

Dance, Music, Theatre/Drama, and Visual Arts

Arts Education (Visual Art, Music, Dance, and Theatre) and the CIWP

A first step in ensuring high-quality arts programming at your school, both during the school day and during out of school time, is to include the arts in your school's Continuous Improvement Work Plan (CIWP). This document serves as a guide to aid schools in developing priorities and milestones in the arts that focus on areas of greatest impact: instruction, professional development, and school culture. These brainstorming tips are designed to assist schools in building robust arts programs that support the goals and recommendations of the CPS Arts Education Plan.

Who is required/recommended to develop an Arts Strategy?

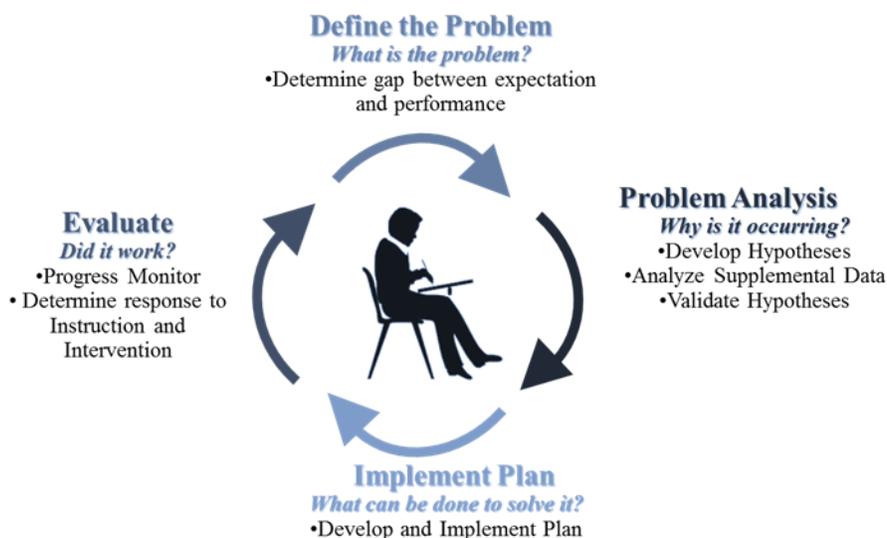
The Arts is not a required strategy.

Using the Data-based Decision Making/Problem Solving Process to develop Arts Strategies

Choosing to make Arts Education a stand-alone strategy or to embed Arts Education into another strategy in the CIWP is a great selection for those schools with arts programs at any level of implementation. It is also perfect for those wishing to:

- expand their current arts programming in multiple art forms
- incorporate more arts integration
- focus on their CPS Fine & Performing Arts Magnet Cluster Program identity
- for those schools where the arts play a major role in the life of a young person

When establishing Arts as a strategy, it is important for to engage in a Problem Solving/Data Analysis process to determine the strategy the school will use. This requires the use of quantitative and qualitative data to inform the development of actionable steps.



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Step 1: Define the Problem

Determine the gap or difference between the expectation and what is actually occurring in terms of student performance or behavior.

Arts Questions to Consider (What is your data telling you?):

- [ES] What proportions of your students are currently taking at least 120 minutes of art instruction per week (at the elementary level)?
- [HS] What art classes/forms are students taking most often to meet the graduation requirement (give that they must know have two credits in different art forms)?
- Which art forms are available to your students? Do the available art instruction opportunities match the need / interests of your student population?
- Does the Arts currently impact the boarder culture within your school? In what way?
- What are the most common concerns you hear from families and community stakeholders regarding the Arts at your school?

Problem Examples	
Elementary Example	<ul style="list-style-type: none"> • Historically, we have only offered Arts instruction at grades 3rd, 4th and 5th.
High School Example	<ul style="list-style-type: none"> • 100% of our student met the Art graduation requirement by taking a visual art class and a music class, despite a student interest in theatre.

Step 2: Problem Analysis (Identifying Root Causes)

Hypothesis or follow-up with multiple “why” questions to arrive at possible root causes. Analyze supplemental data to support or refute each hypothesis. Validate whether your hypothesis is true based on the additional data

Arts Questions to Consider:

- What decisions, structures or practices influence the number of Arts instructional minutes every student receives (ES)?
- What is preventing you from expanding access to the Arts to all students?
- How do time, resources, funding, staff, and space contribute to you growing and sustaining a robust arts program?

Hypotheses Examples	
Hypotheses	<ul style="list-style-type: none"> • Arts was only offered at certain grade levels previously because the time aligned with the need for a prep period at those grade levels • The previous policy/guideline limited our flexibility to expand access to more students or in more art forms • Staffing / scheduling is a primary influence on expanding access to the arts
Relevant Data	<ul style="list-style-type: none"> • Student and teacher schedules • Student survey to gauge interest in various art forms • School mission and other planning documents • CPS Arts Plan / HS graduation requirements

Step 3: Develop and Implement Action Plan

Develop the strategy: What are the high leverage next steps to take toward improvement? Determine the milestones that will need to be accomplished in order to implement the strategy.

Arts Questions to Consider:

- *Who takes the lead for building a strong arts culture in your building?*
- *Does the school have a vision for what the arts will look like at the school?*
- *How will input be gathered from a diverse group of stakeholders?*
- *Are there systems or structures that need to be developed to support a strong arts culture?*
- *How will the Arts influence the boarder positive culture at the school?*
- *How will arts instruction impact learning in other content areas?*
- *What partnerships and resources will be needed to create the ideal arts opportunities at you school?*

Determining Milestones

Develop milestones that lead to the full implementation of the strategy. Schools should think about the components of effective implementation and what should occur in order to “get ready to implement,” “implement,” and “monitor implementation and impact” of this strategy. Milestones usually fit into one of the categories listed in the CIWP (Instruction, Professional Development, Scheduling, Multi-Tiered Systems of Support, etc.)

Example 1: Strategy & Milestones	
<p>Strategy: A specific initiative that, once implemented will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.</p>	<p>Rationale: Reason for choosing your strategy using evidence from the SEF, Root Cause Analysis, or other data.</p>
<p>Expand access to Arts instruction at all grade levels and build a strong investment in the arts both during and after school</p>	<p><i>We currently only offer Arts at 3rd, 4th and 5th grade. As a means of meeting the recommendations of the Arts Education Plan, and as a way to fostering creativity and motivation in our students, we see a need to expand access to all students.</i></p>
<p>Milestone: A milestone is a significant point in the process, an accomplishment, or a marker that will allow you to gauge the progress you have made. Schools should consider specific priority groups (ELs, DLs) and Categories (MTSS, Scheduling, etc.) when creating milestones.</p>	
Category Examples	Sample Milestones
School Culture	<ul style="list-style-type: none"> • Designate an Arts Liaison, nominated by the school principal, to serve as the communication and coordination hub for all arts activities and programs at the school. • Establish an Arts Program/Leadership team, made of various stakeholders, and meet at least twice a year. • Establish a way to promote staff and administration engagement in the arts, attending concerts, festivals, screenings, and exhibitions.
Instruction	<ul style="list-style-type: none"> • Increase instructional time for the arts in K-8 to a minimum of 120 minutes/week beginning in SY14-15. • Developing a school-wide Arts Plan with outcomes which involves key stakeholders within the school community. • Include moments of arts integrated curriculum that extends the learning in one or more

CIWP Arts Education Guidance



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	subject and in the arts.
Professional Development	<ul style="list-style-type: none"> Plan and schedule arts-focused professional development for the entire school staff annually. Provide common planning time amongst teachers to plan instruction for arts integrated units.
After School/ Extended Day	<ul style="list-style-type: none"> Offer all grades the opportunity to participate in “out of school” arts and cultural activities, such as art clubs
Other	<ul style="list-style-type: none"> Engage the resources of local arts and cultural organizations such as museums, arts centers, and theatres, to support and to supplement both in-class curriculum and out-of-class programs.
Priority Group	Sample Milestones
Diverse Learners	<ul style="list-style-type: none">
English Learners	<ul style="list-style-type: none">