

Moving Up SmART

EVERETT PUBLIC SCHOOLS

Arts in Education Model Development and Dissemination Program

A Partnership between Everett Public Schools and SmART Schools, LLC

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1. NEED FOR PROJECT

- a. The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

The Everett Public Schools in collaboration with SmART Schools LLC is pleased to submit this proposal to develop a grades 5-8 model—*Moving Up SmART*—that will enhance and expand *SmART Schools* highly successful, evidence-based arts-in-education model that has been implemented in 20 schools (19 of which are elementary) in four states on both coasts over the past fourteen years.

If funded, *Moving Up SmART* will be implemented in three of Everett’s high needs K-8 schools under CFDA 84.351D, the U.S. Department of Education’s Arts in Education Model Development and Dissemination Grant Program. *Moving Up SmART* will create a pathway for the elementary grade students (K-4) who presently attend the 3 K-8 target schools and who will be moving into grades 5-8 over the duration of this proposed project. The district’s decision to create a link between these schools in particular holds great promise for demonstrating the efficacy of the arts in improving achievement for students who are at risk of educational failure due to poverty, race/ethnicity, limited English proficiency, and special needs and who often struggle the most with school.

Moving Up SmART will have four interrelated goals: (1) integrate standards-based arts education into the core curriculum; (2) strengthen standards-based arts instruction across grades 5-8; (3) improve students’ academic performance including their skills in creating, performing, and responding in and through the arts utilizing all four arts disciplines (dance, music, theatre, and visual arts); and (4) develop an effective Grades 5-8 transition model built upon a meaningful partnership between the three target schools.

This last goal represents a new component that will be developed and tested in *Moving Up SmART*. Historically the students in grades K-4 have received greater attention and resources with the hope that a strong academic baseline will be established that fosters their success as they progress through the later grades. Unfortunately, as students enter grade 5 and move through the middle school program, these investments in the early grades begin to diminish. This project is intended to build a new model for improving academic performance at grades 5-8 based upon arts-integration. It is also a response both to Everett's own experiences and to the growing national concern expressed by President Obama, Congress, educators, parents, and the business community about the nation's dismal graduation rates and the large number of low-performing secondary schools. While the issues are ultimately most visible in high schools, a growing body of evidence shows that intervening at the high school level is too late. According to a recent research report by ACT, Inc. (2008), *the level of academic achievement that students attain by eighth grade has a greater impact on students' college and career readiness than anything that happens academically in high school*. In fact, it is stronger than any other single factor examined, including high school courses and grades and demographic characteristics such as gender, race, and household income.

Related studies by Neild, Balfanz and Herzog (2007) and many others reinforce these findings. For example, Philadelphia 6th graders with even one of the following four early warning signals had at least a 75 percent chance of dropping out of high school: (1) a final grade of F in mathematics; (2) a final grade of F in English; (3) attendance below 80 percent for the year; and (4) a final "unsatisfactory" behavior mark in at least one class. Students with more than one signal had an even higher probability of dropping out within six years. Results from NAEP and other national assessments further reinforce the problems of middle schools: only 29% of 8th

graders meet proficiency in reading and 31% in math with resoundingly poorer results for students of color, a vexing issue for our two target schools. These studies underscore the importance of ensuring that middle-grades schools prepare students well for high school and that the transition from the elementary grades is carefully designed and implemented.

Related to this effort, the *Moving Up SmART* program will also include an objective that calls for training teachers in *culturally responsive classroom practices*. This objective will specifically address the diversity of the student population in the three target schools, each of which serves large percentages of ESL students as well as other racial and ethnic minorities.

As we will describe later, the model will be thoroughly documented, evaluated, and disseminated so that it can be replicated with the other Everett K-8 schools and disseminated to schools and school systems throughout Massachusetts and the country.

Demographics of Everett, Massachusetts:

Everett, Massachusetts is a historic urban city just north of Boston with a diverse multi-cultural population of 41,667 documented residents (**2010 US Census**). Overall, the City of Everett exhibits some of the highest rates of risk factors affecting its school age population including higher than average rates of marijuana and cigarette use, violence, and stress. For the 2012-2013 school year, there were **6,672** students enrolled in the Everett Public Schools (EPS). **50.3%** of these students were **First Language not English** compared to 17.3% statewide. **11.7%** of these students were **Limited English Proficient** compared with 7.7% statewide. **14.9%** of these students have **special education needs** compared to 13.2% nationwide. **65.4%** receive **free lunch** compared to 32.1% statewide and 11.9% received **reduced lunch** compared to 4.9% statewide. Overall 77.2% of all the children in Everett are considered low income compared with the 37.0% state average. (School data all from: <http://profiles.doe.mass.edu/>)

- *Child Abuse and Neglect:* Everett has the 18th highest reporting rate of child abuse in the state.¹ Problems that maltreated children experience over time can include increased incidence of drug dependency, delinquent behavior, poor school performance, and recurring physical and mental problems.
- *Parental Absence:* For the household years 2007-2009, **37%** of the city's children live in **single-parent households**, compared to 29% statewide (<http://datacenter.kidscount.org>). Single-parent families are likely to have much lower incomes than two-parent families. Parental absence adversely affects many areas of child well-being including health, educational attainment, behavioral problems, and emotional well-being.
- *Low Parental Educational Attainment:* According to the 2010 Census, **21.1%** of Everett adults **lack a high school credential**, almost 2 times higher than the statewide average of 11.3% (<http://quickfacts.census.gov>)
- *Economic Disadvantage:* **14%** of Everett **children** under 18 **live in poverty**, compared to 13% statewide (<http://datacenter.kidscount.org>). Poor children are more likely than children from middle- and upper-income families to experience poor health, emotional and behavioral problems, grade retention, low educational attainment, teenage child bearing, and violent crime.
- *Violence:* In 2010, Everett's sharp instrument-related assault rate was 33.6 per 100,000 (state rate is 20.7). Along with this, in 2011 0.8% of middle school students reported carrying a weapon on school property in the past thirty days, 5.2% reported carrying a weapon off school property and 9.5% of students reported having a fight on school property in the past

¹ KIDS COUNT Census Data Online. 2000 Census Data – Summary profile for Everett, MA

twelve months while 18.1% reported having a fight off school property in the past twelve months (**Everett 2011 YRBS**).

Despite high levels of overall student performance in the Commonwealth, wide achievement gaps between English language learners and their peers persist. Additionally, the English language learner population in Massachusetts is growing exponentially. There are nearly 68,000 English language learners in the Commonwealth, a 51 percent increase since 2000, and the number of districts that enroll these students has nearly doubled since 2000. Everett has been designated one of twenty–nine Gateway Cities by Governor Deval Patrick.

The data below shows a significant change in the student population in Everett since 2000.

Race/Ethnicity Everett Public Schools	African American	Asian	Hispanic	Native American	White	Native Hawaiian Pacific Islander	Multi Race Non Hispanic
2000	8.7	4.6	12.5	0.0	74.2	No Data	No Data
2013	18.7	5.1	37.0	0.6	36.7	0.1	1.8

Other supporting data shows the current enrollment and proficiency levels of the participating schools.

2012-2013 SCHOOL DATA

The three target schools for this project are The George Keverian School, The Sumner G. Whittier School, and The Madeline English School, each of which includes grades K-8. Together these schools enroll 2,434 students of which 1,016 students attend the target grades of 5-8. All of these schools meet or exceed the US DOE requirements. As can be seen in the chart below, all three schools are designated as Title One Schools in which more than 77.4% percent of the student population is eligible for free or reduced lunch. In the English School 82.5% of their

students are high needs, while the Keverian is 85.7% high needs, and the Whittier is 92.5 % high needs.

School Name	Enrollment	% of Students Low Income	% of Students First Language not English	% Minority	Largest Ethnic Group	AYP ELA Proficient	AYP Math Proficient
Madeline English	875	77.4	38.6	53.9	Hispanic	51	31
George Keverian	933	81.1	50.5	63.8	Hispanic	54	44
Sumner G. Whittier	626	90.6	66.9	75.2	Hispanic	55	42

Along with the above data, it should be noted that Everett has a large Brazilian population that identifies as white and not Hispanic and are a largely immigrant population. While the immigrant and minority population has increased, so to has the total school population, currently at **6,672** students while in **2006** the numbers were **5,262**. Although the overall school population has increased, the size of the schools has not. Schools are over-crowded, particularly the Keverian School. Built for **650** students, it now has a population of **933**

Integration of arts education into academic classrooms has become an important priority in the District as a means of providing students, particularly those most at-risk of academic failure, with sound instructional strategies that support their learning as well as hands-on experiences in arts education. Based upon the prior successes of *SmART Schools* and the strong research base that exists, all the target schools are strongly committed to *Moving Up SmART* and hope to create a 5-8 model for other schools and communities with similar diverse demographics in the district and the region.

The concept of our district’s K-8 model is significant in its own right given the need for better transition efforts from grades K-4 to the middle levels that occur in Everett and elsewhere.

Improvement efforts at the lower grade levels have not been embraced as openly at grades 5-8. Given the research cited earlier about the importance of student success at the middle grades, the focus on the middle school level promises to be powerful both to Everett and, if successful, to other districts that may choose to replicate it.

b. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

For the past several years, the District leadership including the school committee has been committed to enhancing and expanding the district's programs in the arts as well as reading. Reading programs have been geared to the kindergarten through grade five population. Specifically the George Keverian School has contracted with the Bay State Reading Institute to completely change the delivery of curriculum and instruction. Teachers have embraced the new model of small group learning with an emphasis on communication being from student to student, thus abandoning the old chalk and talk model where the teacher would teach and the students listen. Other schools in the district are scheduled to adopt the BSRI model in the summer of 2013. With the Everett Public Schools adopting the BSRI model of instruction for their K- 5 population, this leaves middle grades teachers with an outdated pedagogy. *Moving Up SmART* will give grades 5-8 teachers the opportunity to increase their ability to reach all students not just those who are already able to achieve. With that in mind the Everett district has chosen to develop this model and to implement it across the three target schools with the greatest academic needs and with the following significant weaknesses and gaps:

Status of Arts Education in Everett:

Currently all schools have a fulltime visual arts teacher and a fulltime music teacher. Along with this, the district has two violin teachers as well as five traveling band instructors. The two violin teachers as well as the five traveling band instructors travel as a group to one elementary school each day to give instrument lessons to any student wishing to participate in grades 5 – 8.

Limited access to artists in the four arts disciplines.

While schools provide students in grades 5-8 with weekly music and visual arts instruction at each grade level, (instrumental, vocal, and general) few students participate in instrument.

Although any student may participate, fewer than ten percent do so district wide. The cost of the instrument is an insurmountable obstacle for many. In the area of *visual arts and general music* students meet with the visual arts teacher and music teacher once every seven days. All schools need to expand and deepen their visual arts and music programs. Currently, there are no *theater programs/classes, dance classes, or media visual arts classes* offered to students at any of the Everett K-8 Schools. This is unfortunate because theatre is an invaluable tool in literacy development and a powerful means of expression in its own right. Finally, there is no dance offered to students at any of the schools. Some dance movement activities are offered as part of the physical education program, but dance is not integrated into the other subjects, or viewed as a way to cultivate students' creative expression and aesthetic skills.

Lack of arts integration in other core academic subjects: In preparing this proposal, Everett school staff members expressed their belief that the arts “save” at-risk students by involving them in endeavors that are positive, productive, and affirm their uniqueness. Many understand how the arts offer students ways to fuse visual-spatial, kinesthetic, and musical meaning-making with learning in other disciplines. Yet, to date, Everett’s K-8 teachers have had little professional development that would enable them to effectively integrate the arts into their education

program. And again, there is little coordination among arts and regular classroom teachers, a lack of school leadership capacity for arts-integrated instruction, and only limited support from local arts and cultural institutions.

During the start-up phase of *Moving Up SmART*, its Project Director and Project Coordinator, along with *SmART Schools* staff will work with leadership teams in each school to further identify specific gaps and needs in its arts programs and in student achievement overall. Professional development and on-site assistance will be designed to meet those needs.

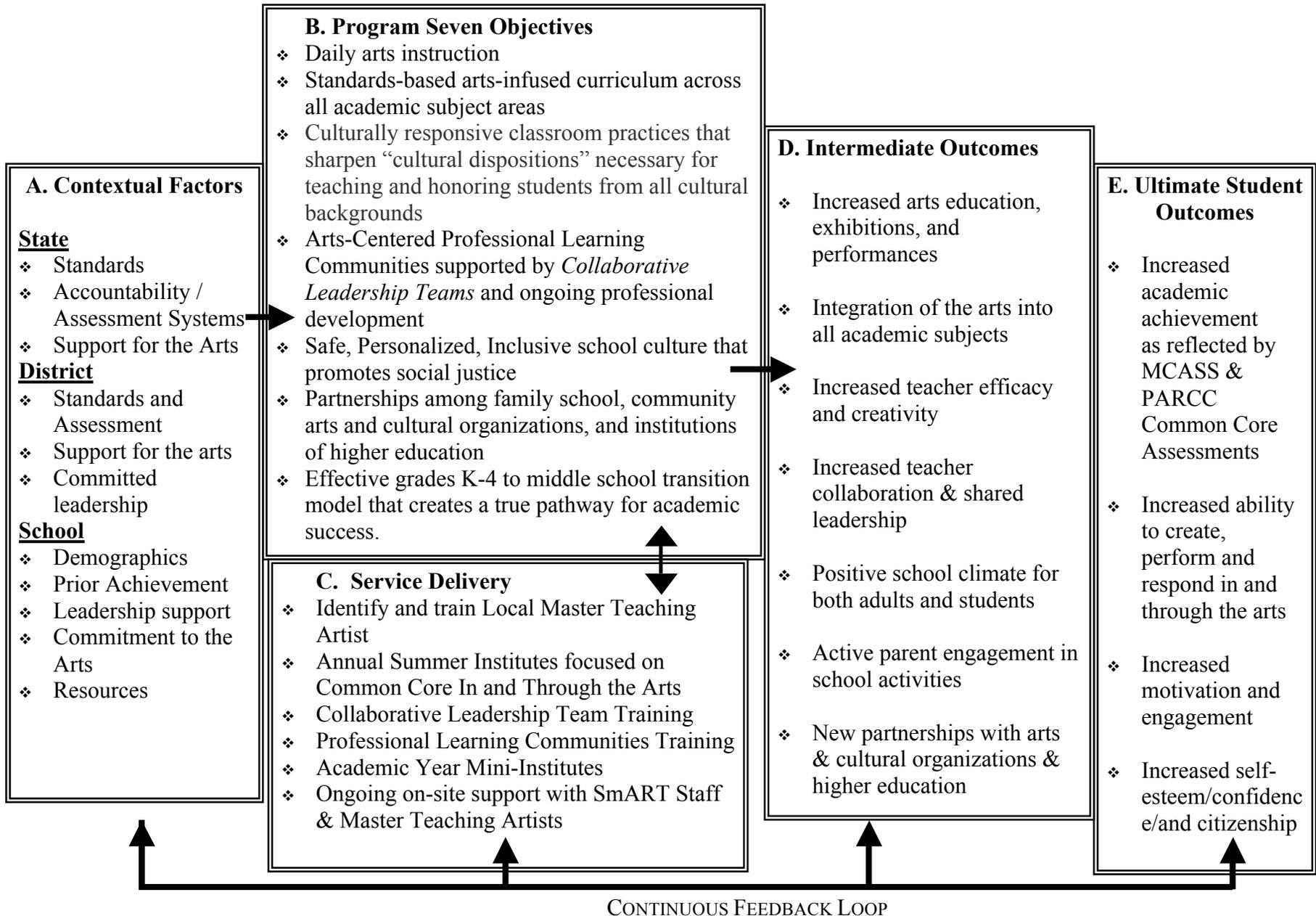
2. SIGNIFICANCE

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Goals and Objectives. As noted earlier there are four interrelated **goals** of the *Moving Up SmART* model: (1) integrate standards-based arts education into the core curriculum; (2) strengthen standards-based arts instruction across grades K-8; (3) improve students' academic performance including their skills in creating, performing, and responding in and through the arts utilizing all four arts disciplines (dance, music, theatre, and visual arts); and (4) develop an effective Grades 5-8 transition model built upon a meaningful partnership between the three target schools.

Figure 1 on the following page displays the *Logic Model for the Moving Up SmART model and its evaluation.* Each box represents a collection of variables, while the arrows denote the direction of influence. It is first important to recognize the particular state, district, and school *Contexts (Box A)* in which the participating schools operate. These may have a direct impact on the nature of the service delivery, program implementation, and outcomes.

FIGURE 1
LOGIC MODEL FOR MOVING UP SMART EVALUATION



The seven **Objectives (Box B)** of *Moving Up SmART* are: (1) *daily standards-based instruction in the arts*; (2) *daily integration of the arts (music, dance, theatre, and visual arts) across all core academic subject areas*; (3) *culturally responsive classroom practices*; (4) *arts-centered Professional Learning Communities supported by Collaborative Leadership Teams and ongoing professional development*; (5) *safe, personalized, inclusive school culture*; (6) *partnerships with parents, community, arts and cultural organizations, and higher education*; and (7) *an effective grades K-4 to middle school transition model that creates a true pathway for academic and social success*.

Objective 1: Provide daily standards-based instruction in dance, music, theater, and the visual arts. *Moving Up SmART's* regular classroom teachers will collaborate with arts educators, the *Moving Up SmART* Project Coordinator (TBD) and *SmART Schools* trained local master teaching artists (representing all four arts disciplines) on an ongoing basis to develop and implement standards-based art instruction daily in all four arts disciplines—music, visual arts, theater, and dance. As a result, *Moving Up SmART* will help all students reach proficiency and meet state and national arts standards.

Objective 2: Provide ongoing standards-based arts integration: *Moving Up SmART's* focus on *Teaching for Understanding in and through the Arts* utilizes the Wiggins/McTighe method of designing backwards from expected outcomes. Classroom teachers will learn to work collaboratively with arts educators and the project's master teaching artists to integrate the arts into their classroom instruction, and apply best practices thereby meeting the needs of diverse learners and improving the academic performance of every student. *Moving Up SmART* training will also provide teachers with prototype, standards-based curriculum units that focus on the

Common Core State Standards model effective arts-integrated instruction (*see Appendix I for prototype curriculum and unit template*).

STEM to STEAM: In past years much of the focus of *SmART Schools* has been on improved literacy development. Over the past two years a new emphasis on moving STEM (Science, Technology, Engineering and Math) to STEAM (i.e. the addition of Art into the STEM curriculum and instruction) has evolved. This effort was first piloted in a *SmART Schools* Summer Institute in 2012 through the generous support of the Rhode Island Foundation and the Rhode Island State Council on the Arts. New curriculum and professional development, including three one day Mini-Institutes for Rhode Island teachers that were offered this past school year, have been initiated since that time and will become a key component of the work in Everett (*see Appendix I for prototype curriculum and unit templates*).

Objective 3: Develop culturally responsive classroom practices that sharpen “cultural dispositions” necessary for teaching and honoring students from all cultural backgrounds.

One of the great challenges facing Everett schools is the need to find ways to provide meaningful learning environments for students from all cultural, social, and economic backgrounds. Both Arnold Aprill, Creative Director of the Chicago Partnerships in Arts Education, and Doris Sommer at Harvard University have found in their research that "cultural agents" can serve as driving forces for school-wide change and together can multiply the effect of a given initiative. *Moving Up SmART* will provide the entire faculty at the three schools with transformative professional development experiences to develop culturally responsive practices. Teachers will sharpen their own “cultural dispositions” necessary for teaching students from all cultural backgrounds; experience, study, and reflect on art-forms in and from a different cultural context; learn about the complexities of culture; and act as coaches and collaborators in developing a

school-wide culture that embraces culturally responsive best practices. (*see Appendix I for prototype curriculum*).

Objective 4: Build art-centered Professional Learning Communities (PLC's) supported by Collaborative Leadership Teams and ongoing professional development.

Collaborative Leadership Teams: The success of *Moving Up SmART* will depend heavily on the development of highly effective Collaborative Leadership Teams, made up of classroom teachers, arts educators, school and/or district administrators, as well as other key partners.

Intensive professional development will enable each team member to learn how to support each other as leaders and “change agents”. The collaborative leadership teams at the three schools will be trained together to establish arts-centered professional learning communities to ensure the successful implementation of the seven objectives of *Moving Up SmART* at each site; and to collaborate in creating a dedicated partnership that will link the schools by a shared mission, vision and action plan. In particular, these leadership teams will learn to:

1. Analyze the culture of their schools, identifying which aspects of their school culture can act as leverage points and which can act as barriers to improving student achievement.
2. Understand how an arts-centered PLC can support adult learning and increase student achievement.
3. Learn leadership skills that support the development of PLC's focused on increased student achievement.
4. Create and put in place an action plan to support the creation of an arts-centered PLC.

Professional Learning Communities (PLC): According to DuFour, DuFour & Eaker (2002),” the most promising strategy for substantive school improvement is developing the capacity of school personnel to function as a professional learning community (PLC)”. Both schools will

create school-wide teams—arts-centered professional learning communities made up of arts educators and classroom teachers at every grade level, beginning in grades 5-6 and moving into grades 7-8 in the succeeding years. These teachers will work together at least once a month during the school day. *SmART School* staff will train the teachers to: (a) focus relentlessly on increased student academic achievement and social success; (b) identify and articulate arts and arts-integration learning goals for all students; (c) develop techniques to reflect on their teaching practices; (d) examine and discuss collaboratively arts and arts-infused curriculum, instruction, scoring guides and performance assessments as they experience a joint ownership of student work; (e) engage in peer observations (visiting one another’s classrooms in order to provide thought-provoking and meaningful feedback in approachable, user-friendly terms).

Objective 5: Create a safe, personalized, inclusive school culture. *Moving Up SmART* will enable students to demonstrate their understanding through multiple means, and teachers to become more fulfilled as they participate in a professional learning community that values the arts, understands the importance of differentiated instruction, and shares a commitment to help each student meet the Common Core State Standards. *Moving Up SmART* will build supportive and inclusive school cultures in which creativity, risk-taking, and engagement is valued in both adult and student learners. This is especially important in low-income urban school districts like Everett, where a significant number of students are at risk.

Objective 6: Build active parent/community involvement and partnerships with arts and cultural organizations and higher education: Formal and informal performances and exhibitions throughout the year will draw family and community members into the target schools. During the planning year, *Moving Up SmART* will identify and establish partnerships with arts and cultural organizations and institutions of higher learning in the local area.

Objective 7: Develop an effective K-4 to middle school transition model that creates a true pathway for academic and social success. This objective is particularly significant given the growing concern about the nation’s dismal graduation rates and the large number of low-performing secondary schools. As we noted earlier numerous studies suggest that intervening at the high school level is too late. Students who are not successful academically by eighth grade are most likely not going to be college and career ready. Evidence also suggests that students who show strong “warning signals” as early as sixth grade have a 75% chance of dropping out. For these reasons, this project seeks to focus directly on the middle grades and the need for building a powerful bridge for students between their elementary and middle school experiences at three K-8 schools. All professional development programs will integrate and work collectively with teachers from the three target schools; regular meetings will occur between leadership teams of these schools to discuss and ensure that effective transition programs are developed and on-going conversations occur across grade levels K-4 and 5-8; and PLC’s at the schools will be brought together periodically to focus on effective teaching practices.

Service Delivery (Box C) refers to the training and technical assistance provided to participating schools by *SmART Schools* staff, the *Moving Up SmART* Project Coordinator, and consultants. These activities are closely aligned with the objectives and are hypothesized to influence the successful implementation of the *Moving Up SmART* program.

In order to assess implementation, we will look at various **Intermediate Outcomes (Box D)**. As a result, of all the program activities, we expect to see more frequent arts instruction for all students, as well as greater integration of the arts into other core academic subjects. We also anticipate changes in teachers’ practice leading to an increased sense of efficacy and creativity. For example, we expect to see greater use of differentiated instruction, teaching to the big

ideas/essential questions, planning backwards from identified objectives, and more authentic assessment of student work, cooperative learning, and other research-based instructional strategies. Another intermediate outcome will be increased collaboration among teachers as evidenced by shared curriculum, shared ownership of student work and results, cross-classroom visitations, and peer mentoring. In addition, we anticipate changes in school leadership practices and we expect the school climate to become safer and more personalized, with students actively engaged in learning. Finally, we anticipate greater engagement of family and community members (especially arts and cultural institutions) in the school program. All of these intermediate outcomes will be measured through teacher and student surveys, as well as a variety of qualitative data collection methods including school records, observations, interviews, and focus groups (*see the evaluation section 6 below and Competitive Preference Priority*).

The ***Ultimate Outcomes (Box E)*** encompass a variety of student measures:

1. **Increased achievement on statewide assessments of English language arts and mathematics**
We predict improvements in student performance in mathematics, language arts, and science (no state testing currently takes place in social studies) particularly in math problem solving and writing based on the model's major impact in the past. We aspire to have *all* students meet the Common Core State Standards as measured by the PARCC assessments beginning in 2014 and to see a significant increase in students scoring at the proficient level as compared to those in matched schools.
2. **Increased ability to appreciate, create, perform, and respond to the arts.** *Moving Up SmART* will measure student achievement in the arts through standards-based performance assessments and assessment tools (rubrics), self-assessments, teacher surveys, and peer critiques.

3. **Increased motivation and active engagement in school.** We expect to see an increase in student attendance days, a decrease in student disciplinary referrals, and increased engagement in all core academic curricula through the use of arts integrated curriculum as measured through quantitative data, teacher and student survey data, student interviews, and focus groups.
4. **Increased self-esteem/confidence/interpersonal skills/citizenship and appreciation of different cultures.** As a result of their growing academic and social success, students will exhibit: increased self-esteem, willingness to tackle academic challenges, and a positive attitude toward school and peers (measured by teacher and student survey data, student interviews, and focus groups).

Sustainability and replicability: The *SmART Schools* program began with five pilot elementary schools in Rhode Island. These schools continue to receive widespread recognition for their success in transforming the school culture, enhancing teacher performance, and improving student achievement. For example, in 2007 Cathy Davis Hayes (Oakland Beach Elementary School, RI) was named Rhode Island Teacher of the Year by the state department of education. Her award cited her leadership in using the *SmARTS School* model to transform her school. Two years earlier, Oakland Beach Elementary School became a nationally recognized Title I school. Another pilot school received the U.S. Department of Education's Blue Ribbon Award (*see Appendix K for respective news articles*).

The model has demonstrated tremendous flexibility as it now operates in 20 schools—urban, suburban and rural—in Rhode Island, New Hampshire, Vermont and Santa Monica. Each state has its own set of standards and assessments; each district faces different challenges, norms, and operating procedures; and each school has its own leadership style, culture, student body, and faculty. Research shows that innovation and change are most likely when schools have the

opportunity to adapt proven models to their local settings (McLaughlin, 1989). In general *SmART Schools* is not a one-size fits all model; it customizes the necessary structures, processes, and techniques to ensure that schools provide the highest quality arts and arts-integration.

Independent evaluators have noted *SmART Schools*' effectiveness in these different settings and its capacity to tailor its approach to local needs and conditions. *SmART Schools* has recruited new districts and schools and obtained new funding from a number of federal agencies, private foundations, and local sponsors based on demonstrable results. Because of its flexibility and because it has demonstrated success in multiple settings, including schools with large numbers of students from low-income families and diverse cultural and linguistic backgrounds, we expect the program to be a successful partner with Everett. As such, *Moving Up SmART* will become a distinct model in its own right as it addresses the following **key changes** based on needs and assets of the district and the three target schools:

(1) Build a link between the target schools: The Project Coordinator will immediately begin working in all three sites as follows: meet with district and building administrators on a regular basis; observe classes in both arts and regular classrooms at the target schools to help inform the design; plan for the roll-out of the model's implementation; and focus on building a strong partnership between the schools.

(2) Design start-up activities with a focus on a grades 5-8 prototype curriculum: The Project Coordinator will consult with district administrators and *SmART Schools* staff to design the model's start-up including the prototype curriculum for the first summer institute.

(3) Identify new and existing local artists to work effectively with target school educators: The Project Coordinator and *SmART Schools* staff will conduct a local search to identify additional *Moving Up SmART* master teaching artists. They will design and conduct an

interview/audition process including scheduling opportunities to experience the artists' current work in other elementary and middle schools.

(4) Strengthen and expand Partnerships with Education, Arts and Cultural Organizations:

Arts, education and cultural institutions such as the Museum of Fine Arts in Boston, the Arts-in-Education program at the Harvard Graduate School of Education, the DeCordova Museum, and other regional arts organizations will be contacted with the intent of building partnerships that foster culturally responsive classrooms and schools. The Project Coordinator and *SmART Schools* staff will explore and cultivate new partners in all four arts disciplines (this will continue for the life of the project).

(5) Orient and train new and existing master teaching artists:

In the first year of the *Moving Up SmART* grant, the Project Coordinator and SmART Schools staff will design and conduct the Moving Up SmART orientation and trainings for all of the project's master teaching artists. These programs will enable them to come together and to collaborate on creating a common vision and set of criteria in order to: a) develop rigorous standards-based grades 5-8 arts and arts-infused prototype curriculum; and b) facilitate professional development activities. This will be done in preparation for the first *Moving Up SmART* summer institute scheduled for August 2014; and for the 2014-15 academic year professional development activities and on-site support.

Moving Up SmART will reflect the National Staff Development Council's Standards in its implementation of all professional development programs. The training institutes, as well as the tools, materials and activities involved in professional development will be intensive, ongoing and results oriented, and will take into account the specific needs of each school. Each year the Project Coordinator and SmART Schools staff will work with master teaching artists to design

new prototype curriculum units that are arts and arts-integrated and based upon local needs and interests (*see Appendix I for prototype curriculum*). They will also provide suggestions to help each school restructure its schedule to ensure that time is available for daily arts instruction, artist/teacher collaboration, and extended projects.

The Everett Public Schools will collaborate with *SmART Schools* to employ several strategies to disseminate and promote the *Moving Up SmART* model:

(a) Local/ Regional Media: *SmART Schools* has received extensive media coverage through local newspapers, National Public Radio, and other news vehicles and will solicit visibility for *Moving Up SmART*. The District will ensure that all relevant announcements are sent to the media outlets and through the Project Coordinator will arrange coverage of the project by greater Boston area television and radio stations, newspapers, and internet sources.

(b) The World Wide Web. The target schools will post information about *Moving Up SmART*, as well as sample curriculum, on their school and district web pages. *SmART Schools* already has an attractive and informative website (www.smartschoolsnetwork.org) that reaches practitioners, policy makers, parents, and the general public. We will use these vehicles to share and disseminate information about program activities, accomplishments, and outcomes.

(c) Publications and Presentations. The Everett Public Schools, *SmART Schools* staff, and the project's evaluators will look for opportunities to publish in leading journals, such as *Education Leadership*, *Education Week*, *The Principal*, *Kappan*, and *Arts Education Policy Review*. We will also seek to make presentations at national conferences held by ASCD, AERA, NAESP, and NMSA. For example *SmART Schools* Founder/Director Eileen Mackin has been published in *Ed Week* and has made presentations at the national Arts Education Partnership, the National Association of Middle Schools national conference, and a variety of other national and regional

forums. Several of the SmART Schools staff members and master teaching artists are fluent writers and have had books published over the past few years (*see Appendix J*). They intend to write and disseminate the results of this effort.

(d) County and State-Level Partners. *Moving Up SmART* will seek to establish relationships with the Massachusetts Cultural Council, the Massachusetts Art Education Association, and MADOE to promote the program through their networks, newsletters, conferences and mass mailings; to have them present at summer institutes; and to seek their financial support.

3. QUALITY OF THE PROJECT DESIGN

a. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

Moving Up SmART parallels the coherent design of *SmART Schools* that is based on current research on (1) school improvement, teaching, and learning; and (2) the relationship between arts and academic achievement. *SmART Schools'* own research and evaluation data supports the effectiveness of that design. The design elements of the *Moving Up SmART* model are described within the seven objectives in Section 2 (pp. 10-14). The research base follows:

(a) Research on school improvement, teaching, and learning. *Moving Up SmART* encompasses the following research-based practices:

Teaching for Understanding. Teaching for Understanding helps students to think critically, solve problems, develop, and express their creativity, and demonstrate their understanding by applying what they have learned to real-world problems (Gardner and Boix Mansilla, 1994; Perkins and Blythe, 1994).

Accommodating Multiple Intelligences. According to Howard Gardner (2000), individuals have eight different ways of acquiring and expressing knowledge and understanding.

Moving Up SmART will help students acquire knowledge and understanding in and through the arts, taking advantage of all their intelligences.

Changing the School Culture. Researchers have found that school culture characterized by critical inquiry, a shared sense of purpose, and continuous improvement enhance teacher practice, and the behavior and achievement of students (Patterson, Purkey, & Parker, 1986; Barth, 1991; Louis & Miles, 1990; Eaker, DuFour, & DuFour, 2002).

Building Local Capacity for Continuous Improvement. *Moving Up SmART* will use highly qualified SmART School staff and master teaching artists to strengthen the capacity of both school-based arts educators and classroom teachers. Research shows the importance of external change agents in enabling changes in school and classroom practice (McLaughlin, 1989; Kurtendeach, 2000).

Creating Professional Learning Communities. PLCs where adults regularly engage in planning, action, and reflection are highly correlated with school improvement and high student performance (Boyd, 1992a and 1992b; Boyd and Hord, 1994; McLaughlin and Talbert, 1993; Louis and Miles, 1990; Eaker, DuFour, and DurFour, 2002; McLaughlin and Talbert, 2006.).

Promoting Collaborative Leadership. While collaborative decision-making has its own benefits, it also improves learner outcomes by enhancing classroom practices (Cuban, 1990; Corbett and Blum, 1992; Lambert, 2003).

Parent/Community Involvement. The importance of involving family and community members in the education of their children is well documented. *Moving Up SmART* will actively engage parents, cultural institutions, institutions of higher education, and other community partners in the school improvement process (Henderson and Mapp, 2002).

(b) Research on arts-integrated education. *Moving Up SmART* will also reflect a growing body

of research on the relationship between teaching in and through the arts, academic achievement, and climate: *Integration of the arts as a critical component of the school curriculum affords students a complete and well-rounded education. The benefits associated with study of the arts are inclusive of all students, although they can be greatest for those who are educationally or economically disadvantaged* (Ruppert, Sandra S. [2006]).

In addition, *Champions of Change: Impact of the Arts on Learning* (2000) asserts that learners develop higher levels of cognitive competency through engagement in the arts. Further, studying the arts has been shown to have an even greater impact on students from disadvantaged backgrounds than those from more advantaged ones. Research also shows that successful arts programs (1) make success in other academic areas more likely (Tishman, Shari, Dorothy MacGillivray, and Patricia Palmer (2002); (2) promote competence in learning English as a second language (Vitz, 1984; Weissmann, 2004); and (3) significantly improve the oral language and social skills of children with learning disabilities (Wilhelm, 2002). These findings are of particular import to the *Moving Up SmART* model where the target sites have large numbers of disadvantaged students whose first language is not English.

In the April 13, 2005 issue of *Education Week*, Nick Rabkin and Robin Redmond wrote a Commentary entitled, “Arts Education: Not All is Created Equal.” The authors noted that programs that integrated the arts with the core curriculum had the most powerful effects. Their study of 23 arts-integrated Chicago schools showed test scores rising as much as two times faster than in comparable schools. In addition, gains were noted in teacher energy and student investment. They concluded: *Arts-integrated schools make clear that the arts are not just affective and expressive. They are deeply cognitive. They develop essential tools of thinking:*

pattern recognition & development; qualitative judgment; symbolic, metaphoric, and allegorical representation. These same thinking tools are used in science, philosophy, math, and history.

Everett selected to use the *SmART Schools* model in the first place because it is based upon rigorous research and has been subjected to intensive evaluation from its inception. As noted earlier, *SmART Schools* was developed, tested, and evaluated in five pilot schools in Rhode Island from June 30, 1999 to July 1, 2002. Independent evaluator Dr. Martin Gardiner found that, after three years, students in the five pilot schools significantly outperformed students in demographically similar comparison schools on statewide measures of writing and mathematical problem-solving. The differences between the *SmART* schools and comparison schools could not be explained by differences in student populations since the groups shared almost identical demographic characteristics. Results also revealed that the *SmART Schools* program produced changes in school culture, teacher behavior, student motivation and creativity, and increased parent engagement within a very short period of time.

In these schools, as has been the case with most schools undertaking transformation nationally, fidelity to implementation of the model has been crucial. In 2007 and in 2010, evaluations at Oakland Beach Elementary School in Warwick, RI and Will Rogers Learning Community in Santa Monica found that significantly improved academic results occurred where true adherence to all elements of the *SmART Schools* model occurred. For example, Oakland Beach had been designated one of the fourteen lowest performing, “not improving” schools in RI. After three years of *SmART Schools* implementation it achieved “high performing/improving” scores (based on state assessments), a Senate citation, a commendation from the Board of Regents, and was named a National Title I Distinguished School, one of only 38 in the nation.

b. The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Moving Up SmART will evolve as a comprehensive, whole-school change model. It is designed to deepen educators' content knowledge in the arts and other core subjects, provide them with research-based instructional strategies to assist students in meeting rigorous academic standards (in this case the Common Core State Standards), and prepare them to use various types of classroom assessments. The model creates a foundation for systemic, sustainable change in teacher practice and school culture.

After a year of planning, design, and development, *Moving Up SmART* will achieve its goals through the following professional development beginning in the summer of 2014:

(a) Annual Week-long Summer Institutes: Meeting the Common Core In and Through the ARTS. Interdisciplinary, school-based teams consisting of arts educators, classroom teachers, and administrators will engage in hands-on, studio-based workshops in all four arts disciplines. Participants will develop and master new skills and techniques participating from the vantage point of students in workshops to: (1) learn to teach for understanding by focusing on desired results, enduring understandings and essential questions and having students express their understanding in various ways, (2) develop standards-based arts and arts-integrated curriculum units that revolve around the Common Core State Standards (*see Appendix I*), and (3) engage in ongoing reflection and collaboration.

(b) Professional Learning Community (PLC) Training. Over the three years of implementation (years 2-4), *Moving Up SmART* will train administrators, classroom teachers, art educators, and special education teachers to act as coaches for school-wide PLC teams. Through this weeklong training, coaches will learn how to create and facilitate these teams in order to

positively impact teaching and student learning. These groups will commit themselves to working together on a long-term basis. During the PLC trainings, participants will learn how to: reflect on research to articulate goals for students; reflect on their teaching practices; identify research-based instructional practices; reflect collaboratively on student work; engage in peer observations; and ultimately build a collective ownership for student achievement.

(c) Collaborative Leadership Team Training. Collaborative Leadership Teams are made up of stakeholders from each school including classroom teachers, arts educators and/or master teaching artists, administrators, school committee representatives, and/or parents. The training prepares each participant to be a leader and change agent. The Collaborative Leadership Teams not only build their own vision and action plan for creating an arts-centered professional learning community, they take full ownership of and responsibility for the model's successful implementation.

(d) Academic Year Mini-Institutes: Based on an assessment of each school's progress and needs, *SmART Schools* staff and master teaching artists will coordinate, design, and deliver a series of mini-institutes (1-2 days). Recent mini-institutes include: (1) STEM to STEAM: Learning at the Intersection of Art and Science; (2) STEM to STEAM: Mathematical Paper Structures; (3) Meeting Shakespeare on his Own Terms; and a (4) Theater-based workshop on Bullying (*See Appendix I*).

(e) Ongoing professional development will occur throughout the academic year. Schools will also receive weekly visits from the Project Coordinator (supported by mentoring from *SmART Schools*), and/or master teaching artists along with regular visits from *SmART Schools* staff.

c. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

In 2006, after its completion of the *SmART Schools* pilot in Rhode Island, Forest Park Elementary School was named a Blue Ribbon School, one of the highest awards the U.S. Department of Education can bestow. Forest Park was one of 295 schools nationwide to receive the award. More than 94,000 public schools were eligible. Both Robert Vincze, the school's principal, and their superintendent credited the school's successes to its early adoption of the *SmART Schools* arts integration program. According to Vincze, it took about three years for the *SmART Schools* program to take hold fully with ***total teacher participation***. This is a true testimony to the sustainability of the *SmART Schools* model.

Moving Up SmART will use the strategies described above to increase the capacity of administrators, arts educators, and regular classroom teachers to sustain the program and engage in continuous improvement over time. First, the Summer Institutes will increase the capacity of the entire school faculty to provide standards-based arts and arts-integrated education to all students. Second, the Collaborative Leadership Team Training will prepare teacher leaders to provide the time, resources, and ongoing support to ensure the model's success. Third, the Professional Learning Community training will enable teacher leaders to create and facilitate school-wide teams that will take shared ownership of student success in the arts and other content areas. Finally, *SmART Schools* staff will work with administrators and teachers to enhance and expand partnerships with local arts and cultural organizations, and higher education institutions providing them with ongoing professional development and resources.

4. QUALITY OF THE PROJECT PERSONNEL

Extent to which District encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The qualifications, including relevant training and experience, of key project personnel.

The Everett School Committee prohibits unlawful discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, or sexual orientation at any district site and/or activity. They also prohibit retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy (*see GEPA statement for more details*).

The personnel responsible for developing and implementing *Moving Up SmART* will include a range of respected district administrators, exceptionally qualified arts leaders from the Everett district and from *SmART Schools*, a nationally regarded team of evaluators from UCLA, and a powerful cadre of master teaching artists (*see Appendix E for Complete Resumes*):

EVERETT DISTRICT PERSONNEL:

Project Director: Mr. John Obremski, will serve as the Director for the project. He is currently the Principal of the Keverian School and supervises over 100 staff and 930 children. As principal he also served as the Director of the federally funded Carol M. White Physical Education Program Grant. He has over 19 years of experience in the EPS and has worked as a teacher, guidance counselor and assistant principal.

Elementary Principals: In addition to Keverian School, the two other K-8 schools will have strong engagement of their principals in this project: Mr. Mike McLucas at Whittier School and Mr. David Brady at English school. A primary consideration in choosing these schools was the strong leadership of their principals who are dedicated, involved, supportive, and progressive thinkers. Each brings years of classroom and administrative experience. Most notably, each has experience with the implementation of federal grants.

Everett's Music Director: Mr. Eugene O'Brien has worked in the Everett Public Schools Music department for seventeen years. He has directed middle and high school bands that have won awards at Band Festivals throughout the state and New England. His students also have competed nationally. He also teaches the New Jersey Fusion Core and he is a member of the Massachusetts Music Educators Hall Fame. Mr. O'Brien is strongly committed to this project.

Visual Arts Coordinator: Amy Janicki has worked in the Everett Public Schools for fifteen years. She received her undergraduate degree in Education from Boston University and her graduate degree in visual arts from the California College of the Arts. Her students have won numerous awards throughout the region and state. She is a member of several Arts Councils as well as community arts groups and along with Mr. O'Brien will work closely in helping to manage this project to ensure strong implementation.

Project Coordinator: The project coordinator will be hired as soon as funding is available. He/she will meet the following expectations: a candidate with both strong arts and teaching background, ideally in the theatre arts; a minimum of a B.A. degree; strong management skills; and able to fulfill the responsibilities as noted earlier in this document (see pp. 17-19). The Project coordinator will work 226 days from 7:30AM – 3:00PM.

SMART SCHOOLS STAFF & CONSULTANTS

Eileen Conklin Mackin: Founder and Director of *SmART Schools*. Ms. Mackin is a graduate of the Harvard University Graduate School of Education, Arts-In-Education Program, and the architect of *SmART Schools*, a comprehensive, whole-school change model now in its fourteenth year. Paramount to Ms. Mackin's education reform work is her deliberate focus on whole-school professional development to cultivate arts-centered professional learning communities as a lever for academic and social success for all students. Ed. M., Founder and Director of the SmART Schools Program, a K-12 professional and master teaching visual artist, with an extensive background in dance and theatre. As head of her own consulting company she played a central role in the writing of the Massachusetts Arts Curriculum Frameworks/Standards for Visual Arts, Theater, Dance, and Music, and served for three years on the Massachusetts Arts Education Advisory Council to the Commissioner of Education. She has also taught visual arts and arts-infused curriculum in K-12 school/community programs and taught in undergraduate and graduate programs for colleges in New England. Ms. Mackin, a professional visual artist for over thirty years, has exhibited her work extensively, including in New York City, and is represented in numerous private collections.

Robert Mackin: Director of Secondary Schools for *SmART Schools*. Dr. Mackin is former Director of High Schools for America's Choice, a K-12 educational reform organization headquartered in Washington, DC where he provided professional development for school leaders and designed a wide array of handbooks and training materials for principals and teachers. For most of his career Dr. Mackin worked as a middle and high school principal in Connecticut, New York and New Hampshire. In 1991 Bob became the founding principal of Souhegan High School (Amherst, NH) that has been recognized as a national model for

innovation and reform. Dr. Mackin was chosen as 1995 New Hampshire Principal of the Year and was runner-up for the National High School Principal of the Year award in 1996. He co-authored *Standards of Mind and Heart: Creating the Good High School* (Teachers College Press). Dr. Mackin has an Ed.D. in Administration and School Reform from the University of Massachusetts, Amherst, an M.A. in Education from Stanford University, and a B.A. in Politics cum laude from Princeton University. Dr. Mackin will provide both leadership and PLC training as well as oversee the rollout of the program.

Taylor Amaio Fletcher: Training & Development Assistant & Arts In Education Specialist for *SmART Schools*. Ms. Fletcher a skilled graphic designer has developed materials, brochures, other publications for SmART Professional Development activities and events. Ms. Fletcher has many years experience in working with SmART Schools staff, master teaching artists, and teachers in the design and implementation of prototype arts-infused curriculum workshops and materials. She also provides ongoing, on-site support to *SmART Schools*, manages its Website and leads its program documentation. Ms. Fletcher is a professional visual artist with a BFA from Montserrat College of Art and a M.Ed. from Lesley University.

Dan Bisaccio: SmART Schools Arts-in-Science Specialist. Mr. Bisaccio currently serves as Director of Science Education and lecturer in education at Brown University. His on-going research with the Smithsonian Institution's Biodiversity & Monitoring Program involves secondary and college students with authentic field research opportunities at several tropical sites in Central and South America as well as the South Pacific. His work has been recognized by the United Nations Environmental Program (Convention on Biological Diversity) where he is an active contributor to their international biological diversity education outreach committee and has presented, with his students, pedagogical as well as biological research at

United Nations Conferences on Biological Diversity. He has received numerous national, state, and regional teaching awards including the Presidential Award for Excellence in Science Teaching. He has also authored several articles on educational pedagogy and practice. Prior to Brown, Mr. Bisaccio was the Math/Science/Technology Director at Souhegan High School where he developed a program to “meet the needs of all students for the 21st Century”. He also taught advanced biology, tropical ecology, and a Conservation Biology & Literature senior seminar. He also leads a number of international professional institutes and biodiversity research projects for teachers and students annually. His teaching methodology and research has been highlighted in several books, on National Public Radio, and on a CBS TV special focused on public education. With SmART Schools he has been the driving force to move STEM to STEAM.

Robert Allwarden, *SmART Schools* Director of Music. Mr. Allwarden is a musician/singer/song Writer who has led *SmART Schools* music-in-the-academic classroom training since 1999. He also serves as a Curriculum Mapping Facilitator trained by Heidi Hayes-Jacobs. He has taught music in public and private schools for 20 years at all grade levels, from elementary through college. He has a BS degree in music composition and theory and an MS degree in education. He also holds a level-3 certification in Orff Schulwerk music education. Mr. Allwarden also performs frequently in the greater Boston area with his band The Giant Steps, which plays “family friendly” rock and roll, and has produced two recordings of original music for children.

Catherine Davis Hayes, *SmART Schools* master teaching artist. Ms. Davis Hayes, a visual arts educator for 14 years as well as a working artist, holds a BFA from the Rhode Island School of Design and a MAT from Tufts University and the School of the Museum of Fine Arts, Boston.

Catherine has taught visual arts to all grade levels in both public and private schools including the Rhode Island School of Design and the Rhode Island School for the Deaf. She was named Rhode Island Teacher of the Year in 2007, and Art Educator of the Year by the Rhode Island Art Educator's Association in 1999, and was the first art educator in the state to earn National Board Professional Teacher certification in 2002. She is currently a visual arts teacher and the coordinator for the *SmART Schools* program at Oakland Beach Elementary School in Warwick, RI, where she has facilitated cross-curricular arts integration and coordinated support between the school's teaching staff and the SmART Schools team. Ms. Davis Hayes is also the Coordinator for the Young Artists Program at the Rhode Island School of Design, which provides K-12 students with visual arts courses that take advantage of the resources of the RISD campus. As an artist, Catherine has been involved with many large-scale community arts projects including serving as Associate Director for the award-winning Circle of Clay project at Hasbro Children's Hospital. Currently, she is the Assistant Artistic Director and a woodcarver for the Oakland Beach Carousel Foundation, a community-based organization which is hand carving and building a new carousel for the Oakland Beach community in Warwick, RI.

Amy Leidtke, *SmART Schools* STEM to STEAM Specialist: Rhode Island based industrial designer, Ms. Leidtke has a broad range of professional experiences including design consultant, artist, adjunct professor, designer-in residence, design educator, mentor, and volunteer. As Principal of Leidtke Design, she works for clients doing strategic and master planning, conducting participatory design workshops, and graphically facilitating meetings. Ms. Leidtke teaches graduate and undergraduate students at Rhode Island School of Design (RISD) in the Department of Industrial Design. She is Designer-in-Residence at RISD's Project Open Door, providing hands-on studio-based design experiences for a high school students. She also

develops and delivers interactive design workshops (e.g. “Joy of Drawing”, “Colossal Color Fields”) through RISD’s Young Artists Program. Ms. Leidtke is also a professional visual artist who recently exhibited eighteen paintings in a solo show entitled, “Color Fields” at Providence’s AS220 Project Space.

Magdalena Gomez, SmART Schools Theater and Cultural Literacy Specialist. Co-founder and Artistic Director of Teatro V!da, Ms. Gomez is an internationally acclaimed teaching artist, performer, poet, lyricist, columnist and playwright. She was selected by Pregones Theater of NYC, as an NEA American Master Artist, 2010-2011. Her poetry/monologue piece, "Dancing in My Cockroach Killers", is slated for production off-Broadway this fall. Ms. Gómez has facilitated arts training, arts integration residencies and professional development for educators and students in countless schools throughout the country. Many of Ms. Gómez's students have gone on to pursue illustrious careers in the arts (e.g. Marc Anthony), activism and health fields. Ms. Gómez was one of five recipients of the D.C. based Black Women Playwright’s Group’s, first 2008 national, “Whisper. Laugh. Shout. Award” for her national contributions to the field of theater. Ms. Gómez’s plays, monologues, poetry and short stories have been widely published and are included in college syllabi throughout the country; and she has released three CD’s of her work. Most recently her book, *Bullying: Replies, Rebuttals, Confessions and Catharsis* (the centerpiece of her SmART Schools work this past summer) has received wide critical acclaim. She has performed her work in venues which include: Lincoln Center, Vanderbilt University, and the Brooklyn Academy.

Kurt Van Dexter, SmART Schools Visual Arts Specialist. Mr. Van Dexter is a practicing artist, registered landscape architect, and a certified K-12 visual arts educator. Since 1994, he has been collaborating with schools throughout the country, guiding them through the process of

developing schoolyard gardens and educational landscapes. Incorporating art, design, math, science, written, oral, visual presentation and history, he works with students, teachers, and members of the community in the design process from initiating goals, objectives and a scope of work, to working in scale, visualizing, planning the structural space of a garden, researching and selecting plants appropriate for the site and climatic conditions, to constructing and then celebrating the completed space. In 2005, he co-founded the Children's Garden Network, a statewide initiative in Rhode Island to create engaging garden spaces at all schools. He is currently writing a book on the design of schoolyard gardens. Mr. Van Dexter is also a talented painter who exhibits and sells his work and a musician who plays the button accordion and still performs with the dance troupe he co-founded 28 years ago.

Kurt Wootton, *SmART Schools* Literacy and Cultural Arts Specialist. Mr. Wootton is the co-founder and director of Habla: The Center for Culture and Language based in Merida, Mexico, on the Yucatan Peninsula. Habla is both a lab school and center dedicated to creating classrooms, schools, and school systems that are culturally relevant and that foster the development of an innovative set of skills necessary for participating in a global, political, intellectual, and economic space. Mr. Wootton is also one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted the ArtsLiteracy international lab school in the United States and rural Brazil and worked with Boston, St. Paul, Providence, and Central Falls districts on multi-year, district-wide initiatives. Mr. Wootton has had an extensive history of providing teachers with both an approach to arts-integration as well as facilitating cross-cultural projects around the globe. Mr. Wootton is currently on the faculty at Brown University and has just published a book on the ArtsLiteracy Project with the support of the Ford Foundation (*A Reason to Read: Linking Literacy and the*

Arts, Harvard Education Press, 2012). He has taught at both the undergraduate and graduate levels at Brown including a yearly course titled “Literacy, Community, and the Arts.” Mr. Wootton has presented keynote speeches and workshops in a variety of settings in both the United States and Brazil. Mr. Wootton’s work has been featured in numerous publications including the Arts Education Partnership’s recent book *Third Space*. The New York Times writes: “Mr. Wootton remains every bit as convinced of education's power to transform lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world.”

5. QUALITY OF THE MANAGEMENT PLAN

a. Adequacy of management plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks.

The Everett Public Schools are fully committed to furthering the implementation of standards-based arts and arts integrated curriculum in the three target schools across grades 5-8. The Project Director (John Obremski) will have ultimate responsibility for the implementation of this project. His time in this effort will be part of the District’s in-kind contribution. The Project Coordinator (TBD) will report directly to him and will provide direct administrative oversight. The Project Coordinator will meet with school personnel on a weekly basis to assess progress and identify obstacles to implementation; coordinate and monitor subcontracts to SmART Schools and the independent evaluators; coordinate and oversee professional development provided by the *SmART Schools* staff and the master teaching artists; ensure that each school has the resources needed for implementation; coordinate data collection for the independent external evaluation; maintain clear communication with *SmART Schools* staff, local arts partners, master teaching artists and the external evaluators; convene regular planning sessions between Keverian,

Whittier, and English School staff members to strengthen curriculum connections; support and oversee the work of the PLCs and Collaborative Leadership Teams at the schools; visit classrooms regularly to provide support to teachers as they develop and use arts-integrated curriculum; provide ongoing training and assistance to classroom teachers; and coordinate the writing of all required USDOE reports.

Each month a Moving Up SmART Design and Management Team will meet to review the overall progress of the project. The team will consist of the Project Director, Project Coordinator, SmART Schools Co-Directors, project evaluator(s), target school principals, and representative teachers.

Each of the *target schools* has also agreed to (1) create or strengthen its Collaborative Leadership Team; (2) assign a school-based liaison to the project, (3) attend the professional development programs, (4) provide common planning time, (5) identify school coaches, and (6) assist with documentation, evaluation, and dissemination.

To ensure fiscal accountability, the Everett Public Schools Business Office in conjunction with the city maintains grants and contracts. The district currently administers about five million dollars in federal funds. The Everett Public Schools Business Manager's office along with Mr. Obremski, will manage the project budget, ensure compliance with all federal regulations, and compile financial reports for USDOE. Mr. Obremski and the Project Coordinator will receive itemized budget spreadsheets generated by the Everett grants accounts staff. The district will work with the Project Coordinator and *SmART Schools* staff to develop and disseminate information about *Moving Up SmART*.

Moving Up SmART represents a significant collaboration between Everett and SmART Schools. *SmART Schools* staff will adapt the *SmART School* design elements and materials to

reflect the needs of the target schools; provide annual Summer and Mini-Institutes on arts-integration; train Collaborative Leadership Teams and Professional Learning Communities to ensure success in establishing strong arts-centered learning communities; assist in the recruitment of local artists and arts organizations; and offer ongoing technical support to ensure the fidelity of the *Moving Up SmART* model.

Year One: The *Moving Up SmART* Project Coordinator will work in conjunction with the *SmART Schools* Co-Directors to: (1) design and plan the roll-out of the *Moving Up SmART* model; (2) observe existing arts instruction and arts integration to assess the needs and build relationships at the school sites; (3) research and build partnerships with arts and cultural organizations and institutions of higher education; (4) identify and train Collaborative Leadership teams at each of the sites; (5) plan and organize the first *Moving Up SmART* summer institute; (6) hold information sharing and other meetings with key stakeholders; (7) develop protocols for documentation of model articulation; and (8) share the target schools base line data with independent evaluators to help refine the evaluation tools and to secure IRB approvals.

Years 2-4: The *Moving Up SmART* Project Coordinator will again work in conjunction with the *SmART Schools* Co-Directors to: (1) plan with arts educators and master teaching artists to design, facilitate and assess ongoing professional development and on-site support; (2) identify and train PLC Coaches to lead the *Moving Up SmART* PLC interdisciplinary teams; (3) engage in frequent site visits to troubleshoot, assess and promote the model's progress; (4) continue to build the capacity and success of Collaborative Leadership teams; (5) sustain and cultivate new partnerships; and (6) meet with District and school administrators to monitor progress against established benchmarks and ensure continuous improvement.

b. The extent to which the time commitments of the project director and principal

investigator and other key personnel are adequate to meet project objectives.

Mr. Obremski (10% time dedicated to the project) will meet weekly with the Project Coordinator to maintain district-wide oversight of *Moving Up SmART*. In order to ensure the success of the project, the Project Coordinator (full-time position) will be trained and mentored by Eileen Mackin, Director of *SmART Schools*. As noted above, once the project is underway, monthly meetings will be held that include the project director, project coordinator, the *SmART Schools* co-directors, program evaluator, the other two school principals, and representative academic and arts teachers. These meetings will provide opportunities to solicit feedback, address strengths and weaknesses of the implementation on an on-going basis, plan for future professional development, and modify the program as needed.

Given the Everett focus on building local capacity and *SmART Schools*' past experience, we believe that these time allocations and management processes are appropriate and adequate to meet the objectives of the proposed project.

c. The adequacy of procedures for ensuring feedback and continuous improvement.

Moving Up SmART has been designed to ensure that feedback is ongoing between Everett, *SmART Schools* and the project evaluators as noted above. This is particularly important because *Moving Up SmART*, while dependent upon the principles and experiences of the *SmART Schools* model, will not be a simple replication particularly given its focus on grades 5-8. New strategies, methods of service delivery and materials will be developed throughout the life of the project. During the planning year Everett and *SmART Schools* management staff and the project's evaluators will collect, share and review baseline data to refine the evaluation tools. Together with *SmART Schools* master teaching artists they will exchange feedback and data to design professional development activities for Years 2-4 and to fine-tune the project's design and plan for implementation. In Years 2-4, qualitative and quantitative evaluation reports will be shared

with administrators and faculty. The reports will provide strong indicators of the successes and weaknesses in the design and/ or implementation of *Moving Up SmART*. Identified weaknesses will be immediately addressed. Throughout the project, teachers will receive feedback on their use of arts–infused teaching strategies from peers, master teaching artists, the Project Coordinator and *SmART Schools* staff.

The *comprehensive evaluation* described below will monitor and assess the success of the implementation steps and in the process will provide both formative and summative data.

6. QUALITY OF THE PROJECT EVALUATION

The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

The *Moving Up SmART* evaluation is aligned with the goals, objectives and expected outcomes of the project as illustrated in Figure 1—the Logic Model. An independent evaluation team will carry out rigorous, systematic, and objective procedures, including a quasi-experimental design, to obtain reliable and valid knowledge about *Moving Up SmART* and its impact on school leadership and climate, parent-community involvement, teacher performance, and student outcomes.

Evaluation

UCLA Center X proposes a mixed-method design that will incorporate both *process* and *outcome* evaluation elements. In addition, the design proposed will incorporate a quasi-experimental design for the outcome evaluation, drawing outcome data from a matched set of comparison schools. Evaluation and comparison study reports conducted for SMART schools (2005 and 2009) will inform the design, allowing evaluators and project staff to test existing findings and extend them into new contexts.

UCLA Center X is a nonprofit school reform initiative of the Graduate School of Education & Information Studies (GSE&IS) at the University of California, Los Angeles. Our mission is to build the capacity of communities to maximize and sustain learning. We accomplish this mission by partnering with client institutions – public schools, districts, non-profit organizations, foundations, local, state and federal government agencies– to design, implement and sustain research-based models that become ingrained in the culture of the client organization. With offices on both coasts (California and Connecticut) we are able to partner with organizations across the country, and have current, active projects at both the national and local levels. Program evaluation services form an important core of our work.

Our evaluation team has extensive experience evaluating federally funded grant programs, including Investing in Innovation grants, the Smaller Learning Communities program, and the Teaching American History program. Center X is a USDOE approved evaluation contractor, listed in the current ED-SAT database. Other notable qualifications related to evaluation work include Center X's listing on the *Registry of Outcome Evaluators* by the *What Works Clearinghouse*, indicating a broad and solid grounding in the conduct of evaluation and assessment studies. Center X is registered with the *American Evaluation Association* and participates actively in professional development activities that maintain the high skill level of our staff. The American Evaluation Association's *Guiding Principles* and *Accepted Program Evaluation Standards* inform Center X projects as we adhere to the principles and research-proven practices needed to provide a thorough, quality evaluation process.

Center X program evaluation services are always characterized by a collaborative approach, and we are pleased to have been involved in the development of this proposal and project from the outset.

The foundational purpose of this evaluation is to improve program processes while evaluating whether program activities are leading to intended outcomes. Center X has developed an evaluation framework that is based on logic modeling – a way of articulating the theory driving the design of district support and then testing that theory against the desired outcomes. By using the logic model to define and focus on the intended activities and outcomes of the AEMDD program, the questions change from ‘what is being done?’ to ‘what needs to be done?’ By placing the focus on ultimate outcomes or results, the partnership will be supported in *thinking backwards* through the logic model to identify how best to achieve their desired results.

The AEMDD evaluation plan has both implementation and outcome evaluation strands. The implementation evaluation will track project activities and inputs to determine if the program elements are implemented as intended by the original plan using a structured Fidelity of Implementation tool. Program implementation information is critically important in the early stages of a new project, as it provides immediate feedback to program stakeholders to guide improved program processes. Thorough, detailed, accurate program implementation information is also critical to examining the linkages between program outcomes and impacts. This is particularly true in model development projects where replication is an important potential outcome.

Data from site visits and project documents will be used to determine how each site is actually implementing and coordinating the components of the model. The comprehensive, longitudinal *Fidelity of Implementation Index* (FII) will be constructed and used to document and measure the implementation of multiple activities planned. For example, specific (planned) activities associated with curriculum redesign or improvement will be specified in the Project design and logic model. Sites will be ‘scored’ to indicate the extent to which they engaged in

the planned activities. Rubrics will be developed appropriate for each activity for each year, as well as for activity strands that span multiple years. *The calculated FII will be used as a benchmark to monitor progress toward project objectives each year*, ensuring project staff are clearly aware of the rigor and extent of implementation at each site.

By thoroughly addressing implementation, specific recommendations can be made to the partners for program improvement as current and future programs are developed and implemented. The FII information also allows important correlational/ causal inferences to be made relating project implementation approaches to outcomes.

The outcome evaluation strand is focused on assessing the extent to which the program has accomplished its outcomes. The outcome evaluation will be strengthened through the addition of a quasi-experimental design where student-level outcomes will be compared between treatment (project) schools and a matched set of comparison schools. Outcome data for treatment schools and for comparison schools will be calculated and reported on an annual basis, serving as a *benchmark to monitor progress toward project objectives each year*, ensuring project staff are clearly aware of the degree to which desired outcomes are being achieved.

The evaluation plan and guiding questions will align with the goals, objectives and expected outcomes of the project as illustrated in Figure 1 – the Logic Model.

(1) What types of data will be collected?

Quantitative: Center X will document student achievement based on the Massachusetts Comprehensive Assessment System (MCAS) to measure student achievement in ELA and Math across the participating and comparison schools. Data will be disaggregated across subgroups to assess the impact of the program across several indicators including economic status, ELL, and special needs. Other sources of quantitative data include:

- Student outcome scores on standardized assessments in the arts and social studies (benchmark exams)
- Student proficiency on state assessment exams in ELA, Math and Science/Tech/Eng
- Student surveys of motivation and engagement
- Teacher surveys of efficacy and creativity
- Student attendance

Qualitative: Center X intends to survey participants in the program to gather additional data within the program schools. Teacher surveys will gather information on how students are impacted, whether or not teachers are able to integrate the arts into their curriculum, whether integration efforts are impacting academic learning in the core subject areas, and overall satisfaction with the program. Student surveys will seek to measure student engagement, their sense of improved academic performance, and increased confidence in their learning in both their core subjects and the arts. Surveys will be supplemented with interviews, focus groups and observations across each programs site.

Center X will use both quantitative and qualitative data to determine the total number of students and teachers impacted by the project, as well as measure the effectiveness of teacher trainings, and how effective specific interventions are in the classroom. This information will be used to create a continuous improvement model that builds on effective practices and discards ineffective.

(2) When will various types of data be collected?

Quantitative data (including surveys) will be gathered at the start of the implementation period, representing baseline data for the project. Center X will be continuously collecting data from various sources throughout the life of the grant. Achievement, survey and attendance data

will be kept in a database that will be updated as available, at least once each year. Surveys will be administered each year to measure growth and progress as the program develops. Qualitative data will be collected twice per year (fall and spring) during site visits at each school.

(3) What methods will be used?

Center X will collect information during site visits and through a combination of document reviews and interviews with staff to determine the level to which resources are being used for program improvement. Evaluators will examine what supports are needed, if any, to assist program staff in their efforts. Evaluators will also collect observational and feedback data from technical assistance activities. Follow up questions and observations will be performed to determine the lasting impacts. Information will be supplemented by interview and survey data on the effectiveness of technical assistance. Evaluators will use this data to explore challenges and barriers within the system and develop recommendations for improving or streamlining the process.

(4) What instruments will be developed and when will these instruments be developed?

Evaluators will adapt and update existing student and teacher surveys and protocols that have been used and validated by SMART school partners. Protocols for observation, interviews and focus group site visits will be developed at the same time with the same emphases. This work will be addressed immediately upon grant award notification, with instruments ready for use by the second quarter of project work.

(5) How will data be analyzed?

Quantitative data will be stored in and analyzed using SPSS. Center X will use an analysis of variance to ensure the program and comparison schools are adequately matched. In order to measure the effects of the program, Center X will again use analysis of variance or

analysis of covariance. Analyses will be performed using whole-school data as well as subgroup data.

Qualitative data will be recorded and analyzed to identify the overarching opinions of the program. Center X will look for patterns in teacher and student behavior as well as examine what works best for participants and what needs to be refined.

(6) When will reports of results and outcomes be available?

UCLA will prepare and submit quarterly and yearly evaluation study reports with findings relative to measures of progress on goals, indicators of and feedback on program implementation progress and outcomes, and evidenced needs for improvement. A final, comprehensive evaluation report will be completed at the end of year four summarizing overall findings with regard to the success of program implementation and achievement. UCLA evaluators will attend and actively participate in project meetings and events as requested. As with all our evaluation partnerships we will build a strong, collaborative partnership that will provide the high quality information and direction for continuous improvement of the program.

(7) How will the applicant use the information collected through the evaluation to monitor progress of the funded project and provide accountability information about success at the initial site and effective strategies for replication in other settings?

The quasi-experimental design should allow clear causal and correlational inferences to be made from the differences in outcomes between program and comparison schools. This will allow for a clear determination of what is working and why it is working. By examining not only what works, but what does not, it will create a clear picture of what has caused the success in the initial site and what needs to happen in other settings to replicate that success.

The implementation evaluation will be structured to carefully document the project elements as designed AND as implemented. This information will form the basis for a clear guide to future replication efforts.