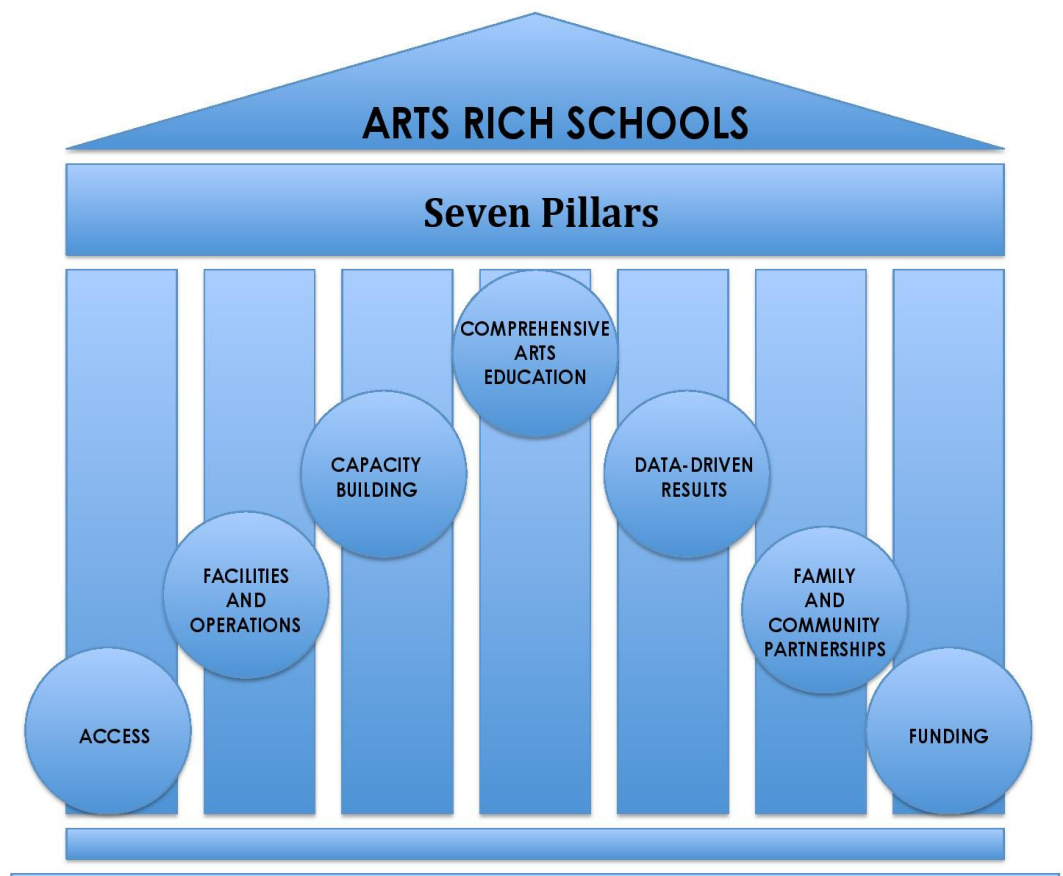


# Arts Rich Schools Blueprint

## Executive Summary



May 2015



## Why Is Arts Education Important?

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

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

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

### **1993**

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

### **2005**

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

### **2007**

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

### **2008**

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

### **2009**

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

### **2011**

Community conversations about an arts collective impact project begin; MMSD **Equitable Arts Access** is established based on MMSD Board of Education recommendations

### **2013**

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

### **2014**

**Any Given Child Madison** Phase 1 Report Released



## Arts Rich Schools in MMSD

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

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

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

During the 2014-15 school year we provided several community listening sessions for parents, students, teachers, and the arts community to come together and discuss what an "Arts Rich School" in Madison might look like. More than 150 stakeholders shared information that has helped shape values and beliefs to help define what it means to be "Arts Rich".

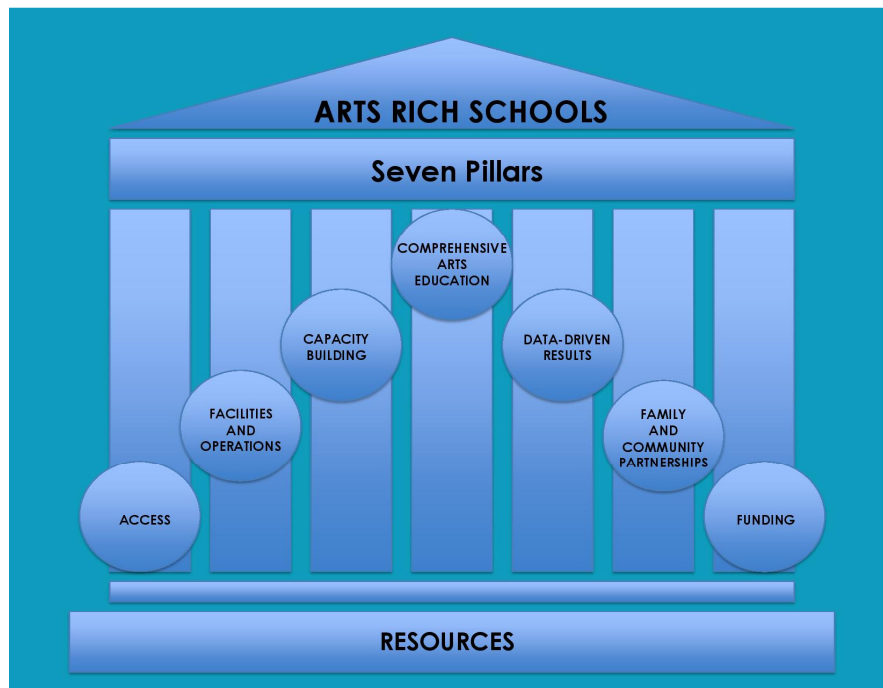
In order to better understand how the pillars were constructed, it is important to know what we learned about what stakeholders believe arts rich schools should look, sound, and feel like. From this work, we created the following belief statements to capture descriptors of Arts Rich Schools:

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

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



## Seven Pillars of Arts Education in MMSD



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

**Pillar 1: Leadership** - Create district-level systems that support the arts in every child's kindergarten through 12th grade education experience, and create conditions throughout the District that utilize the arts to support student success.

**Pillar 2: Facilities and Operations** - Ensure that arts education is delivered in facilities that support student learning and growth and that the arts are part of asset management planning at the district level.

**Pillar 3: Comprehensive Arts Education** - Ensure District arts instruction is sequential, skill-based, culturally and linguistically responsive, and supports arts learning pathways from preschool through 12th grade including arts integration strategies aligned to *Arts Education for America's Students: A Shared Endeavor*

**Pillar 4: Capacity Building in the Arts** - Provide relevant professional development to build capacity for all stakeholders to improve student learning in and through the arts.

**Pillar 5: Family and Community Arts Partnerships** - Facilitate and support external partnerships and collaborations in the arts, built upon quality indicators, to enhance student learning at all levels and ensure culturally and linguistically diverse opportunities in the arts.

**Pillar 6: Data-Driven Results for Arts Education** – Create a sustainable infrastructure to track, analyze, and disseminate standardized data on arts instruction and programming.

**Pillar 7: Funding for Arts Education** - Ensure that adequate and sustainable arts education funding is equitably distributed across the District and additional funds are available to support arts integration and school improvement plans.



## HISTORY

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

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

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

## A STATEMENT OF NEED

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

## VISION AND GOALS

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

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