

Narrative

(1) Significance

(a) Extent to which proposed project is likely to build local capacity to provide, improve, or expand services that address needs of target population.

The School District of Lee County (SDLC) educates over 80,000 students in grades pre-kindergarten through twelve, and includes: 44 elementary schools, 16 middle schools, 13 high schools, 4 K-8 schools, 13 special centers, 3 high-tech and community schools, and provides support to 24 charter schools. The district is divided into three geographic zones in order to assign students and to allow for controlled choice options. The district offers attractor programs that are replicated in each of the three zones. The Arts attractor program is offered in one or more elementary, middle and high schools in each geographic zone.

Training Teachers to take AIM (Arts Integration for Motivation) will target four schools that are considered arts attractor schools in each zone and meet the federal definition of high poverty schools. The administrators and teachers of these four schools are committed to the proposed project in order to improve the teaching and learning in their schools through the integration of Florida's Next Generation Sunshine State Standards for Arts and the National standards developed by the Consortium of National Arts Education Associations. Three of the four schools have established arts programs while the fourth school is in the development stage of its arts attractor program.

The four schools have experienced a significant increase in the number of students who qualify for the federal free or reduced priced lunch program (see Table 1). While the schools have performed well in meeting the challenging needs of the majority of their students, they recognize the vast opportunity for growth and the need to pay particular attention to their low-

socioeconomic students. The project will target high poverty students as well as students who are low performing in reading and mathematics (Table 1) based on the Florida Comprehensive Achievement Test (FCAT). Through arts integration professional development (PD), teachers will employ new instructional strategies to address student learning needs, particularly for students who struggle in reading and math taught through traditional delivery methods.

Table 1

2010-2011 Demographics of Project Schools						
Participating Center for the Arts Schools	Student Enrollment	# of Arts Educators	Total # of Teachers	% F/R Lunch	# of Students low** in Reading	# of Students low** in Mathematics
Bonita Springs Middle	646	2*	41	76%	345	325
Cypress Lake High	1472	11	79	51%	433	311
Lehigh Senior High	1433	12	89	74%	676	413
North Fort Myers K-8	986	10	76	77%	290	320
*New Center for the Arts program beginning in the 2011-2012 school year.						
**Number of students currently enrolled in reading and/or mathematics as a result of 2010 FCAT scores.						

North Fort Myers Academy for the Arts is a K – 8 school offering instruction in theatre, dance, orchestra, band, chorus, visual and media arts, and costume design. Middle grade students can choose from over 20 arts courses. Elementary students attend classes in band, music, dance, theatre and visual arts. The arts program began in 1998 as part of a restructuring process to address the failing performance of the school. Students served by this school live in an isolated, low socio-economic area with 77% receiving Free/Reduced Lunch. Since inception of the arts program, the school has experienced incremental gains in students overall performance. Funding for PD arts integration will allow teachers to continue to incorporate arts into more lessons, enhance programming and increase participation among student from all demographics.

Cypress Lake High School Center for the Arts has been established as a fine and performing arts center since 1994. The Center for the Arts contains 310 arts majors in dance,

theatre, visual arts, instrumental /vocal music, and media arts. The general population of the school has access to arts classes with approximately 1,000 currently enrolled. While the school is an Arts Achieve Model School for the state of Florida and has a reputation for excellence in student achievement, the overall school population has changed over the years. Cypress Lake looks to its strengths in the arts to help address student challenges. Through enhanced PD teachers will enable students to attain success in critical and creative education experiences.

Bonita Springs Middle School is slated to be a **Center for the Arts** in the 2011-12 school year, as approved by the school board. This honor has been met with great enthusiasm by staff, students, parents, and the community. The school focus is to provide a wide array of arts classes to students and make performances available to the community. There has been positive response from local business partners who are willing to support this effort, and the SDLC has indicated they will provide financial resources to make the renovations needed to the building. The school is committed to providing enriching arts education and an arts integrated curriculum for all of its students with particular attention paid to the free and reduced price lunch students

Lehigh Senior High School Center for the Arts' vision is to be a world class high school. Its students, who come from diverse cultural and socio-economic backgrounds, bring their experiences, talents and enthusiasm, as well as some challenges. To attend the Center for the Arts, students are selected by audition for one of seven majors. The Visual Arts division includes Ceramics, Drawing, Painting and Photography. Performing Arts includes Band, Dance, Orchestra, Theatre and Vocal. The Academy of Digital and Media Arts offers Television Production, Digital Design and Web Design and industry certification. Students not in the arts program have access to all of the arts classes available on campus. Project AIM will help arts teachers enhance their content knowledge and other teachers to incorporate arts integration into

their lesson plans. This will expand opportunities to the disadvantaged student population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

The results of Project AIM will be disseminated in four specific ways: The first step will be arts teachers reporting back to the Arts Integration Motivation (AIM) teams with new lessons learned through attending professional conferences and residencies. The second step will be these teams collaborating to develop interdisciplinary lessons. The third step will be to post these new learning strategies, lesson plans, video links and resources on the Arts Bank Central (ABC) accessed via the district website through links to the academic plans. In addition, lesson plans will be archived in the Florida DOE lesson plan repository for teacher access. This new resource will be shared through project PD (Details of PD are provided in Section 3). The fourth step will be to share strategies and ABC resources at local, state and national conferences.

(2) Quality of the project design

Designed to build capacity and yield results beyond project.

Project AIM will provide a strong foundation on which future teachers will be able to scaffold interdisciplinary lessons through the arts. Each of the following four aspects addressed in Project AIM will build capacity and sustainability:

Enhancement: This provides quality PD, building on teachers' current expertise, generating enthusiasm for collaborative sharing. Building the expertise of arts teachers will enable them to share their skills and knowledge more effectively. The expanded personal growth of the arts teachers will gain directly from the PD by attending workshops and residencies in their specific art disciplines. They will become infused with new ideas and strategies to share with other arts teachers, as well as non-arts teachers, through interdisciplinary projects. Teachers will create

digital archives of arts integration lessons and student projects that will be available as reusable resources to aide and encourage teachers to use the arts to deliver other content. This Arts Bank Central (ABC) will be accessible both in written and video formats, extending the outreach to the four arts schools, and eventually across the district. The infrastructure for delivery already exists through the district website academic plans. The sturdy roots will provide powerful support for other teachers as they become more knowledgeable and proficient with arts integration, including the creation of a centralized collection of lesson plans and projects.

Mentoring: Building meaningful relationships between arts and non-arts teachers and working together with respect through pairing will create an Arts Integration Motivation (AIM) team of lead teachers. The AIM will provide on-going support and peer coaching to help teachers refine their arts integration strategies. The different parts of the curriculum will become stronger with the infusion of the arts as a unifying force. The AIM teams continue to work long after the initial grant is complete. The chance to establish meaningful relationships across interdisciplinary teams has long been shown to be self-sustaining. In addition, training to become trainers will ensure growth of all content area teachers, giving them the skills to deliver their PD effectively into the future.

Structure: By creating the Arts Bank Central (ABC) and the Arts Integration Motivation (AIM), arts teachers will have opportunities to expand their knowledge base and restore their creative juices. Non-arts teachers will learn new strategies to integrate the arts into their classroom, delivering their content through the arts. All teachers will understand the Next Generation Sunshine State Standards (NGSSS) and learn ways to align their lessons with the state standards. Working together toward these goals will create a culture of teamwork to improve teaching and learning. Establishing the ABC and the AIM teams at the four arts schools

will disseminate shared lessons and strategies. The AIM teams will be established at each of the four arts schools. Once fully operational, there will be shared learning between the schools through PD. The ABC will be facilitated for the entire district by the Arts Coordinator of SDLC (district funded position).

Empowerment: Arts integration is an effective motivating factor, especially for low performing students. Students benefit from arts integration in academics, developing literacy and writing skills, building abilities in math and science, as well as critical thinking, problem solving, reasoning, and creativity. These skills are essential for success and are ripe for a new integrated approach. As this generation moves into the workforce, it is imperative they are divergent thinkers, team workers and creative problem solvers to meet the challenges of the 21st century. Providing clarification of the Next Generation Sunshine State Standards (NGSSS) and ways to use and integrate them will aid both arts and non arts teachers, as they develop lesson plans to teach through the arts. This will enhance their use of standards-based arts curriculum and the inclusion of the arts standards into other content areas.

(3) Quality of project services

(a) Ensure equal access and treatment for eligible project participants who have been traditionally underrepresented based on race, color, origin, gender, age, or disability.

SDLC ensures equal access and treatment pertaining to its employees. This is supported in policy related to employment practices. Eligible project participants will receive information about project activities in a timely manner using various forms of media communication such as print, email, text, etc. Eligible project participants will have input into the PD scheduling so as not to limit their access. All PD will be digitally archived (unless restricted) in order to provide access without limits to time and space to all potential project participants.

In addition, SDLC ensures equal access and treatment of students. This is supported in policy and is carried out through the district's school choice system. This system allows students and parents the opportunity to decide what school they want to attend in their designated zone. Each zone has at least one arts school at every level (elementary, middle and high schools). Every attempt will be made to assign students to their highest preference school possible.

All students enrolled in any of the four targeted arts schools will benefit from their teachers' participation in this project. Teachers, as project participants, will enhance their learning of arts integration and strategies for targeting students who are traditionally underrepresented. Teacher learning is transferred to the student and is measured through student performance.

(b) Training or PD services to be provided are of sufficient quality, intensity, and duration to lead to improvements in practice among recipients of services.

The proposed PD provides high quality opportunities through the use of national and state resources in the arts that seek to provide a variety of levels of engagement for the non-arts teacher and highly specialized arts center teacher. Through the three-year project teachers are able to experience PD, apply learning in the classroom with peer coaching, return for additional training, and participate in a collaborative project with community and peer support. The PD is designed to include collegial coaching, classroom application and reflection so that the duration of the learning experience extends over time and encourages lasting change. Teachers will receive stipends for PD that occurs outside of the school day.

The first year of Project AIM includes an introductory training for all teachers at the target schools, arts integration training, arts standards training, lead teacher training, and intense summer arts training. The first training, **Arts Integration Introduction**, is a 6 hour training introducing the three-year project and the concept of arts integration throughout the school

curriculum. The full staff training will look at data for each school, research on how arts integration impacts student learning and test scores, the training available through the project and the collaborative project models for extending learning into the classroom (competitive preference priority 1).

After the introductory training teachers are eligible to register for, **Motivating through Arts Integration, Part I**, 18 hour training on integrating the arts across the curriculum as a strategy for motivating the low performing student. The training will begin by looking at brain-based learning and the arts. Teachers meet in a combination of full day training and weekly meetings over the period of six weeks to examine methods of integrating the arts into the district curriculum guides. Through the experience they produce a student oriented project with lesson plan that is shared by the focus arts schools through a lesson plan bank. Technology is used to record teaching examples for the lesson plans and teachers use a peer coaching process to refine their integration strategies. Teachers will collect data on their students through pre and post student surveys to track student motivation through the implementation period.

To assist in the implementation of PD training, **Motivating through Arts Integration Lead Teacher Program** will be established. Each school forms a team of 2-4 lead teachers made of equal numbers of arts and non-arts teachers and these teachers participate in a 2 hour training prior to participating in Motivating through Arts Integration, Part I training to prepare them for a leadership role in facilitating implementation. At the close of the training period, teachers participate in an additional 2 hour training to learn supportive strategies for arts integration in their buildings. Lead teachers form a district-wide cadre to support best practices and shared resources among the schools.

In addition to the Arts Integration training, all arts teachers and interested non-arts

teacher are encouraged to take **Next Generation Florida Sunshine State Standards in the Visual and Performing Arts PD**. The 12 hour training session is geared toward assisting arts teachers in using the new standards. The training examines the foundation of the standards (including an overview of the national standards in arts education), the use of *Enduring Understandings* and *Essential Questions*, the development of anchors and key vocabulary, as well as lesson planning using the new standards. District-wide cadres are established to create shared lesson plans that support the district curriculum guides. Lesson plans are archived in the state lesson plan repository for teacher access.

Finally, arts teachers have the opportunity to apply for specialized opportunities in the **Arts Inspiration and Perspiration PD**. This part of the project pays tuition, travel, and lodging for teachers to attend workshops and residency opportunities in their specific art discipline. Teachers attend programs that are relevant to developing skills and knowledge in their art form. Teachers develop lesson plans and a student project from the experience, give an overview of the experience to school staff and share their experience with the arts discipline cadres from the target schools. Examples of national/state opportunities include: ABT National Teacher Certification Program, Bill Evans Dance Teacher Intensive, MTI Broadway Teachers Workshop, MSU Summer Intensive for Theatre Teachers (SITT), Green Lake Festival Choral Institute, Walden School Music Teacher Training, The Smithsonian Clarice Smith National Teacher Institutes, National Gallery of Art Summer Teacher Workshop, Florida Humanities Council Summer Seminars, STAR Program - Florida State Teacher/Artist Residencies, Florida Alliance of Arts Educators Leadership Conference, and Florida Art Education Conferences (FDEO, FMEA, FAEA, etc.). In the first year 20% to 25% of the arts teachers are targeted to attend.

In the second year, three of the first year programs are offered again for new groups of

teachers, including Motivating through Arts Integration, Part I, Motivating through Arts Integration Lead Teacher Program, and Arts Inspiration and Perspiration PD (35% to 40 % of arts teachers will receive training). In addition to these programs **Motivating through Arts Integration, Part II**, an 18 hour continuation training on integrating the arts across the curriculum is offered to teachers who have completed part one. Teachers meet in a combination of full day training and weekly meetings over the period of six weeks. Teachers review data from student achievement and arts integration from the previous year. Training then focuses on brain-based instructional strategies with arts integration and on collaborating to develop shared project/performance themes that reflect the district curriculum guidelines. Participants produce a lesson plan for integration, use collegial coaching partnerships, produce digital archive segments of their lessons in action, and offer a product or performance for public display. Teachers collect data on students through pre and post surveys to track student motivation through the implementation period and to make adjustments in instructional delivery as needed.

In the third year, three of the second year programs will be offered for new groups of teachers from the target schools, including Motivating through Arts Integration, Part II, Motivating through Arts Integration Lead Teacher Program, and Arts Inspiration and Perspiration PD (all remaining arts teachers will receive training opportunities). In addition to these programs, **In the Soup – Arts Integration Across Curriculum, Grade Level, and Community**, an 18 hour training for arts and non arts teachers to use arts integration in a collaborative model with low performing students in a rigorous product/performance project. Teachers train in designing performance/product art integration projects with area artists-in-residence programs. Project AIM allows school-to-school collaboration between teachers and their classes, as well as community and parent involvement in viewing the products and

performances. Area artists and arts organizations are utilized to assist teachers in areas of development, such as lighting, sound, set design, arts skills, inspiration, etc. This culminating experience combines learning over the entire grant cycle. Projects are digitally archived and produced for broadcast on the SDLC television station. Partnerships with area arts agencies include: the Sidney Berne Davis Center, Florida Repertory Theatre, and the Lee County Alliance of the Arts.

(c) Likelihood services will lead to improvements in the achievement of students as measured against rigorous academic standards.

Integrated arts instruction is the focus of Project AIM. The project will deliver PD to arts teachers and academic teachers and provide them with knowledge and support to integrate the arts successfully into classroom. Particular attention will be paid to teachers who teach remedial reading and mathematics to students whose state test scores require them to take these courses. In order to truly help these students increase their knowledge in mathematics and reading, instructional delivery will include arts integration.

Research supports a direct connection between arts instruction and student achievement. A study by researchers from the University of California at Los Angeles using a database of over 25,000 middle and high school students found that students with high arts involvement performed better than students with little involvement in the arts (Catterall, 2002). A review of SAT scores and arts involvement by the College Board found that students who took four years of arts classes in high school outperformed students who had one semester or less of arts coursework. The specific results were +58 points for arts students on the verbal portion and +38 points on the math portion of the SAT (Ruppert, 2006).

The impact of arts experiences on the academic learning of students of poverty is

documented in the evaluation of the Chicago Arts Partnerships in Education (CAPE). In 1995, arts instruction was integrated into the reading and social studies curriculum of a study group of public schools in the Chicago Public School system. These subject areas were chosen by a survey of both artists and subject area teachers as preferred areas of integration. A study in 1998, matched 17 CAPE schools with 17 Chicago Public schools that did not use the integrated arts curriculum. The study group and control group were chosen because of comparable demographics. In the comparison of 6th grade students at CAPE and non-CAPE schools students from the CAPE schools performed better on the Iowa Test of Basic Skills (ITBS) in both math and reading (Catterall & Waldorf, 1999).

(4) Quality of project personnel

(a) Extent to which applicant encourages applications for employment from persons traditionally underrepresented based on race, color, origin, gender, age, or disability.

All parties involved in Project AIM will adhere to the program requirements regarding hiring practices. Further, all parties will adhere to the school district's non-discrimination policy:

STATEMENT OF NON-DISCRIMINATION POLICY

It is the policy of the Lee County Public Schools not to discriminate on the basis of gender, race, color, age, religion, national origin, marital status, or handicap in its educational programs, activities or employment policies as required by Title IX, Title VI, Title VII, Age Discrimination Act of 1967 and Section 504 of the Rehabilitation Act of 1973, 1992, ADA and the Florida Educational Equity Act of 1984.

All hiring practices and decisions will be reviewed by the SDLC director of personnel, Georgianna McDaniel, to ensure compliance.

(b) Qualifications, including relevant training and experience, of key project personnel.

A project director (teacher-on-assignment) will be responsible for all aspects of Project AIM, including monitoring PD, coordinating steering committee, oversight of the evaluation and adhering to all reporting requirements. The project director will dedicate 100% of his/her time to the project and will be paid for with grant funds. The project director will be an expert teacher with extensive education and teaching experience in the arts. He/She will possess management and organization skills necessary to oversee this project. The project director position will be advertised and a qualified person will be selected through an equitable process adhering to board policy and by encouraging applicants traditionally underrepresented.

The project director will interact regularly and often with the arts lead contacts from each project school (supplement paid with project funds) and this will become the project steering committee. The project steering committee will meet at least twice per year with project partners and the project evaluator to coordinate PD and monitor progress toward project goals. The project director will report to Mrs. Shelly Thimlar (district funded) who is an administrator responsible for the arts program at Cypress Lake High (project school). Mrs. Thimlar will devote 5% of district funded time and receive a small supplement (project funded) to devote additional time and resources in guiding the project director. Support and assistance will also be provided by Ms. Jeanne Folaros, a school principal and district coordinator for the arts (district funded).

Mrs. Shelly Thimlar has vast experience in the arts and the development and supervision of successful arts programs. Mrs. Thimlar began her career in education as an art teacher in 1970. Mrs. Thimlar assisted the first arts middle school in SDLC, becoming a founding member of the magnet school committee. She explored the public magnet schools throughout Florida and put together information about how SDLC could implement the superintendent's arts initiative. Mrs. Thimlar then transferred her expertise to a struggling middle school to help lead this school into

a new arts direction. Since 2000, Mrs. Thimlar has been the assistant principal who oversees the Center for the Arts at Cypress Lake High School. This tremendous arts background will serve Mrs. Thimlar well in working directly with the project director.

The arts lead contact for Cypress Lake Center for the Arts is Patricia Gair. Ms. Gair has danced with Mary Anthony Dance Theatre in New York, the Atlanta Contemporary Dance Company, and with the Southwest Florida Dance Theatre as principle dancer and artistic director. As an arts administrator she directed the Very Special Arts Lee County program, served as executive director of the City of Fort Myers Department of Arts and Cultural Affairs, executive director of the New Arts Dance Festival, a board member of the Florida Dance Association, and board member and past president of the Florida Dance Education Organization. She has also had the honor to be a Fulbright Memorial Fund Teacher to Japan in 2002 and is currently dance department head at Cypress Lake High School Center for the Arts. In the fall of 2007 Ms. Gair became a National Board Certified Teacher.

Caren Pearson is the arts lead contact for Lehigh's Center for the Arts. Ms. Pearson has taught Art for 16 years to all levels (pre-K to adult) as well as arts integration as an adjunct at Barry University. Ms. Pearson was selected Florida Middle School Art Educator of the Year. She has developed a series of teaching materials to teach the Elements and Principles of Art, which she has shared district-wide. Ms. Pearson has presented workshops locally, state and nationally on the topics of Art, Aesthetics, Creativity and Brain Research. She has been the Lee District Cadre Leader for Secondary Visual Arts and also provided In-Service Pre-School training as part of Cadre, and to district-wide art teachers through Lee Art Education Association (LAEA). She was a founding member, former president and board member of Lee Art Education Association. She has participated and presented workshops at state level FAEA Art Conferences

and national level National Board Certified Teacher and Reading conferences. Ms. Pearson has served as arts team leader at Cypress Lake Middle School, the Teachers Advisory Team and the Unified Arts Council, Fine and Performing Arts Visioning Team, and the Collegium for the Advancement of Teaching. She is a 2010 Fellow of the National Writing Project.

Theresa West-Taylo is the arts lead contact for North Fort Myers Academy for the Arts (NFMAA). Ms. West earned a Bachelor's degree in Arts Education from Indiana State University and has continued her education with over 30 hours of continuing education. Ms. West has been an arts educator for grades Pre-K – 12, spanning 23 years, and in two states. She has designed art curriculum for 3 school districts and is a Lilly Endowment Teacher Creativity Fellow. As a long standing member of the National Art Educators Association, Ms. West recognizes the importance of arts integration in schools. She designed and implemented an Arts Integration book study for all staff at NFMAA in 2008. Ms. West was instrumental in helping her school, NFMAA, achieve the "Arts Achieve Model School" designation for 2009-2011.

Bob Scallan will be the Bonita Springs Middle School site administrator for their new arts program beginning in the 2011 school year and will serve as the arts lead contact for this project. Mr. Scallan has 26 years of experience in education and holds a specialist degree in educational leadership. He is experienced in establishing new programs as he created the Freshman Academy at one of the District's high schools. Mr. Scallan is currently working with district personnel in the areas of budget, facilities, and curriculum to get the Bonita Middle Center for the Arts program up and running. After visiting two other existing arts schools in SDLC, he has garnered information on what is needed to implement such a huge undertaking. His goal is to move a current program consisting of only art and music to a program that will consist of dance, drama, chorus, orchestra, strings, keyboards, and percussion.

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Project Consultant: Dr. Mary Palmer is President of Mary Palmer & Associates, LLC, a consulting firm specializing in the arts and education. Drawing on her four decades in public education and community leadership, Dr. Palmer works with schools throughout the country to assist them in developing and implementing arts integration programs to maximize student success and enliven schools. Dr. Palmer was named Professor Emerita by the University of Central Florida (UCF) in 2007. While at UCF, she was Professor and Coordinator of Graduate Studies in Music Education as well as Dean of the College of Education.

Dr. Palmer is senior author of Pre-Kindergarten through grade 8 music textbook series published by Silver Burdett Ginn/Scott Foresman. She is the founder of Florida's *Arts for a Complete Education/ Florida Alliance for Arts Education* organization and has been instrumental in developing programs and policies affecting arts education in Florida. She sits on numerous Boards including Florida Theatrical Association, Florida Music Educators Association, A Gift for Teaching, and the Orlando Philharmonic Orchestra. Her intergenerational program for babies from birth to twenty-four months, Connect with Music, has gained national attention. Dr. Palmer has been the recipient of many awards, including the Arts Recognition Award from the Florida Department of State.

Project Partner: Dr. Linda Lovins is the Arts Education Specialist for the Florida Department of Education. She holds degrees in K-12 Music Education from the Crane School of Music at Potsdam State University, Potsdam, New York; and earned her doctorate in Choral Music Education from The Florida State University. A veteran K-20 music educator, Dr. Lovins held various leadership positions in New York State prior to moving to Tallahassee in 1998. As

Program Director for the Florida Alliance for Arts Education, Dr. Lovins led advocacy efforts and development of curricular materials and programs. Now at the Department of Education, she works with state and national arts education associations and agencies; provides direction for major initiatives and programs; provides PD across Florida; and works extensively with Standards, curricula, and model programs in Dance, Music, Theatre, and Visual Art. Dr. Lovins currently serves as the Vice President of the State Education Agency Arts Education Directors.

Project Evaluator: The program evaluation will be conducted by Timothy S. Brophy who is the Assistant Dean for Research and Technology at the University of Florida's College of Fine Arts School of Music. Dr. Brophy's vita is included as an attachment to the proposal. Dr. Brophy's research interests and experience include: Assessment, Musical Creativity and Children's musical development. Dr. Brophy has published numerous articles and books, delivered countless lectures in topics that include: assessment in music education, integrating curriculum, linking assessment in music and in literacy. Dr. Brophy was named College Music Educator of the Year in 2006 by the Florida Music Educators Association.

(5) Quality of the management plan

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

Project Goals

1. Increase student achievement in reading and mathematics.
2. Increase teacher fine arts proficiency skills and knowledge.
3. Increase collaboration between fine arts and academic teachers
4. Increase participation in arts integration PD among teachers in Title I eligible schools.
5. Improve attitudes toward the arts among students, teachers, parents and administrators.

6. Increase teacher engagement in arts integration.

Table 2

Objective(s)	Activities	Benchmarks	Responsible Person(s)	Timeline: date of first implementation & reoccurrences
1-6	Hire qualified project director encouraging applicants underrepresented in such positions; Award press release	Person in place by end of September	Jeananne Folaros, Arts Coordinator and Shelly Thimlar	August 2011
1-6	Convene Steering Committee, include project principals in first meeting	Agreement on first year PD schedule	Project Director	October 2011, quarterly
1-6	Evaluator visit and data collection	Mid and end of year reporting	Evaluator, Project Director	Sept/Oct annually
3, 4, and 6	Arts Integration Intro. - 6 hour PD introduces three-year project and concept of arts integration throughout school curriculum.	95% of faculty of each project school attend PD	Mary Palmer Associates and SDLC Curriculum/Staff Development	November 2011
1-6	Evaluator visit and data collection	Mid and end of year reporting	Evaluator, Project Director	April/May annually
2, 3, 4, and 6	Motivating through Arts Integration, Part I -18 hour PD on integrating arts across curriculum as a strategy for motivating low performing students. PD open to all faculty of target schools.	At least 33% of faculty of each school who attended intro. attend this training	Mary Palmer Associates and SDLC Curriculum/Staff Development	Semester 2 of 1st Year and Semester 1 of 2 nd Year
2, 5	Next Generation Florida Sunshine State Standards in	District cadre produces lesson	Dr. Linda Lovins and SDLC	Semester 1 of 1 st Year

School District of Lee County
 Training Teachers to take AIM (Arts Integration for Motivation)

	the Visual and Performing Arts PD trains arts teachers in the newly adopted standards	plans digitally archived, FDOE repository	Curriculum/Staff Development	
2, 3, 4, 5 and 6	Motivating through Arts Integration, Part II allows teachers to deepen knowledge and work collaboratively in arts integration.	Lesson plan, digital archive segment, product or performance	Mary Palmer Associates and SDLC Curriculum/Staff Development	Semester 2 of 2 nd Year and Semester 1 of 3 rd Year
2, 3, 4, 5 and 6	In the Soup – Arts Integration Across Curriculum, Grade Level, and Community is an 18 hour training working in collaboration with teachers and artists/art agencies to integrate the arts into curriculum projects that are presented for the community.	Collaborative project among schools and presented to public	Community Arts Organizations, Mary Palmer Associates and SDLC Curriculum/Staff Development	Semesters 1 and 2 of 3 rd Year
2, 4, and 5	Arts Inspiration and Perspiration PD provides arts teachers the opportunity to use workshops and residencies to build skills and knowledge to high level.	Developed lesson plans, shared student projects, presentation local - national	Project Director, Lead Contacts for Target Schools, and SDLC Curriculum/Staff Development	Summers of Years 1 and 2, Year 3 presentation local - national
1 – 6	Motivating through Arts Integration Lead Teacher Program forms teams of lead teachers made of arts and non-arts teachers who serve as on-site training facilitators.	All project schools establish teams, facilitate sessions with colleagues	Mary Palmer Associates and SDLC Curriculum/Staff Development	Semester 2 of 1st Year, Semester 1 of 2 nd and 3 rd Year
1-6	Report on progress and finances toward project goals	Mid-year, Annual and	Project Director	Annual and final report

		Final Report		dates
--	--	--------------	--	-------

(6) Quality of the project evaluation

(a) Methods of evaluation include use of objective performance measures that are clearly related to intended outcomes and will produce quantitative and qualitative data.

The external evaluator, Dr. Timothy Brophy, will focus on objectively assessing the degree to which the intended outcomes of Project AIM are achieved. The evaluation employs a mixed model, mixed method quasi-experimental research/evaluation design using a two-stage, mixed cluster sampling technique. Fidelity of implementation is addressed with a three-dimensional model. The mixed model combines elements of a two-group (project schools versus comparison schools) factorial design (factors are the elements/outcomes of the PD implementation plan) with repeated measures (multiple data collection). At the first of two stages in mixed cluster sampling process, district schools were purposively sampled for Project AIM, and the identified schools will be matched on selected criteria. There are four arts attractor schools, one K-8, one middle school, and two high schools that were selected from this sample as project schools and two arts attractor schools, one K-8 and one high school were selected as comparison schools. At the second stage, within the selected project schools and the comparison schools, equal probability cluster sampling will be used to randomly select participating classes for observation at each visit (random selection facilitated by using www.randomizer.org). Different random cluster samples are selected and evaluated at each of three school visits per year. The mixed method combines quantitative and qualitative design elements with equal emphasis on both methodologies. The evaluation is longitudinal with two data collections per year (September/October and April/May), annual data analysis and evaluation of progress toward the grant goals for each year of the grant. In the benchmark years of 2012 and 2013, and a final analysis at the end of the three-year grant period (2014). A causal model will be hypothesized at the start of the grant

period. At the end of years 1-3, the model will be tested for fit to observed data using statistical procedures appropriate to the data type (ANCOVA, discriminant analysis and path analysis for continuous data), and a grounded theory analysis for qualitative data. Fidelity of implementation analysis will focus on method, frequency, and the support systems in the implemented model and will be used to validate and corroborate the quantitative and qualitative analyses.

Table 3. Longitudinal Goals and Timeline

Project Goal	Benchmark	Year 1	Year 2	Year 3
Reading and Math	Increased achievement	By 6/30/2012, there will be a 2% increase in achievement beyond 2011 baseline levels for Project Groups	By 6/30/2013, there will be a 4% increase in achievement beyond 2011 baseline levels for Project Groups	By 6/30/ 2014, there will be a 6% increase in achievement beyond baseline levels for Project Groups
Fine Arts Proficiency	Statistically significant increased proficiency (skills and knowledge)	By 6/30/2012 10% of project teachers will indicate growth in arts skills and knowledge	By 6/30/2013 20% of project teachers will indicate growth in arts skills and knowledge	By 6/30/2012 30% of project teachers will indicate growth in arts skills and knowledge
Teacher Collaboration	increased collaboration between fine arts and academic teachers	By 6/30/2012 80% of project teachers will produce at least 2 collaborative, arts integrated lesson plans/year	By 6/30/2013 80% of project teachers will produce at least 4 collaborative, arts integrated lesson plans/year	By 6/30/2014 80% of project teachers will produce at least 6 collaborative, arts integrated lesson plans/year
Arts Integration PD	increased participation	By 6/30/2012 there will be a 10%	By 6/30/2013 there will be a	By 6/30/2014 there will be a

School District of Lee County
 Training Teachers to take AIM (Arts Integration for Motivation)

(PD)	of Title I eligible teachers	increase in number of Title I teachers attending at least 1 district sponsored PD session compared to 2011 baseline data	20% increase in number of Title I teachers attending at least 1 district sponsored PD session compared to 2011 baseline data	30% increase in number of Title I teachers attending at least 1 district sponsored PD session compared to 2011 baseline data
Attitudes toward the Arts	Improved attitudes toward the arts in the curriculum	By 6/30/2012 10% of students, admin., teachers, and parents surveyed will indicate improvement in their attitudes toward arts when compared to 2011 baseline data.	By 6/30/2013 20% of students, admin., teachers, and parents surveyed will indicate improvement in their attitudes toward arts when compared to 2011 baseline data.	By 6/30/2014 30% of students, admin., teachers, and parents surveyed will indicate improvement in their attitudes toward arts when compared to 2011 baseline data.
Arts Integration Engagement	increased engagement in arts integration	By 6/30/2012 10% of project teachers surveyed will be fully engaged in arts integrated curriculum compared to 2011 baseline data	By 6/30/2013 20% of project teachers surveyed will be fully engaged in arts integrated curriculum compared to 2011 baseline data	By 6/30/2014 30% of project teachers surveyed will be fully engaged in arts integrated curriculum compared to 2011 baseline data

Types of data to be collected

Quantitative Data to be collected includes but is not limited to: student demographic

information (age, race/ethnicity, FARM, ELL, SWD, etc.); teacher and administrator demographics (age, race/ethnicity, type of certificate, degree(s) held, number of years experience, years at the school, area(s) of arts specialty, annual numerical evaluations); minutes of weekly arts instruction; minutes of weekly instruction in areas of interest (reading, math, science, etc.); minutes of arts integrated instruction per week in each curricular area of interest; student FCAT data in reading and math, including proficiency levels; student FCAT scores used for Florida DOE grading (A+ Plan); and school climate data that includes attitude measures.

Qualitative Data to be collected includes but is not limited to: feedback questionnaires from students, teachers, parents; interviews with students, teachers, administrators, parents; reflections from students and teachers on specifically identified activities/events; agenda and minutes of grant-related meetings; videos of arts integrated lessons; and teacher and student work examples (applying a work sample methodology).

Timeline of data collection: Baseline data collection of all data types will occur in August/September of year 1. Subsequent data collection will occur two times per year for each year of the grant, in September/October, and April/May. Data to be collected at each collection point includes: September/October - all data types; and May/June - all data types except demographic information.

Annual reports of project outcomes will be available by July 30 of each project year. Formative reports will be reviewed each summer by the Project Director, other project personnel and External Evaluator. A strategic analysis of this review will be developed by the Project Director to provide feedback to teachers and administrators for the Continuing Improvement Model of Project ARTS. The Final Performance report for submission to the U.S. Department of Education will be available by August 30 of the final year of the grant.

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

Two site visits are planned for the External Evaluator each year. Observations will occur in randomly selected classrooms. Randomly sampled teachers and students from the randomly selected groups and administrators will be interviewed. Teacher and student work samples and quantitative data will be collected and discussed with the collaborative teams at project schools. Between External Evaluator site visits, telecommunications will be employed as needed for meetings to answer questions and improve delivery of subject matter. Fidelity of implementation will be monitored at each visit and at all intervening virtual meetings. Table 4 presents the proposed evaluation instruments.

Table 4: Proposed Evaluation Instruments

Grant Objectives	Instrument	Development Date	Frequency
By 6/30/2014 the mean reading & math performance levels between the project groups and the comparison groups will show positive statistical significance	State Assessments (FCAT)	Already developed	Annual
Project student progress and areas in need of improvement will be identified by interim reports with subject specific assessments	District Assessments- Common Assessments	Already developed	Varies by test, at least annual
By 6/30/2014 project teachers will increase music proficiency by 6% compared to the 2011 baseline data	Florida Music Assessment (field tested version available)	Already developed	Annual
By 6/30/2014 project teachers will increase visual arts proficiency by 30% compared to	Florida Visual Arts Assessment	Pilot available	Annual

the 2011 baseline data		(through permission of FAEA)	
By 6/30/2014 80% of project teachers will produce a minimum of 6 collaborative, arts integrated lesson plans per year	Lesson plan rubrics, Fidelity of Implementation Checklist	By September 1, 2011	Annual
By 6/30/2014 the number of Title I teachers attending at least one district sponsored PD will increase by 30% compared to the 2011 baseline data	Attendance records	Already developed	Annual
By 6/30/2014 30% of stakeholders (students, teachers, parents, admin) surveyed will indicate improvement in their attitudes toward the arts when compared to 2011 baseline data.	Stakeholders interview protocol	By September 1, 2011	Annual
By 6/30/2014 30% of project students and teachers will be fully engaged in arts integrated curriculum compared to the 2011 baseline data	Fidelity of Implementation Checklist	By September 1, 2011	Annual

Analysis of quantitative data: Table 3 presents objectives aligned with quantitative variables and the proposed statistical analysis. Analyses are conducted with Minitab 15 statistical software.

Table 5: Quantitative Variables and their Proposed Treatment

Grant Objectives	Variable	Purpose/function	Variable Classification	Statistical Treatment
Identification of student groups by demographic identifiers	Demographic information	Description of Sample Participants	Nominal/Categorical and continuous Nominal variables are	Nominal/ Categorical - tally by classification Cont. - mean, median, mode, SD,

School District of Lee County
 Training Teachers to take AIM (Arts Integration for Motivation)

			treated as independent variables (IV)	range, quartiles Nominal IV – Analyses of covariance, repeated measures
Measuring teacher arts content knowledge	Pre- and post-tests of arts content knowledge	Meet GPRA measure	Continuous, dependent variable (DV)	Analysis of Covariance, repeated measures
Measure proficiency in reading, math, and arts	Student achievement: State, District, & Arts Assessment	Outcome measures of standards-based learning	Continuous, dependent variable (DV)	Analysis of Covariance, repeated measures
Compare proficiency in reading, math, arts to matched comparison group	Student achievement: State Assessment Proficiency Level	Outcome classification based on state scores	Nominal variable (IV)	Discriminant analysis
Compare teacher and student attitudes to matched comparison	School Climate	Outcome measure of affective variables such as attitudes and perceptions about the school	Continuous, dependent variable (DV)	Analysis of Covariance, repeated measures
Measure proficiency in reading, math, and arts	Model	Hypothesized model will be tested against observed data	All DVs based on the school goals and anticipated outcomes	All statistical tests, Path analysis using partial correlations, qualitative findings

Analysis of Qualitative Data: Qualitative data will be analyzed using NVivo9 software.

Data will be axially coded and then selectively coded for themes and patterns. Using a grounded theory approach, the collected interview data is analyzed for their fit to the hypothesized model until theoretical saturation is reached using a constant comparative methodology. Interview data is checked for interpretive validity through participant feedback. The quantitative and qualitative results will be combined to produce meta-inferences on the effectiveness of the hypothesized model and the arts integration approaches employed. The findings will be reviewed for their paradigmatic and commensurability mixing validity.

Fidelity of implementation: Monitored on three dimensions: Method, Frequency, and Support. **Dimension 1: Method.** The tools available to achieve fidelity can be divided into two main categories, direct assessments and indirect assessments. Direct assessments will be made via a checklist of program components, which will be tallied and reviewed at each visit. Indirect assessments will include teacher interviews, student work samples, and video of instructional sessions. Of the indirect methods, permanent product assessment is thought to be the most reliable and accurate. Permanent products may include student work samples, student performance on assessments, and videos of instructional sessions; **Dimension 2: Frequency.** Teachers will be observed at each site visit; **Dimension 3: Support Systems.** Two support systems for implementation will be monitored. PD opportunities will be monitored for frequency, relevance to grant goals, and teacher attendance. Resource allocation will be monitored to ensure teachers have proper resources to integrate the arts into their daily teaching.