000	5,000			26,500	24,073
Equipment		13,219	6,417		30,000	29,570	25,000			68,219	35,987
<b>EQUITABLE RESOURCES TOTAL</b>		<b>80,030</b>	<b>68,736</b>		<b>55,000</b>	<b>51,808</b>	<b>51,000</b>			<b>186,030</b>	<b>120,544</b>
<b>CURRICULUM</b>											
<b>Salary &amp; Benefits:</b>											
Extended Teacher Employment, PAC, Substitutes		19,970	7,026		3,000	3,738	4,500			27,470	10,765
Purchased Services/Support							4,500			4,500	-
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)					22,000	11,399	20,000			42,000	11,399
Equipment							10,000			10,000	-
<b>CURRICULUM TOTAL</b>		<b>19,970</b>	<b>7,026</b>		<b>25,000</b>	<b>15,138</b>	<b>39,000</b>			<b>83,970</b>	<b>22,164</b>
<b>LONG TERM FINANCIAL PLANNING</b>											
<b>Salary &amp; Benefits:</b>											
Extended Teacher Employment, PAC, Substitutes					2,000					2,000	-
Purchased Services/Support										-	-
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)										-	-
Equipment					18,000	15,181	10,000			28,000	15,181
<b>LONG TERM FINANCIAL PLANNING TOTAL</b>					<b>20,000</b>	<b>15,181</b>	<b>10,000</b>			<b>30,000</b>	<b>15,181</b>
<b>Total Expenditures</b>		<b>100,000</b>	<b>75,762</b>		<b>100,000</b>	<b>82,127</b>	<b>100,000</b>			<b>300,000</b>	<b>157,889</b>
<b>Surplus (Deficit)</b>		<b>-</b>	<b>24,238</b>		<b>-</b>	<b>17,873</b>	<b>-</b>			<b>-</b>	<b>42,111</b>

## APPENDIX C

### K – 5 EQUITABLE ARTS ACCESS MODEL MADISON METROPOLITAN SCHOOL DISTRICT

In 2005, Madison Metropolitan School District and community leaders in arts education and arts programming came together and developed a model design for equity. Within this document, the findings conclude that students need equitable access to community arts experiences and that these events need to be connected to the curriculum

*Develop a plan that addresses equitable student access to community-based arts education opportunities and experiences. What are some strategies to help students make connections so that community arts experiences are not events, but integrated into the curriculum? (Fine Arts Experiences/Opportunities: A Design for Equity, 2005)*

This document identified three major issues: **Communication, Time, and Advocacy**. This proposal would help to address all three issues, and would develop a more equitable way for elementary schools to access teacher artists and community arts organizations. It would also begin to address financial needs that can also be a barrier to equitable programming.

This pilot model will be implemented within the elementary schools during the 2011-12 school year. During this pilot, each elementary school principal would choose an Equitable Arts Access contact person. This appointed staff member would receive all communication from the Fine Arts (FA) Teacher Leader in Fall 2011, and this contact person would also work with the FA Teacher Leader with funding options. In the year one pilot, \$500.00 from the Fine Arts Task Force funding would be made available to each school for use toward their designated residency category. For example, Opera for the Young is \$760.00, and this would leave the school with a \$270.00 need. Schools would be requested to pay the additional funds, but scholarships would be made available to schools through the Fine Arts Division who followed an application process and demonstrated additional need.

An Equitable Arts Access group would also exist so schools with past success in bringing teaching artists into the school would have a vehicle to share strategies. We would also work as part of the Kennedy Center Partnership with Overture Center for the Arts to establish an online system for communicating who quality teaching artists are in the community through an audition system and online database.



**K – 5 EQUITABLE ARTS ACCESS MODEL  
ELEMENTARY SCHOOL RESIDENCY GROUPINGS**

**GROUP A**

**Residency Year 1 – Open Experience  
Residency Year 2 – Opera for the Young  
Residency Year 3 – Dance Residency**

Allis  
Elvehjem  
Falk  
Franklin  
Hawthorne  
Lake View  
Lowell  
Mendota  
Muir  
Nuestro Mundo  
Randall

**GROUP B**

**Residency Year 1 – Dance Residency  
Residency Year 2 – Open Experience  
Residency Year 3 – Opera for the Young**

Chavez  
Emerson  
Glendale  
Huegel  
Lapham  
Lindburgh  
Marquette  
Olson  
Sandburg  
Thoreau

**GROUP C**

**Residency Year 1 – Opera for the Young  
Residency Year 2 – Dance Residency  
Residency Year 3 – Open Experience**

Crestwood  
Gompers  
Kennedy  
Leopold  
Lincoln  
Midvale  
Orchard Ridge  
Schenk  
Shorewood  
Stephens  
Van Hise

MADISON METROPOLITAN SCHOOL DISTRICT  
FINE ARTS TASK FORCE BUDGET OVERVIEW  
Appendix B

	2009-2010			2010-2011			Projected 2011-2012			TASK FORCE TO DATE		
	FTE	BUDGET	ACTUAL	FTE	BUDGET	ACTUAL	FTE	BUDGET	ACTUAL	FTE	BUDGET	ACTUAL
<b>Revenues</b>												
Fund 10 Operational Budget - Fine Arts Task Force		100,000	100,000		100,000	100,000		100,000			300,000	200,000
<b>Total Revenues</b>		<b>100,000</b>	<b>100,000</b>		<b>100,000</b>	<b>100,000</b>		<b>100,000</b>	<b>-</b>		<b>300,000</b>	<b>200,000</b>
<b>Expenditures</b>												
<b>EQUITABLE RESOURCES</b>												
<b>School Based</b>												
Purchased Services/Support								21,000			21,000	-
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)			40,105									40,105
Equipment		66,811	18,141								66,811	18,141
<b>District Based</b>												
Salary & Benefits:												
Extended Teacher Employment, PAC, Substitutes					2,000						2,000	
Purchased Services/Support					1,500	2,238					1,500	2,238
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<b>EQUITABLE RESOURCES TOTAL</b>			80,030		55,000	51,808		51,000			186,030	120,544
<b>CURRICULUM</b>												
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<b>CURRICULUM TOTAL</b>			19,970		25,000	15,138		39,000			83,970	22,164
<b>LONG TERM FINANCIAL PLANNING</b>												
Salary & Benefits:												
Extended Teacher Employment, PAC, Substitutes					2,000						2,000	-
Purchased Services/Support												-
Supplies & Materials (Instructional/Audio Visual Media, Software, etc.)												-
Equipment					18,000	15,181		10,000			28,000	15,181
<b>LONG TERM FINANCIAL PLANNING TOTAL</b>					20,000	15,181		10,000			30,000	15,181
<b>Total Expenditures</b>		<b>100,000</b>	<b>75,762</b>		<b>100,000</b>	<b>82,127</b>		<b>100,000</b>	<b>-</b>		<b>300,000</b>	<b>157,889</b>
<b>Surplus (Deficit)</b>		<b>-</b>	<b>24,238</b>		<b>-</b>	<b>17,873</b>		<b>-</b>	<b>-</b>		<b>-</b>	<b>42,111</b>