

Rockford Arts Infusion

Arts in Education Model Development and Dissemination Grants Program

Narrative

(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 program model "**Rockford Arts Infusion**" seeks to establish a high-quality, effective standards-based arts integration into the core elementary and middle school math curriculum to improve academic performance, and improve skills in creating, performing, and responding to the arts. In conjunction, by sharing resources, the standards-based arts education will be strengthened at the middle school and elementary levels. Essential to this model is a strong partnership with the arts-related community and the elementary and middle schools of the Rockford Public School District (RPSD). The Community Partnerships will focus on the development of "minds-on" arts integration in of the four arts disciplines: dance, drama, music, and visual arts, and expanding Fine Arts experiences. *Rockford Arts Infusion* is designed as a systemic arts integration approach for students at risk of educational failure based on; research, past experiences with an arts integration program, and development of community partnerships over the last two years with the Kennedy Center Partners in Education, Rockford Area Arts Council, and other community arts partners.

The Rockford Public School District in Rockford, Illinois, is a large-unit school district serving over 29,500 pre-kindergarten through grade 12 students. It is the second largest city in Illinois and is located 65 miles northwest of Chicago. Out of the 900 school districts in Illinois, Rockford is the third largest. Rockford has 45 schools consisting of 31 elementary schools, six

middle schools, five high schools, and three alternative schools with 1,500 classrooms and over 4,000 employees. Presently, 79% of the students are considered low-income based on free and reduced lunch statistics. The racial/ethnic composition of the District's student enrollment is as follows: Caucasian 34.3%, African American 29.7%, Hispanic 25.8%, Asian/Pacific Isles 4.0%, and Native American 0.3%. A total of 1,681 students are enrolled in the Transitional Bilingual Education Program, which serves 1,627 Hispanic students, 0 Asian students, and 44 Caucasian students. Special needs students comprise nearly 12% of the District's student population.

The dropout rate in Rockford is 8%, which is higher than the state's average of 2.5%. The high school graduation rate is 61.7%, compared to the state's rate of 82.3%. For the 2013-2014 school year the District will have 30 Title I elementary buildings and 5 Title I middle school buildings. Title I schools are those that fall under the Improving America's School Act to provide assistance for students in poverty and disadvantaged families.

Illinois uses the Illinois Standards Achievement Test (ISAT) to assess student performance in achieving the Illinois Learning Standards. Analysis of ISAT scores indicates the district is lower than the state achievement averages in all grade levels for reading and mathematics.

Table 1: Grades 3-5 Reading and Math ISAT

Grade	Subject	District Academic Warning and Below Standards	State Academic Warning and Below Standards
3rd	Reading	40%	24%
3rd	Math	25%	12%
5th	Reading	37%	22%
5th	Math	28%	17%
8th	Reading	31%	14%
8th	Math	33%	15%

The District average ACT score is 18.3, which is lower than the state average score of 20.6. Factors contributing to these low scores are a lack of; engaged learning opportunities, enrichment and integrated learning, and family involvement. *The President’s Committee on the Arts and the Humanities* (May 2011) released a stellar report, Reinvesting in Arts Education: Winning America’s Future Through Creative Schools, which details the powerful role that arts education strategies can play in “**closing the achievement gap, improving student engagement, and building creativity and nurturing innovative thinking skills.**” The report also stated, “Research shows that girls and boys, young men and women who have art classes are more likely to be engaged in their classes, attend school, achieve better test scores, and graduate.”

Turning around persistently lowest-achieving schools to improve student achievement and providing services to students enrolled in persistently lowest achieving schools: The

personnel and students in the “participating groups”, Tier II and Tier III math interventions, will be continually monitoring the arts integration project as we look at the areas of student engagement, attendance, discipline referrals, and student achievement. The following Table of RPSD Middle School Demographics illustrates a significant need for *Rockford Arts Infusion*:

Table 2: RPSD Middle School Demographics

Variable	Kennedy (participating)	West (control)	Flinn (participating)	RESA (control)	District 205
Enrollment	684	786	1016	1094	26,980
LEP (%)	1.8	12	3.5	3.4	11.7
IEP (%)	19.5	16.2	14.1	16.1	13
Low Income (%)	93.7	93.9	76.6	87.2	78.7
Attendance (%)	86.9	91.7	92.7	91.7	92.2
Math Foundation Student Discipline Referrals (N)	2352	1380	1236	1173	N/A
% Qualifying for Math Foundations	46	32	24	25	28

Table 3: Middle School Math Failure Rates
(First Semester 2011 compared to First Semester 2012)

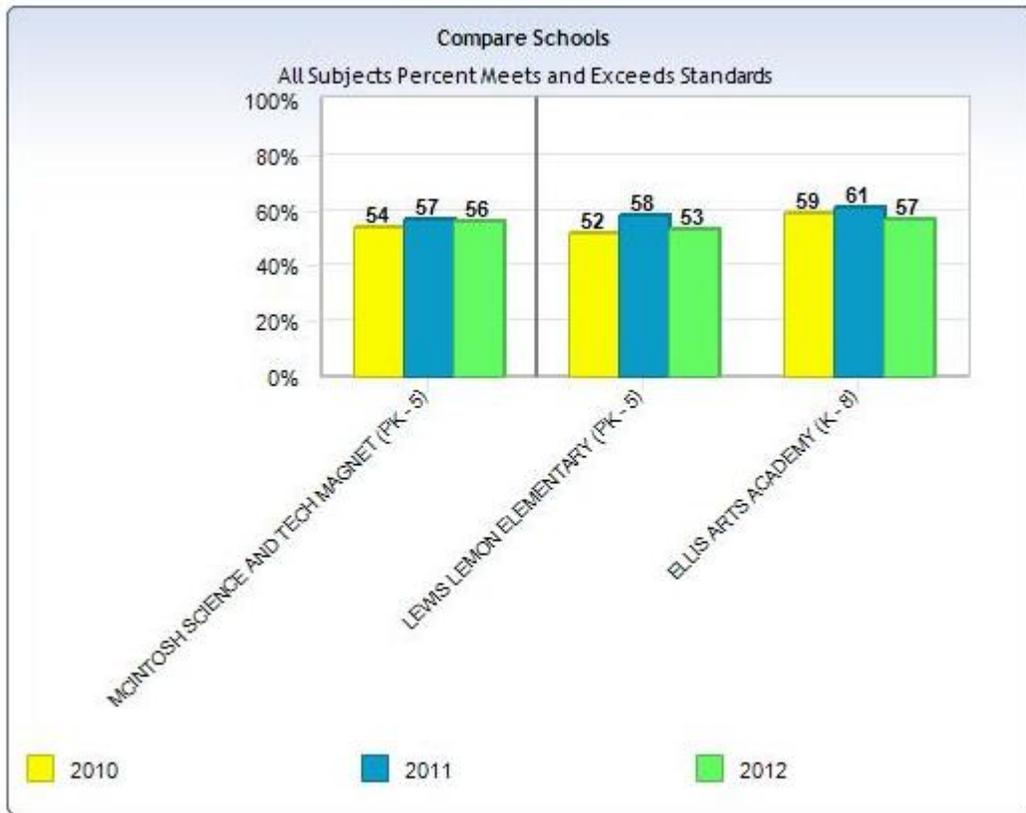
School	6 th Grade	7 th Grade	8 th Grade
Eisenhower	17%	20%	8%
Flinn	15%	13%	24%
Kennedy	5%	15%	31%
Lincoln	22%	36%	41%
RESA	22%	15%	31%
West	8%	11%	9%
Average	14.8%	18.3%	24%

Table 4: Percent of MS Foundations (Math Intervention Class) Students that Failed the Core Math class (Semester 1 2012/2013)

School	6 th Grade		7 th Grade		8 th Grade	
	2011	2012	2011	2012	2011	2012
Eisenhower	15%	20%	10%	8%	4%	8%
Flinn	3%	6%	4%	7%	38%	25%
Kennedy	9%	9%	19%	20%	5%	36%
Lincoln	14%	23%	22%	24%	47%	28%
RESA	15%	17%	14%	12%	23%	28%
West	3%	3%	20%	22%	14%	19%
Average	9.8%	13%	14.8%	15.5%	21.8%	24%

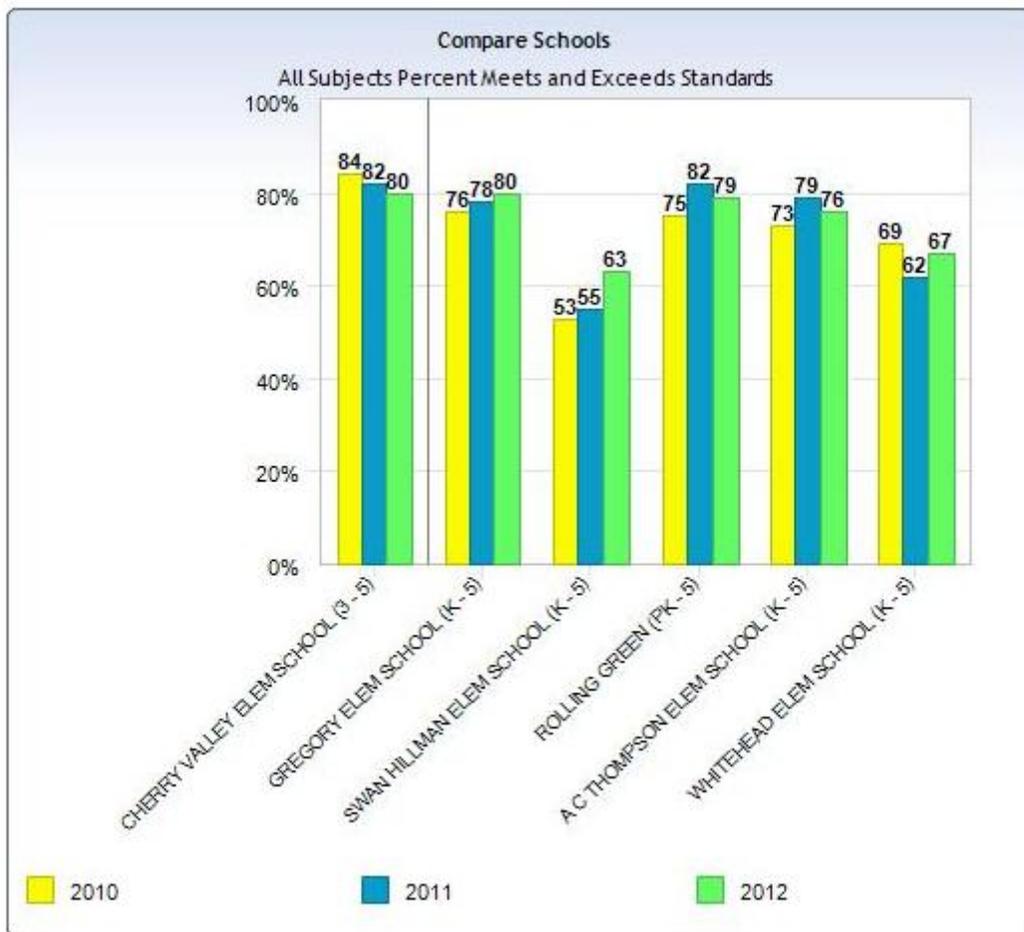
District Grade 5 State Math Achievement scores have been declining since 2008, while State Grade 5 performance levels have increased. The following shows the feeders schools for Kennedy Middle School, used as one of the two middle school “participating” groups demonstrating the elementary needs:

Table 5: Kennedy Middle School Feeder Schools



The following shows the feeder schools for Flinn Middle School, used as the second “participating” groups demonstrating, not the lowest-performing, yet still underperforming State achievement levels:

Table 6: Flinn Middle School Feeder Schools



The Rockford District has faced many struggles over the past years, which caused two of our middle schools to completely lose their instrumental programs, and nearly all strings and vocal music programs in other middle schools. This phenomenon in turn diminished the quality and numbers in our high school programs. Drama was also not offered in our middle schools. Inspired through the Kennedy Center Partners in Education, a series of community meetings helped develop a Fine Arts Articulation Committee in 2011-2012 – both community art organizations and the district’s fine art staff and administration, presented a compilation to the RPSD Education Committee a “Fine Arts Graduate Characteristics Profile”. It lists the

recommended outcomes as a result of a comprehensive quality fine arts education and 16 objectives to achieve the Graduate Profile. Action was taken to hire a Fine Arts Director (September 2012), to “build” our Fine Arts Programs by working with the community on their recommendations. Dr. Ehren Jarrett—the Superintendent, beginning July 1, 2013—currently acting as our Assistant Superintendent, has supported, and continues to support, the development of the Fine Arts and wants to make “Fine Arts the Front Porch of the school district”. This current school year, arts electives were brought back at the middle school level, but the programs, after years of neglect, need development.

Table 5 (below) shows our current middle school fine art enrollment status along with projections for next year. We have definitely taken off but we have a distance to go.

Table 5: Status of Middle School Arts Programs (FTE/Seats)

School	Enrollment		Band		Orchestra		Vocal Music		Drama		Art		Dance	
	FY12	FY13	FY12	FY13	FY12	FY13	FY12	FY13	FY12	FY13	FY12	FY13	FY12	FY13
Eisenhower	867	835	.6/112	.6/114	0	0	0	.1/28	.4/126	.5/144	1.0/295	1.0/298	0	0
Flinn	1016	1028	.4/48	.4/56	.2/15	.2/23	.2/36	.2/42	.6/180	.4/127	1.3/299	1.1/342	0	0
Kennedy	684	698	.2/13	.2/32	0	0/5	.2/25	.2/39	.4/133	.2/43	1.2/218	.3/96	0	0
Lincoln	743	701	.2/29	.4/56	0	.2/25	.2/29	.2/48	.4/81	.6/83	1.2/312	.7/211	0	0
RESA	1094	1019	.6/83	.6/84	0	.2/21	0	.2/57	0	0	1.0/285	.9/277	0	0
West	610	635	.4/52	.4/58	0	.2/20	0	0/12	.6/147	.4/117	1.0/239	.5/159	0	0
WestCAPA	176	240	.4/37	.4/54	.4/22	.2/29	.4/42	.4/68	1.0/89	.8/122	.8/77	.8/107	.8/88	.8/98
Marshall	462	407	.6/131	.6/146	.4/38	.4/49	0	0	.4/101	.4/118	.6/131	.5/153	0	0

We are holding two benefits for raising money for repair and purchase of musical instruments – to get instruments into the hands of all middle school students who choose to play:

1) The Rockford Area Arts Council and the District have out-reach campaigns for donated instruments and sponsorships, and 2) the Community Foundation of Northern Illinois is launching a fall 2013 campaign for an endowment to sustain financial support for our middle school instrument program. Negotiations of the teaching contract have increased art and music minutes in our elementary school day. Our schools and community sense a “new beginning” and the recently passed referendum, which will aid in the restoration of school facilities.

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

Table 7: Gap Analysis and Grant Opportunities

Gaps/Weaknesses	Grant Opportunities
Math Failure Rates: Even with the addition of math intervention classes, the grade level math failures are increasing. (see Table 3)	Student apathy for math is prevalent in the interventions classes. Bringing the arts into those lessons will increase engagement and retention of objectives.
Math intervention students lose their elective opportunities.	The school day supports 7 class periods, so the math intervention must replace the elective choice. This grant will provide Fine Arts Opportunities for those students embedded into the math instruction along with additional

	<p>opportunities to explore the arts through investigations and field trips.</p>
<p>94% of Math intervention students are identified as Low Income based on free and reduced lunch status.</p>	<p>Low income students have fewer opportunities to experience things outside of their daily activities. This grant will provide the additional experiences by working regularly with Teaching Artists and seeing community performances.</p>
<p>Less than 5% of math intervention students are exiting from the program for next year.</p>	<p>Teachers are struggling to make connections for students to provide the motivation for higher achievement. The grant will provide professional development opportunities and continual support for teachers along with student incentives to push students to a new level.</p>
<p>High teacher turnover rate with the most inexperienced teachers being assigned to math interventions.</p>	<p>The professional development opportunities provided by this grant will help inexperienced teachers along with the collaboration and continual support.</p>
<p>Kennedy Middle School, targeted as one of two experiment schools, has over half of their students not meeting on the Illinois Standardized Achievement Test.</p>	<p>As teachers and students take more ownership of achievement goals and make connections between math and the arts, student achievement will be reflected on state</p>

	assessments.
Students currently enrolled in math interventions at Kennedy Middle School account for 2,352 discipline referrals (an average of 4/student)	Lack of engagement leads to discipline issues. With the integration of the arts students will be more engaged and less likely to cause trouble.
Due to the high enrollment at Kennedy Middle School in math interventions, the enrollment in fine art electives are low; only supporting 13 in band and 25 in vocal music.	Creating a student-centered learning environment will motivate students to perform better and work toward those elective opportunities, thus increasing enrollment in the arts programs over time.
Declining Grade 5 State Math Achievement scores since 2008.	With Arts Integration trains, teachers and students will take more ownership of achievement goals and make connections between math and the arts, student achievement will be reflected on state assessments.
Middle Schools are inconsistent in their arts elective offerings; little to no instrumental and vocal music.	Expansion of arts experiences.

The Rockford School District’s fine arts offerings have waned during the past decade as budget woes have forced the elimination or limitation of band, music, art and chorus programs at several schools. Encouraged by the RPSD School Board’s unanimous decision in December

(2012) to extend the middle and high school day and revamp the district' arts programs this fall. We are on our 2nd year with the Kennedy Center Partners in Education which has assisted in collaboration between the district and the community to develop a city-wide Fine Arts Articulation Committee that gathered information to create 12 points for Fine Arts Programming Experiences and Opportunities. The district is being very supportive but the needs are great.

(2) SIGNIFICANCE

...the likely utility of the products that will result from the proposed project, including the potential for their being used effectively in a variety of settings.

The Rockford District and the Rockford arts community are committed to the development of a comprehensive fine arts program that not only addresses the skills necessary to produce quality visual art, music, drama and dance, but also integrates those skills into the curriculum and cultivates greater awareness and appreciation for cultural diversity, problem-solving skills and creativity. Achieving the objectives of this grant would ensure a high quality K-8 fine arts integrated curriculum aligned with national, state, and district goals. Training modules will be developed and field-tested. Student achievement will be measured with the systematic use of student assessments.

A report by the Arts Education Partnership and the President's Committee on the John D. and Catherine T. MacArthur Foundation, *Champions of Change* (Fiske, 1999), suggests that the influence of the arts is far wider and deeper than simply improved letter grades. The arts promote the development of valuable human neurobiological systems and enhance the process of learning. "The systems they nourish, which include our integrated sensory, attentional, cognitive, emotional, and motor capacities, are, in fact, the driving forces behind all other learning" (*Arts with the Brain in Mind*, Eric Jensen, Association for Supervision and Curriculum

Development, 2001). The arts promote self-discipline and motivation. The benefits include aesthetic awareness, cultural exposure, social harmony, creativity, improved emotional expression, and appreciation of diversity. In *Champions of Change: The Impact of the Arts on Learning*, the contributors highlight some of the “take-home” messages about arts (Fiske, 1999):

- The arts programs reaches students not ordinarily reached, in ways not normally used. This keeps tardies and trancies and, eventually, dropouts down.
- Students connect to each other better—greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm.
- Arts changes the environment to one of discovery. This can re-ignite the love of learning in students tired of being filled up with facts.
- Arts provides challenges for students at all levels, from delayed to gifted. It’s a class where all students can find their own level, automatically.
- Arts connects learners to the world of real work where theater, music, and products have to appeal to a growing consumer public.
- Students learn to become sustained, self-directed learners, not a repository of facts from direct instruction for the next high-stakes test.
- Students of lower socioeconomic status gain as much or more from arts instruction than those of higher socioeconomic status.

This project will support practices and strategies for which there are strong evidence of effectiveness. This will be effective in a variety of settings, which are project should show from using district lowest-performing middle school comparison and district moderate-performing middle schools (performing below State averages), and their feeders. As in many communities, the arts-related community organizations support the integration of the arts into the classrooms.

The local Arts Community has pledged its commitment to this project (see Key Personnel). This model will integrate District curriculum, engage students in a variety of learning styles, and nurture family, friends and community partnerships that are critical to individual learning and development. The following components will be woven together to create an effective, long-term comprehensive quality arts program to increase student involvement in the arts along with increasing math achievement:

- Approach to teaching through an art form which connects math concepts with effective practice in classroom management and strategies for engaged learning.
- Replicable project goals, student participation, documenting progress, professional development designed for sustainable instruction and mentoring schedules.
- Replicable grade level curriculum and assessments aligned with Common Core Standards.
- Provide opportunities in various formats for student information in virtual reality and visuals from around the world to enhance understanding of how the arts shape and reflect history, society and everyday life.
- Provide an opportunity for students to participate in enrichment activities..
- Foster school/community partnerships.

The following table illustrates how the model results may be replicated elsewhere. The fidelity component of the model is the artist working with the teacher to plan and the teacher delivers the arts integration lessons; the teacher is encouraged to take risks and explore arts integration in their instruction.

Table 8: Rockford Arts Infusion Model

	Year 1	Year 2	Year 3 and Year 4
Expanding Arts Integration	6 th – 8 th Middle School Math Foundations, Grade 5 Math	6 th – 8 th Middle School Math Foundations, Grades 4 & 5 Math	6 th – 8 th Middle School Math Foundations, Grades 3, 4 & 5 Math

Outline of Arts Integration Professional Development Plan

Gearing Up	Community Artists (dance, music, visual art/media, and theater) will be selected to become Teaching Artists for the project. We have several enthusiastic and qualified artists interested! They participate in special training and planning for the project. Resources include Kennedy Center Arts Partnership. (3 - 6 hours)
	Communication and Presentation at District Elementary and Middle School Principals Meeting and Staff Meetings.
Establishing School Teams	Instructional Coaches with Kennedy Center Partnership Arts Integration PD will lead Intro and PD for MS Math Teachers, Grade 5 Teachers, MELs, and Teaching Artists forming school teams to accomplish <i>Rockford Arts Infusion</i> goals. Baseline data of students enrolled in Math Foundations given to teachers. (6 hours)
	At each school, Teaching Artists meet with each school team to develop arts integrated math lessons aligning Common Core Standards. Develop schedule of Teaching Artists visits. (3-6 hours)
Arts Integration Begins	Arts Integrations Artists and Teams at each school site, meet to plan first lesson, determine goals, and create student incentive framework. (2 hours)
	Teachers and Teaching Artists develop second lesson; Teachers implement second lesson.

	Artists and Teams meet to analyze results. (2 hours)
Arts Integration Going Strong	Ongoing lesson development and implementation in 4 art disciplines that effectively address math concept and relate to student interest. Teaching Artists scheduled in classes to periodically supply student incentives.
	Summer PD: Kennedy Center roster Teaching Artists provide PD and teams review past year and plan for 2013-2014 school year.
	Ongoing monitoring of individual student progress using standardized assessments for student goals; celebration plan to earn enrichment arts activities/incentives (i.e., drumline lessons on Friday after meeting individual Accelerated Math goals)
Celebrate or Back to the Drawing Board	The yearly repetition will deepen and refine instructional delivery with sustainable PD results.
Model Repeated with Fidelity	Teachers will implement arts integration lessons in their classrooms. This may include assistance/collaboration with the Teaching Artist. The assistance depends on the comfort level of the art form the teacher is learning to integrate. For example, a teacher may have no problem integrating visual art, but dance integration could be foreign to their teaching experience. The artist teaches the teacher on dance basics as it applies to the math concept provided by the teacher. The model is for the teacher to gain a comfort level by practicing for sustainability of instructional practice.
Key to Model:	Teachers will implement arts integration lessons in their classrooms. This may include assistance/collaboration with the Teaching Artist. The assistance depends on the comfort level of the art form the teacher is learning to integrate. For

example, a teacher may have no problem integrating visual art, but dance integration could be foreign to their teaching experience. The artist teaches the teacher on dance basics as it applies to the math concept provided by the teacher. The model is for the teacher to gain a comfort level by practicing for sustainability of instructional practice.

Student Enrichment Fieldtrips to Community Arts Events

Professional Performances:

Reach for the Stars Performance for Youth
 Rockford Symphony Orchestra Youth Concert

Student Performances:

Rockford Art Museum High School	Feeder High Schools
Art Exhibit	
Rockford Art Museum High School	All Area High School juried 2D and 3D
Art Exhibit	art work

Fine Arts Teacher Professional Development Series

Monthly Topic Sessions (Smartboard, Classroom Management Discipline Specific in Working with High Needs, Best Practices Research Discipline Specific, New Fine Arts Teachers Introduction Session – pairing with Master Teacher)

Kennedy Center Teaching Artists

Fine Arts Teaching for the Student with Special Needs: *You're Going to Love this Kid!*

(Curricular adaptations, sensory supports, positive behavior support, collaborating effectively with families)

(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.

In an article in the NY Times, March 30, 2013, Thomas L. Friedman, indicated contemporary education needs to “focus more on teaching the skill and will to learn to make a difference and bring the three most powerful ingredients of intrinsic motivation into the classroom: play, passion and purpose.” The Kennedy Center’s definition of Arts Integration is, “Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form.” The Common Core Standards for Mathematical Practice are based on this theory that students learn and retain more by having opportunities to think, reason, and make sense of mathematics. In order to accomplish this mission we will offer expanded integrated learning opportunities that will increase student performance and better prepare students for the 21st Century and the global marketplace.

Modern technology has increased the demand for a more highly skilled, creative, problem-solving workforce. The Arts Infusion will address roadblocks students have in achieving at grade level in math. The goals and objectives of this project are aligned with 1) Common Core Standards 2) the National Art Standards/Core Arts Standards Development presented by Lynn Tuttle (Feb., 2013), 3) College Board, “The Arts and the Common Core: A review of Connections between the Common Core State Standards and the National Core Arts Standards Conceptual Framework”, 4) the District's Strategic Plan, Readiness Rock – 21st Century Learning Environments, and 5) Rockford’s Fine Arts Articulation Committee. This project will help to enhance these goals:

Table 9: Rockford Arts Infusion Objectives and Outcomes

Goal 1: Integrate Arts Instruction into the Math Foundations Curriculum.	
OBJECTIVES	OUTCOMES
1.1 Increase attendance in the Math Foundations courses.	1.1 Through increasing student engagement via arts integration the effect on overall attendance is projected to show an increase by 3% in the first year, with an additional 2-5% gain each additional year.
1.2 Reduce referrals in Math Foundations courses.	1.2 Increased student engagement in the math intervention courses will be reflected in a decrease of discipline referrals for math foundations by 5% in the first year, with an additional 2-5% each additional year.
1.3 Increase enrollment in Fine Arts Electives.	1.3 Arts integration in math to low achieving students that are placed in interventions courses without the opportunity for electives will eventually increase the enrollment in the arts electives with the goal of a 10% increase over the life of the grant.
Goal 2: Strengthen the Arts Instruction within the Math and Fine Arts departments.	
OBJECTIVES	OUTCOMES
2.1 Increase Professional Development opportunities for teachers.	2.1.a. Teachers will be given the opportunity to participate in multiple trainings in art

	<p>integration along with meeting and collaborating with teaching artists.</p> <p>2.1.b. Fine Arts Teachers will be given the opportunity to participate in multiple trainings in their discipline. Topics such as technology, instructional strategies for students with special needs, common formative assessment development</p>
2.2 Increase the number of Arts Integrated Lessons in the Math Foundations courses.	2.2 Frequent observable math instruction will include hands-on and minds-on arts integration.
<u>Goal 3: Improve Academic Performance in Math.</u>	
OBJECTIVES	OUTCOMES
3.1 Improve math scores reflected on the District Progress Monitor (Discovery Education Assessment, DEA) as well as the STAR Assessment.	3.1 Math Foundations students will increase their DEA scores 3-5% annually along with showing more than average growth on the STAR Assessment.
3.2 Reduction in Core Math failures.	3.2 Students enrolled in math foundations will show a higher success rate in their core math class than equal counterparts at other schools.
3.3 Increase overall math achievement on the ISAT Assessment in March	3.3 Overall math achievement will increase by 10% over the 4 year grant period.

(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.

January 2012, Interim Superintendent Dr. Robert Willis announces:

Readiness Rocks!

*Calling on the community to come together and build a support system that will help children achieve their dreams, Interim Superintendent Robert Willis outlined plans last week to take learning in Rockford Public Schools to the next level. The Readiness Rocks focus on college and career readiness, the seven periods to success, 21st century learning environments, and preschool and college for all. As part of an effort to push college and career readiness, **the district will create benchmarks for success that track the academic progress of students at each grade level.** Support systems will be in place to help struggling students, and outreach opportunities, such as career shadowing and dual-credit college programs, will allow students to prepare for life after high school.*

This year, ***secondary students were introduced to seven-period school days that expose them to the arts,*** foreign language classes and advanced courses that will give students a more well-rounded experience. ***The longer school day provides additional time for educators to reach struggling learners.*** The district is making a commitment to create a 21st century learning environment for students and staff. Board members recently approved the transfer of \$10 million to start the district's capital fund. Last fall, voters approved a bond sale that will allow the district to improve schools and potentially build new ones. All improvements will be made without a tax increase for homeowners. In the future, all children would have access to the district's early childhood program, a move that would allow students to begin developing essential learning skills at an earlier age. Dennis Early Childhood Center re-opened this year, creating additional

slots for students to participate in a preschool program that has been identified as one of the best in the state. The College for All Fund would become a resource that students could use, regardless of their economic situation, to pursue higher education. This effort received a significant boost when Judson University made a \$1 million commitment to the fund, and Rockford College agreed to contribute \$2 million.

As Dr. Willis transfers the duties of Superintendent to Dr. Ehren Jarrett, Dr. Jarrett has pledged his support in building the arts programs. This school year Smartboards are being installed in nearly all art and music classrooms. Nearly all art and music teachers were given document cameras to work with the Smartboards. There have been district classes on Smartboard training. The Fine Arts staff have requested training specific to their area. We have piloted two short sharing sessions but the level of expertise quickly showed that we need to do some leveling of PD. We have some teachers who are still afraid to turn it on and others who could assist in teaching classes if we can give them time to breakdown their knowledge into doable steps.

The District and the community are working together to purchase instruments for the nearly 565 new band students for this fall as we came away with a good problem to have after a very successful Instrument (fitting) Petting Zoo where all grade 5 students were allowed to try out several instruments. The Facilities Department is helping to do make-over in these rooms with shelving for instruments. For next year we have requested a consistent budget across the district to ensure new music, music stands, marching equipment, and instrument repairs in order to build quality music programs. There have been 3 community fundraisers and benefits to have instruments donated and to secure funding for instrument repair. Our string instruments have sat unused for years. We are raising money to refurbish those instruments.

The majority of Rockford Public elementary schools provide music and visual art classes in each school. Fine arts teachers meet with students one to two times a week: 30 minutes for music and 40 minutes for art. The District has 39 visual art teachers and 24 music teachers, yet these teachers feel isolated with the lack of communication amongst their own specialized colleagues. The middle schools offer general music, band/orchestra, or art as elective class choices.

(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.

The model was developed from our partnerships and trainings at the Kennedy Center, to ensure sustainability of long term implementation beyond the life of the grant. Arts integration training/professional development will build teacher capacity through the teacher delivering the arts integrated lessons with planning support from the teaching artists. Teachers will expand and hone their skills and strategies in this hands-on and minds-on approach in line with the Common Core Standards for Mathematical Practice and the National Art Standards.

In the research study, *Learning In and Through the Arts: Curriculum Implication* by Judith Burton, Robert Horowitz, and Hal Abeles (Center for Arts Education Research, Teachers College, Columbia University, 1999), significant relationships between rich in-school arts programs and creative, cognitive, and personal competencies needed for academic success were found. Through the Kennedy Center Partnership, fostering a partnership with CAPE, we looked at findings in *The Chicago Arts Partnerships in Education (CAPE)* study, by James Catterall and Lynn Waldorf (UCLA Graduate School of Ed. & Information Studies). The study found CAPE contributed to the impact of a variety of skills frequently cited as important for adults in their work and personal lives. As a result of research, learners can attain higher levels of achievement

through their engagement with the arts. Moreover, one of the critical research findings is that the learning in and through the arts can help "level the playing field" for youngsters from disadvantaged circumstances.

With documented evaluative success as measured by the math achievement scores, the push will be to replicate this model into our other low performing schools. As a member of the Regional Office of Education Curriculum Consortium, progress made in this program will be disseminated to other districts in the region.

A Slice of Life from a Math Foundations Student ...

Malachi is a seventh grade student at Kennedy Middle School. In this project, he will have an opportunity to enjoy learning through the arts every day. Last year in sixth grade, due to the Math Foundations class he needed to support deficiencies in math achievement, he was unable to take electives. His day was a struggle, taking two math classes that he hated. Now, he enters a nontraditional math classroom with no desks, cool tech, an environment that promotes creative thinking and problem solving. He has worked with four different artists in theater, dance, art and music. Depending on the math concept, the teacher chooses an art discipline to model or challenge students through a math application that might involve, for example, movement, sketching, a script, or drum line. Just yesterday, the students did an activity of beating out a variety of ratios and proportions that culminated into an orchestration of sound when different groups were playing a different set of equivalent ratios. This was Mr. Bentley's first time presenting this format of the lesson after working hard with the teacher artist supplied by the *Rockford Arts Infusion* grant. Mr. Bentley is not a musician, but in working with the artists, found a new way to teach math. The lesson was developed to make a connection between ratios

and proportions with music concepts, arts, and to differentiate based on student interest. Last week with the theater artist, we created a script about the relationship between Numerators and Denominators, by making them characters acting out their properties in a short play. Malachi is looking forward to when the artists come to see the teacher's newly developed collaborative lesson (they work during his planning period or afterschool) and to work with the stations. The daily stations are: small group instruction on grade level math, Accelerated Math basic skills, and hands-on investigations. Malachi works with the iPad on Accelerated Math sitting in a bean chair for one of his rotations of activities to increase his basic skills. The hands-on investigation area has a round table where the activities are always evolving. Malachi has worked in that area with paint, an iPad play-writing app, and a variety of 3D building materials. When meeting his Accelerated Math goals, he is rewarded with an arts activity of his choice. Malachi worked with the drum line artist on several occasions and worked at home and the library on the Accelerated Math Home Connect to help his progress now that he has incentives. After school, the artists have clubs that he can attend. He has been sticking with the drum line because they have a school performance he is working on, but he has classmates that are in dance, drama, and art club. The school district provides activity buses for after school programs.

Malachi is looking forward to next week's fieldtrip, one of four for the year; this first one is a world-renown group of Japanese drummers sponsored by a community benefactor working with the community's historical performance theater. Transportation is paid for through the *Rockford Arts Infusion* grant. His brother in fifth grade is attending **and playing** in a Rockford Symphony Orchestra Youth Concert, partnered with Carnegie Hall, titled *The Orchestra Moves*, where the audience is participating with singing and recorders. Once again, the Kennedy Center has created partnerships with the school district for these great fieldtrips and the *Rockford Arts*

Infusion helps support those students who would not normally have this opportunity. Malachi used to tolerate going to school, but now he looks forward to it. His attendance has improved and discipline referrals have decreased.

Malachi meets regularly with Mrs. Boomgarden, Math Education Leader, to check his progress towards his goal. He is now working hard to improve his math achievement throughout this year, so that next year he will no longer need Math Foundations and can be part of the schools drum line class and other elective choices. He has been transitioning from one foster home to another, but he has made positive connections through this program. Next year, the kids will benefit from Mr. Bentley’s newly developed and practiced lessons, and a nontraditional classroom set up with engaging investigation activities.

(4) Quality of Project Personnel:

...The qualifications, including relevant training and experience, of key project personnel.

Strong programs are the result of hard work, clear focus, strong leadership and careful analysis of the needs of the participants. Composed of key educational decision- makers with proven experience in raising student achievement and arts integration program development, this synergistic group looks forward to the challenge of achieving the purposes of the program:

Table 10: PROJECT PERSONNEL		
Rockford Public School		
	<i>Responsibilities</i>	<i>Qualifications</i>
<u>Lu Ann Widergren</u> Fine Arts Director	<ul style="list-style-type: none"> • Grant Co-Director • Fine Arts curriculum • Field Trip Coordinator • Contract with Artists • Communicate with community resources 	<ul style="list-style-type: none"> • MS Ed. Leadership • BS in K-12 Art • 32 yrs experience in education: teaching, program design, research and administration • Curriculum and Assessment Design • Grant Manager- Fed., State, Privatized • Responsible for State Adequate Yearly Progress 6 years

<p><u>Donna Moeller</u> Curriculum AP for Secondary Math (6-12)</p>	<ul style="list-style-type: none"> • Grant Co-Director • Math Foundations Curriculum • Assessment Monitoring • MS data analysis 	<ul style="list-style-type: none"> • MS Ed. Leadership • BS in Secondary Math Education • Minor in Secondary Art • 11 yrs experience in education: teaching, program design, research and administration • Curriculum and Assessment Design • District Master Scheduler • Proven record of math achievement
<p><u>Diane Fischer</u> Curriculum AP for Elementary Math (K-5)</p>	<ul style="list-style-type: none"> • Elementary Math Grant PD Collaboration • Elementary math curriculum • Assessment monitoring • Elementary data analysis 	<ul style="list-style-type: none"> • MS Ed. Leadership • BS in Elementary Education • 31 yrs experience in education: teaching, program design, research and administration • Curriculum and Assessment Design • 5 yrs Curriculum Coordinator
<p><u>Vicki Jacobsen</u> Assistant Superintendent of Elementary Schools</p>	<ul style="list-style-type: none"> • Communicate with Principals and support as needed for grant implementation 	<ul style="list-style-type: none"> • 32 yrs experience in education: teaching, program design, research and administration • Certification in special education, general education and staff development. • Curriculum and Assessment Design
<p><u>Diana Alt</u> Executive Director of Learning</p>	<ul style="list-style-type: none"> • Communicate with Principals and support as needed for grant implementation 	<ul style="list-style-type: none"> • 32 yrs experience in education: teaching, program design, research and administration • Oversees Curriculum and Learning Department • Data collection, analysis and reporting
<p><u>Ankhe Bradley</u> Executive Director of Professional Development</p>	<ul style="list-style-type: none"> • PD Coordination • Monitor PD stipend budget 	<ul style="list-style-type: none"> • Oversees all components of District Professional Development
<p><u>Bill Hull</u> Executive Director of Technology</p>	<ul style="list-style-type: none"> • Technology Support • Purchasing iPads • Monitory tech budget 	<ul style="list-style-type: none"> • Oversees all components of District Technology
<p><u>Susan Boomgarden</u> Math Education Leader</p>	<ul style="list-style-type: none"> • PLC leadership • Content teacher support • Monitoring student progress 	<ul style="list-style-type: none"> • Math educator • Educational Coach • Data collection, analysis and

	<ul style="list-style-type: none"> Classroom Management Support 	reporting	
<u>Kathy Biavati</u> Math Education Leader	<ul style="list-style-type: none"> PLC leadership Content teacher support Monitoring student progress Classroom Management Support 	<ul style="list-style-type: none"> Math educator Educational Coach Data collection, analysis and reporting 	
<u>Colleen Cyrus</u> Executive Director of Special Education	<ul style="list-style-type: none"> GEPA Requirements 	<ul style="list-style-type: none"> Oversees all components of District Special Education 	
<u>Alla Harnish</u> Supervisor of Bilingual Programs	<ul style="list-style-type: none"> GEPA Requirements 	<ul style="list-style-type: none"> Oversees all components of District Bilingual Programs 	
<u>Greg Wilson</u> Transportation	<ul style="list-style-type: none"> Student Transportation 	<ul style="list-style-type: none"> Oversees all components of District Transportation 	
Community			
		Responsibilities	Qualifications
Rockford Area Arts Council	<u>Anne O'Keefe</u> <i>President and CEO</i>	Advisor Provide Contracted Services	<ul style="list-style-type: none"> Bachelor of Arts Board of Directors –Arts Alliance Illinois RPS205 Fine Arts Articulation Committee Association of Fundraising Professionals
Rockford Area Arts Council	<u>Sharon Nesbit-Davis</u> <i>Education/Engagement Director</i>	Arts Integration Instructional Coach/Trainer	<ul style="list-style-type: none"> Develops and administers community arts programs Award-winning Arts Place CAPE Collaboration 20+ Years Arts Integration RPS205 Fine Arts Articulation Committee Conducts teacher and artist training in arts integration techniques Former Artist-in-Residence Writer Mime
Rockford Area Arts Council	<u>Ann Rundall</u> <i>Arts Integration</i>	Arts Integration Instructional	<ul style="list-style-type: none"> As Principal, raised achievement from

	<i>Specialist/Educator</i>	Coach/Trainer	<p>lowest performing to Safe Harbor with multiple years improvement</p> <ul style="list-style-type: none"> • Adjunct Professor National Louis University – Educational Leadership Program • Consultant – Regional Office of Education
Rockford Area Arts Council	<u>TBD</u> <i>Teaching Artists</i>	Plan and support teachers; arts integration and expanding student arts experiences	<ul style="list-style-type: none"> • Arts Integration Training for Rockford Arts Infusion Model
Rockford Art Museum	<u>Stacey Sauer</u> <i>Education Coordinator</i>	<p>Develop Student Fieldtrips experience</p> <p>Recruit Arts Integration Artists</p>	<ul style="list-style-type: none"> • Bachelor’s Degree in Elementary Education – University of Illinois • RPS205 Fine Arts Articulation Committee • PD for educators; Educational Program Development and Implementation
Rockford Dance Company	<u>Cindy Jo Savitski-Lantz</u> <i>Executive Director</i>	<p>Develop Student Fieldtrips experience</p> <p>Recruit Arts Integration Artists</p>	<ul style="list-style-type: none"> • RPS205 Fine Arts Articulation Committee • PD for educators; Educational Program Development and Implementation
Rockford Symphony Orchestra	<u>Lorie Langan</u> Education and Community Engagement Director	<p>RSO Youth Concert-Partnership with Carnegie Hall</p> <p>MusiCamp – instrumental music lessons for beginning orchestra and band</p>	<ul style="list-style-type: none"> • ME Special Education • Bachelor of Fine Arts, Art Education • Plans, implements, and evaluates all educational programs • Plans and directs education department budget • Facilitates Professional Development for RSO musicians
Friends of the	<u>Beth Howard</u>	Assists in all capacities	<ul style="list-style-type: none"> • Long-time Friends of

Coronado	President	for fieldtrips to community performing arts theater	the Coronado Board Member <ul style="list-style-type: none"> Rockford Coronado Concert Association
Mendelssohn Club Performing Arts Center	<u>Beverly Claire Broyles</u> Executive Director	Develop Student Music Opportunities (lessons, performances) Recruit Arts Integration Artists	<ul style="list-style-type: none"> MS in Art BS in Art Education Performing Arts Presenter – 21 years serving as Executive Director of several arts organizations Former Graphic Designer and Children’s Book Illustrator

Note: Please see the attached resumes of key personnel.

(5) QUALITY OF THE MANAGEMENT PLAN

(a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Adequacy and extent of the management plan are reflected in the table below and addendum 6.

Budget Narrative:

Table 11: MANAGEMENT PLAN – YEAR 1

<i>Strategy</i>	<i>Timelines</i>	<i>Milestones</i>	<i>Responsibility</i>
<i>Objective 1: Contracts</i>			
a. Contracts set up with Community Partners	Upon notification of grant award.	First Board Meeting after grant notification	Grant Co-Directors - Widergren
b. Contracts set up with Kennedy Center roster Arts Integration Teaching Artists	Upon notification of grant award.	First Board Meeting after grant notification	Grant Co-Directors - Widergren
<i>Objective 2: Recruiting and Training Teaching Artists</i>			
a. Directors and RAAC will recruit (i.e., social media, recommendations of Community Arts Partners) set interview times and refine interview question list and criteria	Upon notification of grant award.	By mid-Sept., 2013 have met and implementation begins.	Grant Co-Directors and RAAC/Arts Integration Instructional Coaches/Trainers
b. Teaching Artists Interviews and Selection	One Week	By September 30, 8 Teaching Artists selected	Grant Co-Directors and RAAC/ Arts Integration Instructional Coaches/Trainers
c. Training of teaching artists.	Oct. 2013	By Oct. 18, 2013 staff will be hired & by Oct. 26 trained.	RAAC/Team Leaders
<i>Objective 3: Classroom Setup, Fieldtrips and Afterschool Clubs</i>			
a. Order tech, equipment, materials, & supplies.	Upon notification of grant award.	By November 5 orders are in & distributed.	Grant Co-Directors, Steve/Distribution Bill/IT
b. Setup up non-traditional classrooms; setup for afterschool Arts Clubs	Delivery date	By mid-November	Co-Directors Math Teachers MELs Teaching Artists
c. Schedules for Teaching Artists	During November PD aligned with math guide	By mid-November	Co-Director-Moeller RAAC/ Arts Integration Instructional Coaches/Trainers Math Teachers
d. Schedules, forms and transportation for Trips.	Upon notification of grant award.	By mid-October	Co-Director- Widergren RPSD Transportation

Objective 4: Arts Integration Professional Development			
a. Initial School Team Arts Integration PD and lesson planning begins.	First two weeks in November 2013	First arts integration lesson in classroom week of Nov. 18.	Co-Directors, RAAC/ Arts Integration Instructional Coaches/Trainers; School Teams
b. Ongoing Arts Integration lesson development.	Through School Year	Summer Program Review, and Planning Session for school year 2014-2015 with Kennedy Center roster Arts Integration Teaching Artist	Co-Directors, RAAC/ Arts Integration Instructional Coaches/Trainers; School Teams
c. PD Evaluations reviewed	Oct./Nov. PD Arts Integration Training	Quarterly Program Review Meetings with Key Stakeholders	Co-Directors, RAAC/ Arts Integration Instructional Coaches/Trainers
d. Monthly PLC reporting meetings by School Teams - program progress and effectiveness	Monthly through school year	By Jan. Monthly PLC meetings are running smoothly & in place; PLC notes reviewed at Quarterly Program Review Meetings	Co-Directors, School Teams
e. Ongoing needs assessment for PD	Quarterly	Quarterly Program Review Meetings with Key Stakeholders	Co-Directors, RAAC/ Arts Integration Instructional Coaches/Trainers
Objective 5: Fine Arts Professional Development			
a. Needs assessment baseline of the state of our programs	September 2013	10 Day Student Count for accurate elective enrollment; Fall Institute – Fine Arts Teacher Surveys for PD	Co-Director - Widergren
b. Schedule for Monthly Sharing Sessions	October 2013	School Improvement Day – First PD Session: “You’re Going to Love this Kid”	Co-Director- Widergren
c. Summer PD in collaboration with Community Arts Organizations and Kennedy Center	June 2014	Completed PD	Co-Director- Widergren
Objective 6: Progress Monitoring of Student Achievement			
a. PD on Accelerated	August 2013	Completion of 2-Day	Co-Director –

Math, STAR Math (DEA completed)		Technology Training on monitoring student achievement	Moeller, MELs
b. Baseline data on Math Foundation students	September 2013	Sept. 2013 DEA and STAR Assessments	MELs; Co-Director - Moeller
c. Ongoing Evaluation of Student Progress Schedule	Oct. 11, 2013	Goal Setting for individual students completed.	MELs, Teachers, Co-Director - Moeller
d. Growth Monitoring	Ongoing	End of school year	MELs, Students, and Math Teachers
e. End of Year Evaluation Summary of Student Progress (achievement, attendance, discipline, projected enrollment in fine arts electives)	June 2014	Year 1 Grant Summary Report	Co-Directors; Outside Evaluator

(c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strong programs are the result of hard work, clear focus, strong leadership and careful analysis of the needs of the participants. Current policies and procedures will allow for smooth program implementation.

- Math Pacing Guides aligned with Common Core Standards
- District Assessments Timeline (see table 13)
- MELs in place to assist with classroom management
- MELs offer curricular support with alignment, pacing, best practices, and assessment analysis
- MELs and Curriculum AP walk-throughs
- District On-Line Professional Development Calendar – makes seeing offerings and registering easy for staff.

- Student progress monitoring capabilities through on-line and data management systems including SunGuard, Discovery Education, and Renaissance Learning (STAR)
- Contracted Professional Learning Communities time built into the school day with ongoing professional development to strengthen the results of data analysis and development of effective instructional strategies.

Specific procedures targeted to *Rockford Arts Infusion Model* include:

- Checklist for Analyzing Workshop Proposals
- Arts Integration Lesson Planning Checklist
- Rockford Arts Infusion Teams Survey: Professional Development Programs for Teachers
- Student Goal Setting Procedures – developed by MELs and Secondary Math Curriculum AP
- Student monitor their own progress through Accelerated Math Live on the iPads.
- Communicate a clear definition of Arts Integration using The Kennedy Center’s Definition – establishing a shared understanding of arts integration among participants.
- Guidelines on selecting appropriate Workshop Leaders
- Develop a PD Needs Assessment and evaluation forms
- Interviewing Teaching Artists – Sample Interview Questions
- Definitions of the Teaching Artist Spectrum – what their roles will be in our model (Lynne B. Silverstein and Sean Layne)

Key stakeholders will visit schools, attend PLC's and meet collaboratively, efficiently and with the synergy to ensure quality achievement bi-monthly to plan and monitor progress including frequent communications with classroom teachers and students. It is vital to have all stakeholders, including the students be involved in goal-setting, evaluating progress, and celebrating achievements. All members will be involved in adjusting elements to improve success such as instructional delivery, classroom climate, relationships, student motivational strategies, etc., to ensure progress. Attention to RAI goals, monitoring and staying on the timeline will be delivered with a sense of urgency as these students cannot afford a widening in the gap of underachievement. The School Team, made up of the MEL, Math Teachers, Teaching Artist, and Fine Arts Teachers will work with the AP of Secondary Math and Director of Fine Arts will monitor program elements to ensure quality and comprehensiveness. The Rockford Area Arts Council (RAAC) will work with AP of Math and Fine Arts Director to recruit, train and plan with Teaching Artists. A community-based partnership will provide administrative support for programs and services at the school sites.

(6) QUALITY OF THE PROJECT EVALUATION

(a) 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.

At the middle school level the project model will be comparing data between two experimental schools and their comparable counterparts. Kennedy Middle School will be one of the experimental schools comparing their data with West Middle School. Both schools are our two lowest performing school with similar demographics. Flinn Middle School will be the other

experimental school comparing their data to Rockford Environmental Science Academy (RESA). While still performing below state benchmarks of achievement, both schools are middle range performance in our district with similar demographics. At the elementary school level we will be comparing the data for the feeder schools of each middle school mentioned above.

The Office of Education and Accountability, under the guidance of Executive Director Dan Woestman and Deborah Lischwe, Associate Director of Health Systems Research at the University of Illinois Rockford, will evaluate this project using a variety of data types. This will allow for multiple perspectives and triangulation of the data. Available data varies based on the program objective. Methods of collecting data include: surveys, standards-based assessments, participant questionnaires, and an examination of school records.

The priority is to build evidence of effectiveness with outcomes measured multiple times before and after the implementation for project participants (Kennedy and Flinn Middle Schools) and for the comparison groups of non participants (West and RESA Middle Schools)

Table 12: Rockford Arts Infusion Outcomes & Measurements

Goal 1: Integrate Arts Instruction into the Math Foundations Curriculum.	
OUTCOMES	MEASUREMENT
1.1 Through increasing student engagement via arts integration the effect on overall attendance is projected to show an increase by 3% in the first year, with an additional 2-5% gain each additional year.	RPSD’s Student Information System (SunGard) will provide student attendance information by course that will be compared with the control group and monitored for improvement.
1.2 Increased student engagement in the math	RPSD’s Student Information System

<p>intervention courses will be reflected in a decrease of discipline referrals for math foundations by 5% in the first year, with an additional 2-5% each additional year.</p>	<p>(SunGard) will provide student discipline information by course that will be compared with the control group and monitored for improvement.</p>
<p>1.3 As math intervention enrollment decreases through the use of arts integration we will see an increase in fine art electives with the goal of a 10% increase over the life of the grant.</p>	<p>RPSD's Student Information System (SunGard) will provide student enrollment information by course that will be compared with the control group and monitored for growth.</p>
<p><i>Goal 2: Strengthen the Arts Instruction within the Math and Fine Arts curriculum.</i></p>	
<p>OUTCOMES</p>	<p>MEASUREMENT</p>
<p>2.1.a. Teachers will be given the opportunity to participate in multiple trainings in art integration along with meeting and collaborating with teaching artists.</p> <p>2.1.b. Fine Arts Teachers will be given the opportunity to participate in multiple trainings in their discipline. Topics such as technology, instructional strategies for students with special needs, common formative assessment development</p>	<p>PD attendance records will serve as documentation of participation. A questionnaire will be constructed to obtain feedback from participants on the satisfaction of the staff development activity. A second questionnaire will be created to assess the amount of application that occurred as a result of the training.</p>
<p>2.2 Frequent observable math instruction will include hands-on and minds-on arts</p>	<p>Teacher evaluations will capture observable arts integrated instruction along with MEL and</p>

integration.	Curriculum AP walk-throughs.
Goal 3: Improve Academic Performance in Math.	
OUTCOMES	MEASUREMENT
3.1 Math Foundations students will increase their DEA scores 3-5% annually along with showing more than average growth on the STAR Assessment.	A triangulation of data using DEA, STAR, and District Common Formative Assessments will provide data for on-going progress monitoring of math achievement.
3.2 Students enrolled in math foundations will show a higher success rate in their core math class than equal counterparts at other schools.	RPSD's Student Information System (SunGard) will provide student grades by course that will be compared with the control group and monitored for growth.
3.3 Overall math achievement will increase by 10% over the 4 year grant period.	Illinois State Achievement Test (ISAT)

(b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The objectives in this project will improve current practices or establish greater or new types of opportunities within the districts' arts program. Therefore, a need assessment will be conducted which will capture current practices and program offerings. This data along with initial testing in August/September of DEA and STAR becomes baseline for each of the program objectives. The following table is the District Middle School Math Assessment Schedule which provides performance feedback, permitting periodic assessment of progress towards raising math achievement. Contractually, minimum twice a month staff teams meet to analyze data to plan for instruction.

Table 13: Middle School Assessment Schedule

	Description	Occurrence	Type
DEA	<p><u>Progress Monitor</u></p> <p>Discovery Education provides a comprehensive assessment solution that satisfies AYP and proficiency requirements as well as IDEA Response To Intervention guidelines. Periodic, predictive benchmarks screen for tiered intervention and measure student growth. Once students are identified for tiered interventions, teachers monitor student progress using Discovery Education probes or local curriculum-based measures to track the students’ response to instructional interventions.</p>	<p>3x/yr</p> <p>September, December, May</p>	<p>Multiple Choice</p>
STAR	<p><u>Progress Monitor</u></p> <p>The STAR Math Enterprise assessments include skills-based test items, in-depth reports for screening, instructional planning, progress monitoring, standards benchmarking, as well as a Core Progress learning progression and Student Growth Percentile measurements.</p>	<p>3x/yr</p> <p>September, January, April</p>	<p>Multiple Choice</p>
ISAT	<p><u>State Benchmark</u></p> <p>Provides a shot in time assessment of student knowledge of grade level standards.</p>	<p>1x/yr</p> <p>March</p>	<p>Mult Choice/ Extended Response</p>

CFA	<u>District Benchmark</u> Teacher created assessments based on curriculum maps to provide guidance on student progress in the course. Provides information to adjust instruction based on student performance.	4x/yr End of each quarter	Multiple Choice/ Extended Response
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