

Figure A

# Arts Integration Compass Rose

## Leadership Plan Organizational Design

### COMMUNITY PARTNERSHIPS

- Establish schedule allowing teacher representatives for parent organizations/ accountability meetings to represent leadership committee
- Cultivate partnerships with other arts integrative schools locally and nationally
- Build strong partnerships with local arts councils
- Include at least one arts community partner in school accountability team
- Establish semester or yearly post-secondary and workforce readiness exhibitions to include student workshops conducted by creative industries professionals
- Establish teacher leader to oversee student ambassador program to organize community outreach activities for the year based on student surveys of interest
- Include mentorship/internship options for gifted and talented student program with community arts partners
- Conduct quarterly education nights with parents and students to share research, activities and learning tips around arts integration
- Include a community insight section in school-wide communications to honor the community perspective regarding school-wide philosophy, goals and activities

### CURRICULUM

- All unit lessons plans are built upon standards, concepts, and lines of inquiry
- Build integrative curricula blueprints for all disciplines
- Determine cross discipline concepts and skills
- Scaffold understandings, knowledge and skills for all disciplines and grades
- Highlight 21<sup>st</sup> century skills expectations

### DIFFERENTIATION

- **Community of Practice-RTI Implementation**
  - Universal Tier
  - Targeted Tier
  - Intensive Tier
- Coordinate with staff development department to provide a combination of outside classes and coaching within classrooms to meet the individual needs of teachers and students
- Administer learning/creativity inventories for all teachers and students
- Review ESL levels and align language needs in all content areas
- Review gifted and talented plans, communicate goals and oversee successful implementation
- Build teacher leaders as literacy and math interventionists for additional support
- Build visual and hands on adaptation options within lesson planning
- Vary length of lessons
- Provide verbal and nonverbal feedback options
- Offer choice menus with diverse options to meet learning expectations

## INTEGRATION

- **Arts Infusion**
  - Shared arts integration definition
  - Arts integration philosophy
  - Arts integration school-wide vocabulary and plan
- **Staff Development**
  - Three year staff development plan
  - Peer review and self-reflection processes
  - Strengths/Needs inventory, multi-tiered staff development options
  - Teacher leader development
- **Budget Prioritization**
  - Hands on materials
  - Staff development plan
  - Field Trips/Presentations
  - Artists in Residence
  - Performances/ Informances

### ASSESSMENT

- \* Follow school-wide student success plan (goals), outline strengths/needs to include multiple measures that cumulate into a Body of Evidence
- \* Use formative, summative and interim assessment options to map out trajectory of learning in each course
- \* Set end of quarter student specific goals related to meeting trajectory of learning
- \* Build electronic portfolio for all students to include artifacts that demonstrate meeting learning trajectory goals in all areas.
- \* Include student self-selected artifacts and reflective assessments to ensure individual strengths/needs are documented and monitored.

### INSTRUCTION

- \* Articulate district standards, rubrics and common assessments with daily classroom planning.
- \* Two pronged lesson planning
- \* Develop shared routines and verbiage
- \* Embed creative problem solving practices in all courses
- \* Emphasis of process *and* product through data collection and progress monitoring
- \* Hands-on and reflective practice
- \* Follow Depth of Knowledge/Bloom's taxonomy trajectory consistently within all learning targets

### CLIMATE AND CULTURE

- Adopt school-wide norms and respect guidelines
- Build risk friendly environments
- Set up a staff "adopt a student" program for at risk students to build ongoing relationship and support system. (Lunches, monthly activities, informal check-ins.)
- Build student leadership team as ambassadors for school-wide initiatives
- Monthly administration celebration luncheons to congratulate students in the behavior efforts
- Set and progress monitor climate and culture goals such as attendance, engagement inventories, character surveys, number of referrals/parent calls, behavior goals
- Conduct consistent formal and/or informal celebrations and affirmations of school-wide successes
- Offer arts integrated extended learning opportunities outside of scheduled school day

### BEST PRACTICES

- Align curricula needs to time allotted, set uninterrupted, cross curricular instructional time in all disciplines
- Collect and analyze data consistently to determine needs, goals, and adjustments in planning
- Ensure unit planning templates include priority of integrative strengths and needs inventories
- Streamline best practices with district/school accreditation process and school improvement planning.
- Embed technology in all aspects of school plan such as instructional opportunities, communication plan, collection and monitoring of data

### COMMUNICATION AND COLLABORATION

- Collaborative weekly planning time
- Weekly admin attendance at school teams and monthly debriefs with leadership committee for consistent updates on progress of school-wide plan
- Budget for retreats for each grade level with academic coach/administrator for student learning progress and assessment data dialogues
- Quarterly representative meetings with feeder school(s) for vertical articulation and shared staff development
- Develop school-wide communication plan to include sharing of goals and regular updates in meeting goals through a variety of modes of communication
- Include diverse representation on school accountability team

*Staying On Course for Optimal Student Success*