

Whole Schools Initiative

Handbook

Mississippi Arts Commission

Contents revised and updated

April 2004

*Mississippi Arts Commission
Whole Schools Initiative
Whole Schools Initiative Handbook*

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**Mississippi Arts Commission
Whole Schools Initiative**

The History of WSI

The first phase of the Whole Schools Initiative, known as the Whole Schools Project, began in 1991 as a response to “back to basics” school reform. At that time, the Mississippi Arts Commission envisioned a plan that was characterized by the involvement of every student and teacher in a school. The program called for the integration of the arts into daily classroom instruction and sequential, comprehensive instruction in dance, drama, visual arts, and music by certified arts specialists. The pilot was launched in six elementary schools throughout Mississippi. Of the original schools, two, Pierce Street Elementary in Tupelo and West Elementary in Gulfport, remain in the program. The Mississippi Arts Commission offered grants and technical assistance to the schools.

Evaluation of the work revealed: 1) increased standardized test scores, 2) increased community involvement and support, 3) a tripling of parental involvement, 4) improved teacher morale, 5) decreased absenteeism among both students and teachers, 6) decreased discipline referrals, 7) transformation of the school environments culturally and visually, 8) increased authentic assessment, and 9) changes in scheduling practices to allow common planning time. The evaluation team identified the following components as essential to the success of the model: 1) on-going, apposite professional development, 2) leadership support and training for principals, superintendents, and project directors, 3) continued internal and external evaluation and 4) establishment of mentors within key groups.

In 1996, Mississippi State University was commissioned by the Mississippi Arts Commission and the Mississippi Alliance for Arts Education to conduct a survey on the status of arts instruction in Mississippi public schools. The study revealed the poverty of arts instruction in Mississippi schools. Among the findings: 1) one full-time music teacher for every 840 students, including high school band programs, 2) one full-time visual arts teacher for every 3,150 students, 3) one full-time drama teacher for every 17,848 students, and 4) one full-time dance teacher for every 31,235 students. Research conducted recently revealed that, in 1999, the ratios of arts teachers to students remain little changed.

The Whole Schools Initiative entered a second phase in 1998. At that time the structure of the initiative became more clearly defined. Two essential components were identified: 1) The use of arts teachers and visiting artists in the areas of dance, drama, music, visual art, creative writing, and folk arts to strengthen the place of the arts as a core academic subject in their own right, and 2) the infusion of the arts in all academic subjects in order to increase student success in these subjects. Support for WSI schools was also strengthened with designation of a MAC program director and field advisors, additional grant funding, and increased technical assistance for planning and grant writing. Grant guidelines required a five-year plan and participation in two retreats and a summer institute.

The Whole Schools Initiative continues to refine itself as it strives to strengthen the partnerships that under gird the work. Comprehensive project evaluation by a national assessment team was begun in 2000. In 2001, the initiative received an “Arts in Education Model Development and Dissemination Program” grant from the USDE that has brought national attention. The grant is enabling the work to move to a higher level of implementation. In 2002, the Whole Schools Initiative added three schools through Comprehensive School Reform Design funding. One of the three is a school in Florida; the first school outside of Mississippi to join the initiative. Grants from the National Geographic Education Foundation are being used to develop and disseminate interactive-interdisciplinary experiences.

Currently the Whole Schools Initiative involves 27 schools. Sustaining the commitment to excellence and growing the local, state, and national partnerships that provide synergy for the initiative is the ongoing challenge.

*Mississippi Arts Commission
Whole Schools Initiative*

Goals

During the 2001 Strategic Planning Sessions with WSI schools the following goals emerged from every group. The wording varied somewhat, but the intent remained the same.

GOAL ONE

To improve student academic achievement through the infusion of the arts into the basic curriculum.

GOAL TWO

To enrich the lives of students by increasing their skills and knowledge in all arts disciplines.

GOAL THREE

To assist the professional and personal growth of teachers and administrators through arts experiences.

GOAL FOUR

To use the arts to increase parental and community involvement in schools.

GOAL FIVE

To assist schools in building a sustainable system for supporting arts infusion.

***Whole Schools Initiative
Participating Schools fy'04***

North Mississippi

Baldwin Elementary, Baldwyn
Church Hill / South Side Elementary, West Point
Lafayette Elementary, Oxford
Olive Branch Intermediate, Olive Branch
Pierce Street Elementary, Tupelo

Delta

Claudine Brown Elementary, Greenwood
Hayes Cooper Center, Cleveland
Matty Akin Elementary, Greenville
McBride Elementary, Greenville
Parks Elementary, Cleveland
Trigg Accelerated School, Greenville
Weddington Elementary, Greenville

Jackson Area

Casey Elementary, Jackson
Madison Station Elementary, Madison
Madison Middle School, Madison
Florence Middle School, Florence
Puckett Attendance Center, Puckett

South Mississippi

Higgins Middle School, McComb
Mary Bethune Alternative School, Hattiesburg
Nora Davis Magnet School, Laurel
Oak Grove Lower Elementary, Hattiesburg

Florida

Duval Elementary School, Gainesville, Florida

Mississippi Arts Commission
Whole Schools Initiative
Whole Schools Utilizing MAC Funding

Statement of Purpose

MAC has a strong commitment to developing and implementing a documented process of improving education in and through the arts. The Whole Schools Initiative embodies that commitment. Based upon available funds, MAC offers grants to schools that wish to participate in the WSI. Regardless of funding source the following essential requirements apply to all WSI sites:

General Requirements

- Submission of a letter of intent to MAC
- Submission of a grant application
- An initial year of orientation and planning
- Participation in the annual Whole Schools Institute
- Participation in annual Fall and Spring Retreats
- Designation of a WSI Project Manager
- Creation of a WSI Advisory Committee
- Interaction with a WSI Field Advisor
- Utilization of a WSI Strategic Planning Consultant
- Involvement of MAC approved visiting artists/consultants for classroom demonstrations
- Involvement of MAC approved visiting artists/consultants for teacher training
- Involvement in special professional development opportunities funded directly through MAC
- Planning/release time for curriculum planning
- Purchase of supplies/materials
- Participation in state-level evaluation
- Commitment to sustain the work over a minimum of three years

Initial Funding – Planning Year

- Interested schools contact MAC and request information
- MAC meets with key people at the school (spring prior to WSI Summer Institute)
- MAC meets with faculty (spring prior to closing of school)
- The school submits a letter of intent signed by the superintendent and principal
- The school sends a team to the WSI Summer Institute
- The school submits a planning grant application following the institute
- A grant review panel evaluates applications and recommends funding
- Following board approval, MAC awards grants (prior to opening of school)

Continued Funding – Implementation Years

- Whole Schools apply for continued funding annually (March deadline)
- Grant review panel evaluates grant applications and recommends funding/non-funding to MAC's Board of Directors (April)
- Following board approval, the MAC awards grants (prior to opening of school)

Grant Amounts and Requirements

The following funding goals have been set by MAC. Actual amount of grants may vary depending upon availability of funds.

- Planning grant for initial year - \$10,000
- Implementation grant for maximum of five years - \$3,000 to \$15,000

MAC Rights

The Whole Schools Initiative title, publications, and processes are the property of MAC and as such may not be replicated by any other agency or institution without the written consent of the MAC.

Approved: Mississippi Arts Commission Board
May 23, 2002

Mississippi Arts Commission
Whole Schools Initiative

Statement Regarding MAC Grants

The Mississippi Arts Commission strategic planning process resulted in revisions to the Whole Schools Initiative procedures and forms.

Updated guidelines and forms may be downloaded from the WSI website.

Mississippi Arts Commission
Whole Schools Initiative
Policy Statement

Approved and Unapproved Expenditures through MAC Grants

Statement of Purpose

The Mississippi Arts Commission is committed to ensuring that grant funds awarded through the Whole Schools Initiative be expended in ways that: 1) research has proven most significantly impacts teaching and learning and 2) leverage and utilize other funding in order to create a system that will flourish without MAC funding. Based upon these concerns the following guidelines are to be used in the expenditure of WSI grant funds.

Approved Expenditures

The Commission funds activities that promote a sequential, comprehensive arts education and that support artistic excellence. The following are approved expenditures:

- Workshops and artist residencies
- Planning and development of an arts integrated curriculum with a consultant
- Professional development
- Performances, readings, and exhibitions
- Stipends to teachers for arts education training or model school visits
- Part-time arts teacher and project director positions
- Demonstration art-infused and arts lessons
- Art supplies and music software

Unapproved Expenditures

Grant funds may not be used for the following expenditures:

- Purchase or long-term rentals of equipment, property, or collections, such as a kiln, computers or keyboards
- Food or beverages for hospitality or entertainment functions
- Projects primarily planned for fundraising purposes,
- Tuition for academic study
- Out-of-state tours or travel to competitions, such as band or Scholastic Art Awards
- Capital improvements, facility construction or structure renovation

Matching Funds

All Whole Schools Initiative grants must be matched dollar-for dollar with cash that the applicants puts toward the program. Some of the non-fundable items listed as unapproved expenditures may be purchased with the grantees matching funds as a part of the cash match requirement. Sources for the matching funds typically fall into one of the following categories:

- Applicant cash from the school's budget
- Corporate/business contributions
- PTA/PTO or other private contributions
- Government contributions from municipal, county, regional, or federal sources
- Revenues earned through fund-raising

Grantees may not match MAC funding with other state funds, such as the Mississippi Department of Human Services.

In-Kind Contributions

It is important to document contributions such as materials and services that are provided to a project at not cash cost from sources other than the applicants, however, in-kind contributions may not count toward the cash match of the project.

General Guidelines

The Mississippi Arts Commission is legally responsible for decisions and procedures regarding expenditure of WSI funds obtained through MAC grants. Guidelines dictated by the United States government, the state of Mississippi, and other granting entities are to be followed and documented. All expenditures of WSI monies at the local school level are to follow the policies and procedures of the local school district and the Mississippi Arts Commission. While the Mississippi Arts Commission is not legally responsible for expenditure of funds gained by local schools through external funding, schools are encouraged to guard the integrity of WSI by having all expenditures reflect the intent of the initiative. Failure to do so may result in termination of the relationship between the Mississippi Arts Commission and the school.

- *These policies are currently being reviewed.*

Whole Schools Initiative Project Timeline

January

School team meets with Field Advisor to review and update the Change Journey Map.

February

WSI mid year reports due in MAC office by 1st.

Spring retreat

March

WSI applications due in MAC office by 1st.

April

Statewide leadership team meets in Jackson.

May

WSI final reports due in MAC office by 30th.

July

Grant awards are announced and MAC sends contract packets on 1st.
WSI Summer Institute

August

Signed grant contracts due in MAC office by 1st.

October

Fall retreat.

MINI GRANTS

Whole Schools may apply for one minigrant per year in addition to the Whole Schools grant. Application information and deadlines for submission are available on the MAC website (www.arts.state.ms.us)

Procedure for Drawing WSI Funds

When the WSI signed contract is returned to the MAC office by the appropriate date, 50% of the grant monies is released and sent to the school.

At the filing of a completed mid-year report, 25% of the grant monies is released and sent to the school.

At the completion of the final report, the remaining 25% of the grant monies is released and sent to the school.

All release of funding is subject to the procedures outlined in the grant guidelines.

Final Reports and Mid Year Report—Examples-- ONLY --

Go to the MAC website to find the current year report forms.

Mid-term Report: Whole Schools Projects

- Copy as needed.
- Please type.

Mail this form to the Mississippi Arts Commission, 239 North Lamar Street, Suite 207, Jackson, MS 39201, postmarked prior to February 1, 2004

Grant Number

1. **School** _____ **School**
District _____

3 **Mailing address** _____ **City** _____ **State** MS **Zip** _____

2. **Project director**

2. **Day phone** _____ **E-mail** _____ **Fax**

2. **Financial Agent** _____

2. **Day phone** _____ **E-mail** _____
Fax _____

2. **Project start date** (month/day/year) _____ **End date**
(month/day/year) _____

7. **Have you made any significant changes** in your project from what was described

Yes No

in your original application?

8. **Reflection/Planning/Change Journey Session**

Date _____

Facilitator _____

Number of Participants _____

Have you begun work on your Change Journey Map? _____

NARRATIVE REVIEW: Now refer to the narrative you submitted with your application; how closely did your original plans meet the outcomes? Please answer the following questions, intended to assist you in presenting a thorough overview of this project. Please do not exceed two pages.

- What plans did you implement to improve student academic achievement through the infusion of the arts into the basic curriculum?
- What plans did you implement to enrich the lives of students by increasing their skills and knowledge in all arts disciplines?
- What plans did you implement to assist the professional and personal growth of teachers and administrators through arts experiences?
- What plans did you implement to increase parental and community involvement in your school?
- What plans did you implement to build a sustainable system for supporting arts infusion?
- Are there any major successes that you would like to share?
- Are there any challenges that you would like to share?

BUDGET REPORT: The fiscal period for this Mid-term Report begins July 1, 2003 and ends January 1, 2004. **Show only the income and expenses related to the project described in the application.**

Cash expenses -- itemize on a separate page		Cash match	MAC grant	Total
1. Personnel (staff):	Administrative			
	Artistic			
	Technical/production			
2. Outside fees (contractors):	Artistic			
	Other			
3. Space or equipment rental:				
4. Travel:	Transportation			
	Food			
	Lodging			
5. Marketing:	Printing			
	Other			
6. Remaining expenses:	Postage			
	Telephone			
	Supplies/materials			
	Insurance			
	Other (specify)			
7. Total cash expenses	(must not exceed total cash income)	\$	\$	\$

Cash income -- itemize on a separate page		Cash	In-Kind**
1. Revenue:	Admissions		
	Earned Income		
	Other revenue		
2. Private-sector support:	Corporate contributions		
	Foundation grants		
	Other private contributions		
3. Government support:	Federal		
	State/regional (other than MAC grants)		
	County		
	Municipal		
4. Grantee cash:			
5. Portion of this grant already received:			
6. Remainder of this grant due:			
9. Total	(must equal or exceed total cash expenses)	\$	\$

**Defined as the cash value of goods and services contributed by sources other than the grantee organization, such as work done by volunteers or donated office space. You must be able to produce records of in-kind contributions.

CHECKLIST

Before you submit your interim report, double-check to make sure that you:

used the correct Interim Report Form (in other words, you did not use a form for Arts Education to report on a project in Arts Industry);

filled in all the appropriate blanks;

completed your budget page;

answered all narrative questions;

attached all appropriate supplementary materials, such as one copy of a letter to your legislator, sample promotional materials, and other items like programs, teacher guides, planning reports and surveys. Please be selective. We welcome photographs, but please do not send tapes unless requested.

obtained original signatures (in ink) from the authorizing official and project director (see below).

REMEMBER

Mail this form and other requested materials to the Mississippi Arts Commission, 239 North Lamar Street, Suite 207, Jackson, MS 39201, postmarked by February 1, 2004. You will receive your grant payment after we receive, review and approve your completed report.

Please do not return this report in a three-ring binder; include only your best representative supplementary materials bound with a paper clip or rubber band; do not use page protectors or folders of any kind.

Thanks!

CERTIFICATION: The Authorizing Official and Project Director hereby certify that the information contained in this final report, including all attachments, is true and correct to the best of our knowledge.

***Authorizing Official signature** (in ink) _____ **Date**

Name (print or type) _____ **Day phone**

***The authorizing official should be the same official who signed your grant application and grant contract. If there has been a change, please document it on a MAC Grant Change Form or on your organization's letterhead and submit with this final report.**

Project Director signature (in ink) _____ **Date**

Name (print or type) _____ **Day phone**

**Mississippi Arts Commission
Whole Schools Initiative**

Whole Schools Staff

Whole Schools Initiative Director, Jud Holifield, taught vocal music at the elementary, middle and high school levels for 25 years. She has been the musical /orchestral director for numerous community theatre productions and directed choirs in various churches throughout her career. As time permits, she judges solo, choral and showchoir competitions throughout the south. Ms. Holifield holds a BMEd from the University of Southern Mississippi. Her post-graduate work involves the self-esteem of the gifted and talented child. Prior to becoming the Whole Schools Initiative Director, Judi worked as a Field Advisor and at Nora Davis Magnet School.

Arts in Education Director, Wendy Shenefelt McCurtis, administers grants and provides technical assistance to schools throughout the state. “Arts in the Classroom” and “Museum on Wheels” are two new programs under Wendy’s direction providing opportunities for students and teachers to incorporate the arts into their classroom environments. She previously was the arts education director for an arts-focused school where she taught speech, drama and gifted classes. As a teacher/consultant for the MS Writing/Thinking Institute, she designed arts integration professional development programs. Wendy is the founder and director of ELEMENTS: Youth Education through the Arts, a mentoring program. She received a bachelor’s degree from Texas Woman’s University.

Special Project and Field Advisor Facilitator, Karen Burke, is a retired teacher and administrator from Mississippi’s public schools concentrating her efforts in assisting various organizations and agencies achieve their visions of exciting educational opportunities for children. She currently assists the Mississippi Staff Development Council as their Executive Director and serves as a field advisor for the Whole Schools Initiative.

Events Coordinator, Echo Olander, is Executive Director of KID smART, an organization that teaches underserved children life skills through the arts. Based in New Orleans, she has a background of almost 20 years in arts administration with an educational focus. Previous employers and clients include the New York State Council on the Arts, the Louisiana Division of the Arts, the Arts Council of New Orleans, WWOZ-FM, and the Louisiana Alliance for Arts in Education.

Mississippi Arts Commission
Whole Schools Initiative

Project Directors

Each Whole Schools site is required to designate a Project Director. The schools leadership team is comprised of the Project Director, Principal, and Field Advisor. Grant funds may be utilized to compensate the Project Director for management time spent outside of contract time. The responsibilities of the Project Director vary based upon accounting practices and the local school plan. The selection of the Project Director is also a local decision.

Project Directors OR Principals are required to attend the Fall and Spring Retreats as part of their school team. Project Directors AND Principals are required to attend the Whole Schools Summer Institute as part of their school team.

Mississippi Arts Commission
Whole Schools Initiative

Field Advisor Training

The work of the Whole Schools Initiative depends heavily on the through-line provided by the Field Advisors. Recruitment and training of this cadre is an on-going process. Training procedures were piloted during the 2001-2002 school year and the general plan for training is a part of the Field Advisors manual.

Mississippi Arts Commission Whole Schools Initiative

FIELD ADVISORS

WHO ARE THE FIELD ADVISORS?

- Professional educators with arts training
- Professional artists with education training
- Professionals with an understanding of arts infusion and the Whole Schools Initiative concept

HOW CAN THEY HELP SCHOOLS?

- Provide grant writing assistance
- Facilitate the Change Journey Map (required)
- Help planning new teacher orientation to Whole Schools Initiative
- Assist in problem solving
- Serve as resource person
- Be your cheerleader
- Act as an outside set of eyes and ears to help schools see progress on stated goals and time lines
- Monitor evidence of arts infusion and record how it is being accomplished
- Help schools stay on track
- Support...suggest...recommend...answer....
- Act as an ongoing reminder that each school is important to the statewide model

WHAT ARE THE PURPOSES OF THE SITE VISITS?

Site visits by field advisors may serve a variety of purposes, including the following:

- Facilitating planning and keeping the implementation process on target
- Assisting in development appropriate timelines
- Encouraging appropriate staff to be selected to attend the Institute and Retreats
- Encouraging staff to find new ideas to “raise” the vision
- Assisting in identifying and securing professional development needs and resources
- Building the staff’s capacity to solve their own problems
- Assisting in determining how other school/district initiatives fit into the Whole Schools Initiative
- Encouraging documentation
- Facilitating creation/update of Change Journey Map

WHAT ARE FIELD ADVISORS OBSERVING?

The following are some of the areas field advisors are asked to observe during site visits. Each item can’t be observed during each visit, but field advisors provide feedback whenever it is appropriate.

- ❑ Evidence of Arts Infusion
 - To what extent are classroom teachers using the arts in regular classroom lessons?
 - How are lessons/units being documented for continued use?

What type of and where is student work displayed?

Support for the Project

To what extent has the faculty “bought into” the Whole Schools Project?

How does the principal hold teachers accountable for implementing arts infused lessons?

How does the school reach out to parents, business partners, and the community to include them in the project?

3.C –

Page Four

Professional Development

What types of staff development activities are planned to support implementation of the project?

Scheduling/Planning Time

How does the schedule allow for common planning time for teachers?

How do the arts specialists know what lessons/units are being presented in the classroom?

Staffing

What plans are in place to bring new staff members on board with the arts initiative?

What plans have been made to adequately staff the arts positions?

Funding

What other sources of funding are being used to supplement the MAC grant and the matching funds?

Use of Visiting Artists

What type(s) of activities are planned for students, teachers, parents, and the community?

What arrangements are made for advance planning?

How are residencies connected to the curriculum?

WHAT DOES THE MISSISSIPPI ARTS COMMISSION EXPECT FROM FIELD ADVISORS?

Make site visits to the schools for the following purposes:

- professional development
 - advisory committee meetings
 - strategic planning
 - grant writing advice
 - new teacher orientation
 - visiting artists
 - student performance
 - classroom visits
- Meet with principal, project director, teachers, parents, artists, business sponsors
 - Facilitate creation/update of Change Journey Map
[2002-03: 5 visits – not to exceed 7]

Attend summer Whole Schools Institute and facilitate school / team / study group meetings, as assigned.

Attend the fall and spring retreats, if possible (optional, but encouraged).

Attend field advisor professional development sessions (or make-up sessions).

- Maintain contact with principal and project director through phone calls, emails, etc.

WHAT ARE THE SCHOOLS' RESPONSIBILITIES TO THE FIELD ADVISORS?

- Communicate! Include! Share information!
- Share copies of grant applications
- Invite to special events
- Provide schedule of staff development and other events
- Send internal WSI communications to field advisor
- One meeting per semester with field advisor / principal / project director
- Provide list of advisor committee members with contact information
- Introduce to faculty at every visit

Whole Schools Initiative Field Advisors

Page Updated: 9/03/03

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Mississippi Arts Commission
Whole Schools Initiative

WSI Principals

The commitment of the principal is vital to the success of the Whole Schools Initiative. The Principal OR Project Director must attend the Fall and Spring Retreats as part of their school team. The Principal AND Project Director are both required to attend the Whole Schools Summer Institute as a part of their school team. They serve as a member of the leadership team that is composed of the Principal, Field Advisor, and Project Director.

The principal must either delegate or assume responsibility for fiscal management of the grant, grant writing, and preparing the final report in addition to overseeing the development and implementation of the school's WSI plan.

Mississippi Arts Commission
Whole Schools Initiative
WSI Consultant Guidelines for Retreats and Institute

Statement of Purpose

The Whole Schools Initiative places strong emphasis on professional development utilizing national, state and local avenues for growth. At the state level MAC supports three major professional development opportunities for Whole Schools: a fall retreat, a spring retreat, and a summer institute. Recognized leaders in the field of arts education are invited to serve as consultants for these events. Following are the proposed consultant guidelines:

Fall and Spring Retreats

- MAC will rely on Mississippi and regional artists and educators as consultants.
- Consultants leading concurrent sessions over the two-day period will be paid \$200 per day plus travel at the state rate. Consultants leading single sessions will be paid \$100 per session plus travel at the state rate. Food and lodging will be provided on-site. Any off-site expenses for food and lodging will be the responsibility of the consultant. Consultants are to send MAC copies of all materials needed for their session two weeks prior to the retreat and MAC will duplicate them and bring them to the retreat. Consultants must provide requests for technical needs to MAC two weeks prior to the retreat.

Summer Institute

- Faculty will include nationally recognized leaders in the field of arts education.
- Faculty members who lead a curriculum track will be paid \$3,000 for personnel fees plus travel. In the event that two professionals serve as co-presenters for a curriculum track, each will be paid \$2,000 for personnel fees plus travel. Travel will be handled through, or in cooperation with the MAC office. No fees for excess baggage or flight schedule changes will be paid by MAC. Food will be provided at the university cafeteria. Consultants wishing not to participate in the cafeteria meals may be reimbursed for food at the same rate that is charged for cafeteria meals. Consultants will be housed in a hotel off site. Any off-site expenses for food above the base allowance will be the responsibility of the consultant. A list of audio/visual requirements and materials needed by consultants for their sessions must be sent no later than four weeks prior to the institute. On-site duplication of materials is not available.
- Faculty who lead arts experiences will be paid a fee of \$200 per day plus travel. Food and lodging will be provided on campus. Any off-site expenses for food and lodging will be the responsibility of the consultant.

A list of audio/visual requirements and materials needed by consultants for their sessions must be sent no later than four weeks prior to the institute. On-site duplication of materials is not available.

- Field Advisors are expected to attend the institute and are paid \$100 per day plus travel for this week. Food and lodging will be provided on campus. Any off-site expenses for food and lodging will be the responsibility of the Field Advisor. Field Advisors who lead Arts Experiences will receive \$200 per day for this additional service.
- Whole Schools' educators serving as curriculum track apprentices will be given a \$200 stipend.
- A contract for \$1000 will be issued for a consultant to receive, display, and dismantle art displays and Change Journey Maps brought to the institute by local schools.
- MAC will contract for the development and delivery of specialized training based upon needs.

General

- Prior to approval of all consultant contracts for the retreats and institute, consultants must provide a fee schedule to MAC for any proposed consultant work with Whole Schools.
- MAC will distribute evaluation forms for each session and for overall evaluation of the retreats and institute. The results will be tabulated and shared with presenters.
- The Standard Terms and Conditions of MAC contract apply to all consultants.

Approved: Mississippi Arts Commission Board
May 23, 2002

Mississippi Arts Commission
Whole Schools Initiative

School Guidelines for Retreats and Institute

Statement of Purpose

The Mississippi Arts Commission demonstrates its commitment to high-quality professional development by sponsoring three annual events – a Fall and Spring Retreat and a Summer Institute. Whole Schools are to send representative teams to the three events. Team members are to complete the full agenda for the retreats and institute.

Fall and Spring Retreats

- Retreat teams are to be made up of 4-5 members or 1/5 of the certified staff, **one of whom must be either the principal or project manager.**
- A fee of \$50 per participant will be charged for both retreats. Schools must notify MAC forty-eight hours prior to the retreats or the fees will be charged for non-participants.

Summer Institute

- **Institute teams are to be made up of eight members or 1/5 of the certified staff with both the principal and project manager being members of the team.**
- Schools will be charged \$1,000 for the team's participation
- Schools that are unable to assemble an eight-member team are to notify MAC forty-eight hours in advance and will be charged the per-school fee of \$1,000.

General

- Fees for the retreats and institute include registration, food, and on-site lodging, but do not include transportation, meals away from the cafeteria, or lodging off-site.
- The fees charged for both the retreats and institute do not cover actual costs of these professional development opportunities, but are intended to defray a portion of the expenses.

Approved: Mississippi Arts Commission Board
May 23, 2002

Mississippi Arts Commission
Whole Schools Initiative

Procedures for Receiving Continuing Education Units

Continuing Education Units for Whole Schools Retreats and Summer Institute are issued through the institution hosting the Summer Institute. Participants may earn 1 CEU for each retreat and 3.5 CEUs for the Whole Schools Institute. Following are the procedures for receiving CEUs:

To receive CEUs for a workshop, retreat or institute:

1. Complete the application and pay fee for CEUs at the event.
2. Sign-in on the designated form at each workshop required to receive CEUs.

To receive proof of CEUs for a workshop, retreat, institute:

1. Contact the granting University through the registrar's office or the office of Continuing Education.
2. Request a copy of your transcript. The following information is required and should be on hand when a request is made:
 - Name of the professional development event (ex. Whole Schools Fall Retreat)
 - Dates of the event (ex. November 1 - 3, 2001)
 - Sponsoring organization (ex. Mississippi Arts Commission)
3. Be prepared to submit the following information to receive a transcript:
 - Signature
 - Your name (when you attended and any name changes to present)
 - Social security number
 - Current mailing address
 - Telephone number and/or email address
 - Complete address where you wish transcript sent
 - Additional information for requests by fax: telephone number where you wish transcript faxed, credit card name, number, expiration date, and name of card holder
4. Cost for transcripts:
 - The first transcript is free.
 - Additional transcripts cost \$3.00 for each copy.
5. Questions about transcripts:
 - Granting University Office of Continuing Education

No certificate acknowledging receipt of CEUs will be mailed without a request.

*Mississippi Arts Commission
Whole Schools Initiative*

Whole Schools Institute Vision Statement

Now, and in the future, the Whole Schools Institute will be known and valued as the premier training ground for schools involved in education reform through the arts.

The institute's highly professional training will model exemplary practice and will give educators the inspiration, knowledge, and skills to lead their students toward the goal of reaching their full potential.

The institute will utilize diverse educational strategies that reflect research findings regarding the value of verbal, kinesthetic, visual, musical, analytical, and emotional avenues for engaging the student's head, heart, and hands in learning.

The institute will empower participants to provide leadership in local efforts to sustain professional growth and to implement exemplary arts infused instruction.

The Whole Schools Institute will be an opportunity to forge relationships among institute staff, the Mississippi Arts Commission and local schools that will provide the creativity and perseverance required to sustain the work.

All of these commitments reflect the basic dedication of all those involved in The Whole Schools Initiative to the children of Mississippi and their growth and development.

**Mississippi Arts Commission
Whole Schools Initiative**

Induction Process for WSI Schools

Schools may become a part of the Whole Schools Initiative through a variety of funding avenues. The following basic steps are part of the process regardless of funding sources.

Spring-Summer Prior to Year One:

**Select Field Advisors
Convene Leadership Teams
Summer Institute**

Fall – Year One:

**Faculty Orientation at School
Introduction to Visioning
Introduction to Change Journey Map
Fall Retreat – Special Q & A Session**

Spring – Year One:

**Spring Retreat – Special Q & A Session
Technical Assistance
Grant Preparation
Strategic Planning
Change Journey Map
Final Report**

Mississippi Arts Commission
Whole Schools Initiative

Consultants Serving Whole Schools Sites

School and Artist collaboration training will be offered on rotation through the Summer Institute and retreats. The Artist as Teacher Handbook is available on the website in pdf downloadable format for review and resource information.

Decisions regarding consultants who serve Whole School sites are the prerogative of the individual schools.

Consultant Guidelines

The following suggestions are provided as guides for the decision-making process when working with consultants:

- Follow your plan and engage consultants who can help you meet your goals.
- Use the Whole Schools Institute and Fall & Spring Retreats to become familiar with available consultants.
- Check with other schools. Share your knowledge of available consultants - their strengths and weaknesses.
- Clearly state the purpose and plan for the consultant.
- Listen to the consultant and develop a plan that utilizes his/her talents to the maximum.
- Negotiate compensation in a fair and business-like manner. You are the employer.
- Contract with the consultant.
- Evaluate the work.
- Use the Mississippi Arts Commission Artist Roster.
- Talk with your Field Advisor.
- Check the talents of other Field Advisors. Many are working as consultants.
- Investigate local artists and utilize them when their talents match your goals.
- Notify the Mississippi Arts Commission of any experiences with consultants that warrant attention. Don't hesitate to make the call.

Mississippi Arts Commission
Whole Schools Initiative

Artist as Teacher Training

The Mississippi Arts Commission offers training for artists who work in Mississippi schools. The training was designed and piloted through a partnership with the Mississippi Writing/Thinking Institute. Funding for the development of the training design and manual was provided through a grant from the United States Department of Education.

Mississippi Arts Commission

Whole Schools Initiative

Schools Participating in the WSI Utilizing External Funding

Statement of Purpose

MAC supports the efforts of Mississippi schools to become involved in the WSI through external funding. MAC has a strong commitment to education in and through the arts and wishes to encourage this work in as many ways as possible. MAC has an equally strong commitment to maintaining the integrity of WSI as we strive to develop and implement a documented process of improving education in and through the arts. With both of these commitments in mind MAC has established the following policies and procedures regarding its relationship with schools seeking support in implementing WSI with funding other than MAC grants. Regardless of funding source the following essential requirements apply to all WSI sites:

Eligibility Requirements

- Schools must be a Mississippi public school or school district or a school that has been incorporated in Mississippi as a non-profit organization with tax-exempt status under section 501 (c) (3) of the Internal Revenue Service code.
- Only schools that plan to include and benefit every student in that school through arts instruction and arts integration are eligible.

General Requirements

- Submission of a request for a letter of support to MAC.
- MAC review of the request for a letter of support and written notification of MAC's decision.
- Submission of a grant application that reflects the format required by the intended funding source and also contains the basic components required by MAC grant guidelines.

Contractual Requirements

- Schools using the Whole Schools Initiative as a basis for seeking external funding of the proposed work must contract with MAC to provide the following services:

○ MAC Trained Field Advisor	\$ 3,000.00
○ Strategic Planning Consultant	\$ 1,500.00
○ MAC Technical Assistance	\$ 7,500.00
○ Evaluation	\$ 3,000.00
TOTAL	\$15,000.00

- Regardless of funding source, the school plan must include the following components:
 - Naming of a Project Director
 - Creation of an Advisory Team
 - Visit to a Model School
 - Utilization of Visiting Artists/Consultants for Classroom Demonstrations
 - Utilization of Visiting Artists/Consultants for Teacher Training
 - Release Time for Teachers' Curriculum Planning
 - Purchase of Arts Supplies/Materials
 - Team Participation in WSI Fall Retreat
 - Team Participation in WSI Spring Retreat
 - Team Participation in WSI Summer Institute

Grant Process and Timelines

Due to the varied funding cycles for potential grants, MAC will work with schools to develop a realistic implementation timeline.

Mississippi Arts Commission Rights

MAC reserves the right to withdraw from a relationship with any school that fails to demonstrate a sincere effort to fulfill the requirements agreed upon for participation in the Initiative.

The Whole Schools Initiative title, publications, and processes are the property of MAC and as such may not be replicated by any other agency or institution without the written consent of MAC.

Approved: Mississippi Arts Commission Board
May 23, 2002

Mississippi Arts Commission

Whole Schools Initiative

Out-of-state Schools Participating in WSI

Statement of Purpose

The Mississippi Arts Commission (MAC) is a state agency whose mission is service to the state of Mississippi. This fact, plus geographic and capacity concerns, makes dissemination of the Whole Schools Initiative outside the state of Mississippi complicated. MAC does, however, have a strong commitment to education in and through the arts and wishes to encourage this work in as many ways as possible. MAC has an equally strong commitment to maintaining the integrity of WSI as we strive to develop and implement a documented process of improving education in and through the arts. With both of these commitments in mind MAC has established the following policies and procedures regarding its relationship with schools outside of Mississippi seeking to implement WSI with funding other than MAC grants.

Regardless of funding source the following essential requirements apply to all WSI sites:

General Requirements

- Submission of a letter of intent to the Mississippi Arts Commission
- Submission of a grant application that reflects the format required by the intended funding source and also contains the basic components required by MAC grant guidelines
- An initial year of orientation and planning
- Participation in the annual Whole Schools Institute
- Participation in annual Fall and Spring Retreats
- Designation of a WSI Project Manager
- Creation of a WSI Advisory Committee
- Interaction with a WSI Field Advisor
- Utilization of a WSI Strategic Planning Consultant
- Visit to a model school
- Involvement of MAC approved visiting artists/consultants for classroom demonstrations
- Involvement of MAC approved visiting artists/consultants for teacher training
- Involvement in professional development opportunities funded directly through MAC.
- Planning/release time for curriculum planning
- Purchase of supplies/materials
- Participation in MAC evaluation
- Commitment to sustain the work over a minimum of three years

Contractual Agreement

The Mississippi Arts Commission requires a contractual agreement that includes \$15,000 annually to provide the following services to Whole Schools sites outside of Mississippi.

- Orientation materials and one-day presentation for staff (travel & expenses paid by school)
- A WSI Strategic Planning Consultant for one day (travel & expenses paid by school)
- Two-day training session with principal, project director and field advisor (Session will be at MAC office in Jackson, Mississippi. Travel & expenses paid by school.)
- Technical assistance via telephone or e-mail
- Information/assistance with grant writing
- Annual Fall Retreat
- Annual Spring Retreat
- Annual Whole Schools Institute
- Guided Tour of a Model School (travel & expenses paid by school)

Grant Process and Timelines

Due to the varied funding cycles for potential grants, MAC will work with schools to develop a realistic implementation timeline.

Mississippi Arts Commission Rights

MAC reserves the right to withdraw from a relationship with any school that fails to demonstrate a sincere effort to fulfill the requirements agreed upon for participation in the Whole Schools Initiative.

The WSI title, publications, and processes are the property of the MAC and as such may not be replicated by any other agency or institution without the written consent of the MAC.

Approved: Mississippi Arts Commission Board
May 23, 2002

Mississippi Arts Commission
Whole Schools Initiative
Guidelines for WSI Model Schools

Statement of Purpose

MAC is committed to dissemination of the philosophy and processes of Whole Schools Initiative. The establishment of sites where the work of WSI may be observed is seen as essential to the dissemination process. For this purpose MAC intends to establish a minimum of three geographically diverse WSI Model Schools.

Application Process

Schools that have participated in the Whole Schools Initiative for a minimum of three years may apply for designation as a WSI Model School. Steps in the process include:

- A letter of request from the school principal to the MAC Whole Schools Director.
- A site visit by a panel of WSI consultants.
- A panel review of prior work at the site.
- A letter of invitation from MAC to the school.

Contractual Agreement

Schools that receive a letter of invitation to become a WSI Model School will enter into a contractual agreement with the Mississippi Arts Commission that reflects the following obligations:

- The school will designate a contact person for site visits.
- The school will compile an information packet for distribution during site visits.
- The school will file a quarterly report of site visits with MAC.
- The Mississippi Arts Commission will provide assistance with the development of the information packet.
- The Mississippi Arts Commission will award an annual fee of \$5,000 to each school that is selected to become a WSI Model School.
- Participation in Fall and Spring Retreats and Summer Institute will be complimentary for WSI Model Schools.
- The contract shall be issued on an annual basis.

Basis for Non-renewal

The Mississippi Arts Commission reserves the right to review the status of all WSI Model Schools on an annual basis and to non-renew contracts based on the needs of the Whole Schools Initiative.

Approved: Mississippi Arts Commission Board
May 23, 2002

**Mississippi Arts Commission
Whole Schools Initiative**

Evaluation Overview

The work of the Whole Schools Initiative is evaluated at both the local and state level. The individual sites evaluate staff professional development and student art experiences as well as progress toward their goals. The Mississippi Arts Commission evaluates retreats and the Whole Schools Institute. Through staff planning, the commission also evaluates the progress of the initiative towards its stated goals. The grant application process and final reports provide avenues for evaluation of the work. Additionally, a team of national consultants is conducting a five-year study of the initiative. This study will conclude and be published June, 2004.

H. Dickson Corbett (Dick)
Independent Educational Researcher

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corbett@pond.com E-mail

Dick Corbett is an independent educational researcher. He spends his time studying and evaluating school reform initiatives, with a particular emphasis on low-income schools. He obtained his Ph.D. from the School of Education at the University of North Carolina-Chapel Hill, with an emphasis in the sociology of education. He has published his research in books for Teachers College Press, Ablex, and the State University of New York Press – the most recent of which are Listening to Urban Kids: School Reform and the Teachers They Want (SUNY Press, 2001) and Effort and Excellence in Urban Classrooms: Expecting – and Getting - Success From All Students (Teachers College Press, 2002). Dr. Corbett has written articles for journals such as Educational Researcher, Phi Delta Kappan, Educational Leadership, Curriculum Inquiry, Urban Review, and Education Policy. He also edits a book series on restructuring and school change for the State University of New York Press.

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Bruce L. Wilson
11 Linden Avenue
Merchantville, NJ 08109
phone: 856-662-6424
fax: 856-662-6434
email: bwilson@voicenet.com

Bruce Wilson is an independent researcher. He is also an adjunct faculty member at Teachers College, Columbia University where he teaches a course on research methods. His research interests are in school change, educational policy, and organizational analysis. His most recent research focuses on bringing the student voice to educational reform initiatives. Those interests are currently being pursued to: (1) evaluate the implementation of the Onward to Excellence program created by the Northwest Regional Educational Laboratory, (2) study middle schools reforming science education through the efforts of the Peen Merck Collaborative for Science Education, (3) evaluate a statewide effort by the Mississippi Arts Commission to infuse the arts throughout the curriculum; (3) investigate implementation and sustainability issues for the Talent Development program at Johns Hopkins University, and (5) explore the factors promoting a comprehensive partnership of reform for middle grades education in Michigan as supported by the W. K. Kellogg Foundation. His publications include Effort and Excellence in Urban Classrooms: Expecting--and Getting--Success with All Students, co-authored with H. Dickson Corbett and Belinda Williams (Teachers College Press, 2002); Listening to Urban Kids: School Reform and The Teachers They Want (SUNY Press, 2001), co-authored with H. Dickson Corbett; Mandating Academic Excellence: High School Responses to State Curriculum Reform (Teachers College Press, 1993), co-authored with Gretchen Rossman; Testing, Reform, and Rebellion (Ablex, 1991) co-authored with H. Dickson Corbett; and Successful Secondary Schools: Visions of Excellence in American Public Education (Falmer Press, 1988), co-authored with Thomas B. Corcoran. His academic training was at Stanford University where he earned an undergraduate degree in Sociology and a Ph D in Sociology of Education.

Page One
Mississippi Arts Commission Whole Schools Institute
Retreat Evaluation

Evaluation	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
1. Overall professional development rating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of exercise and/or participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall trainer rating					
Workshop One					
<i>subject</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of exercise/session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop Two					
Demonstrated mastery of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of exercise/session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop Three					
<i>subject</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of exercise/session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshop Four					
<i>subject</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of exercise/session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What specific information was of greatest value to you?

4. What specific instructional strategies do you suggest for improvement?

5. How do you feel about the amount of participation?

Wanted More
 Wanted Less
 Just Right

6. Specifically, how will this training benefit you when you return to the classroom or school?

7. Please use the space below to share any other comments or reactions about the training.

8. What future training or follow-up activities do you need to support the concepts you learned in this retreat?

Thank you for being here and participating in the Whole Schools Retreat!

Whole Schools Initiative 5 Year Evaluation

The Whole Schools Initiative 5 year evaluation was completed June 30, 2004.
An executive summary of the findings may be downloaded from the WSI website.
A full report may be requested by contacting the Whole Schools Initiative Director.

***The Mississippi Arts Commission
Whole Schools Initiative
The Components of WSI***

BECOMING A WHOLE SCHOOL

The decision to become involved in the Whole Schools Initiative is made by local school leaders and staff. Discussions and awareness sessions are held with the school and the school is invited to attend the Summer Institute prior to the initial planning year.

THE GRANT PROCESS

Schools wishing to become a part of WSI must successfully complete the application process that includes a meeting with school and district personnel, a follow-up meeting with the school faculty and a grant application that is reviewed by the MAC board. The first year of the grant is a planning year and the five years that follow are implementation years. Schools must re-apply annually.

DEVELOPMENT OF STUDENTS

The educational experiences of students in WSI schools are enriched by the infusion of the arts in a variety of ways. Artist consultants are brought to the schools. Classroom teachers are supported in the development of thematic units that incorporate the arts. The schools plan special arts-related events both on campus and off. WSI schools are encouraged to employ certified arts teachers to provide sequential, comprehensive arts instruction.

DEVELOPMENT OF TEACHERS

Personal and professional growth opportunities for teachers are provided through two annual retreats and a Summer Institute. WSI schools also utilize consultants for teacher workshops and technical assistance. MAC has also designed exemplary learning experiences that are modeled in the schools by trained presenters. Release time for collaborative planning and training and stipends for after school, summer and weekend training may be funded through the grant.

DEVELOPMENT OF PRINCIPALS AND SUPERINTENDENTS

Principals and superintendents are involved in the retreats and Summer Institute. The assistance with planning also guides principals toward more inclusive leadership. A one-day session for superintendents is also part of the Summer Institute.

PLANNING

The WSI grant application process requires planning and creation of an annual timeline. MAC also provides assistance with strategic planning for all WSI schools.

ADVISORY ASSISTANCE

Each WSI school is assigned a Field Advisor who interacts with the school on an ongoing basis. The Field Advisors are both artists and educators who are trained in the WSI philosophy. They work with the schools to identify needs and resources and to provide general support.

INVOLVING THE COMMUNITY

The arts provide a natural avenue for community involvement. Parents and the community serve as volunteers within the classrooms, serve as members of the advisory teams and are invited to student performances and exhibits. Businesses partner with the schools offering financial and technical support. Community artists serve as consultants and volunteers. Local arts councils support WSI schools in many ways, including technical assistance with grant writing. Local newspapers and television stations report the school activities.

FUNDING

The Mississippi Arts Commission funds that support the Whole Schools Initiative are derived from private, state, and federal sources. WSI schools match their WSI grant with local funds.

EVALUATION

A team of nationally recognized evaluators has been contracted by MAC to produce a five-year study of the Whole Schools Initiative. At the local level the work is evaluated as schools develop and assess their plans and by evaluation of specific consultants and experiences. WSI principals also encourage arts infused instruction through teacher observation.

The Mississippi Arts Commission Whole Schools Initiative – An Overview

The Goal	MAC Strategies	School Strategies
To enrich the lives of students by increasing their skills and knowledge in all arts disciplines	<ul style="list-style-type: none"> Publish Artists Roster Include visiting artists in WSI Offer training for WSI artists Provide scholarships to arts majors to teach in Whole Schools Offer pure arts experiences as professional development Leverage state funding for arts teachers 	<ul style="list-style-type: none"> Provide specialists on staff Utilize art specialists as consultants Involve students in performances and field trips to museums Purchase and utilize art supplies Promote collaboration between classroom and arts teachers Provide facilities for arts instruction
To improve student achievement through the infusion of the arts into the basic curriculum.	<ul style="list-style-type: none"> Include curriculum planning in WSI funding options Provide technical assistance for development of thematic units Share thematic units among WSI schools Partner with IHL for pre-service training of art and classroom teachers Provide models of arts infused instruction (Flood, etc.) 	<ul style="list-style-type: none"> Develop thematic units that reflect state goals and arts infusion strategies Hire consultants to facilitate curriculum alignment Engage consultants to model arts infusion
To assist the professional and personal growth of teachers and administrators through arts experiences.	<ul style="list-style-type: none"> Provide two retreats annually Provide one Summer Institute annually Include professional development funding in WSI options 	<ul style="list-style-type: none"> Provide staff development and technical assistance to staff Fund release time for collaborative planning
To use the arts to increase parental and community involvement in schools.	<ul style="list-style-type: none"> Publicize WSI activities Develop partnerships with state education and arts agencies and organizations Provide forums for parents and community 	<ul style="list-style-type: none"> Involve parents and community in school events Utilize community resources Include the arts in all special activities (drug awareness, etc.) Publicize local arts activities Include reports on arts activities in reports to parents, newsletters and websites. Build partnerships with businesses
To assist schools in building a sustainable system for supporting arts infusion.	<ul style="list-style-type: none"> Establish and sustain a grant review process Seek funding Evaluate and document the work Coordinate activities of Field Advisors for all sites Provide Strategic Planning assistance Involve principals Establish and maintain national and state partnerships Identify and support exemplary sites 	<ul style="list-style-type: none"> Identify a Program Coordinator Identify an Advisory Committee Seek local funding to enhance the work Provide local match for grant Evaluate the work on a local level

Mississippi Arts Commission
Whole Schools Initiative Support Network

ORGANIZATION	PROGRAM DESIGN	PROGRAM MANAGEMENT	PROGRAM EVALUATION	FUNDING	PROFESSIONAL DEVELOPMENT	ADVOCACY
Mississippi Arts Commission	•	•	•	•	•	•
Mississippi Alliance for Arts Education					•	•
Mississippi Department of Education	•		•	•	•	•
United States Department of Education			•	•		•
Local Schools	•	•	•	•	•	•
Mississippi State Government			•	•		•
Universities	•	•	•	•	•	•
Local Government				•		•
Foundations/Private Donors	•		•	•		•
Local & National Arts/Professional Organizations			•	•	•	•
Mississippi Writing/Thinking Institute	•	•	•		•	•

Whole Schools Initiative
Mississippi Arts Commission

Special Services
Interactive-Interdisciplinary Lesson Demonstrations

Through grants from the National Geographic Education Foundation, the Mississippi Arts Commission has developed three interactive-interdisciplinary lesson demonstrations:

- The Great Flood
- Hurricane Camille
- The Tennessee Valley Authority

A cadre of presenters has been trained to provide these demonstrations in WSI schools. Presentations may be focused on student or teacher groups. A minimum of three hours is required. The session includes a de-briefing for the teachers. The purpose of the demonstrations is to increase the capacity of teachers to apply interactive-interdisciplinary strategies in their classrooms.

To schedule a demonstration contact:

Karen Burke
Telephone: 601-636-8980
E-Mail: kburke_vwsd@hotmail.com

Mississippi Arts Commission
Whole Schools Initiative

Special Services
Curriculum Mapping

A cadre of National Board Certified Teachers has been trained to facilitate curriculum mapping/planning in WSI schools. This work is funded through a grant from the USDE. Each school may request a facilitator for a two-day planning session. The principal may select the three-member team. Each team member will receive a daily stipend of \$50. Schools may use their WSI grant or other funds to schedule additional planning days.

To schedule a planning session contact:

Karen Burke
Phone: 601-636-8980
E-Mail: kburke_vwsd@hotmail.com



The Wonder-filled World of Walter Anderson

The Mississippi Arts Commission's newest Whole Schools project is a model video lesson and kit. The lesson uses the rich content found in Walter Anderson's work to provide multiple opportunities for interdisciplinary connections.

The Creators

The Wonder-filled World of Walter Anderson unit, funded by a grant from the U.S. Department of Education, was created by Lee Bryson; Martha Cheney, Ed.D; and Mary Jane Zander, Ed.D for the Mississippi Arts Commission's Whole Schools Initiative.

The Unit

The unit – designed for fourth graders – includes a video for classroom teachers to use with students to introduce basic art content and to prompt art experiences for the class. Teachers will also receive materials and supplies to support the lessons.

The Presentation

Presentations for schools requesting *The Wonder-filled World of Walter Anderson* will include two parts:

- A 1.5 hour demonstration lesson led by a certified art teacher. All fourth grade teachers in the school will observe as 27 students participate in a printmaking lesson.
- A 1.5 hour professional development activity for teachers. The fourth grade teachers will participate in a hands-on learning experience to become familiar with the components of the video lesson and the resource materials / supplies in the kit.

The Kit

Each school will receive a kit with the following components:

- Art supplies for each fourth grade teacher to conduct the lessons with his/her class.
- A video to use with students as an introduction to the work of Walter Anderson and printmaking.
- A resource manual that includes background materials; lesson suggestions; and correlation to the fourth grade Mississippi standards in fine arts, science, math, social studies, and language arts.
- Reproductions of Walter Anderson's work.
- *Walter Anderson for Children* – a book of activities for children.

How to Schedule a Presentation

Contact Karen Burke, Special Projects Coordinator for the Whole Schools Initiative, to schedule a presentation:

Karen Burke
8980

Phone/Fax: 601-636-

105 Ridgelawn Drive / Vicksburg, MS 39183-9570
kburke_vwsd@hotmail.com

Please choose from the following dates when you contact Karen: April 1-3, April 22, May 6-8. Dates are also available for September and October. Schools in close proximity are encouraged to work together to schedule presentations.

For the Demonstration Lesson and Professional Development Session

When you schedule a presentation, you will receive information concerning what your school needs to do to prepare for the presentation.

The Cost

Schools involved in the Whole Schools Initiative will receive training sessions at no cost.

Judi Holifield, Director – Whole Schools Initiative
Mississippi Arts Commission / 239 North Lamar Street, Suite 207 / Jackson, MS 39201 601-359-6040



Mississippi Arts Commission
Whole Schools Initiative

Change Journey Process

The Change Journey Process is one component of a continual planning/evaluation process. WSI schools are asked to commit to an organized session of reflection and discussion led by the Field Advisor or his/her designee. The session results in a visual representation of the school's involvement in WSI that is shared at the Whole Schools Institute.

The process usually begins as the school prepares to submit a grant application for future funding and continues through the preparation of the final report. The school leadership and the Field Advisor determine when the initial planning session is held and how it is organized.

The guiding questions for the process are on the following page.

*MISSISSIPPI ARTS COMMISSION
WHOLE SCHOOLS INITIATIVE*

CHANGE JOURNEY QUESTIONS

OPENING

- Where did it begin?
- Events – milestones – good and bad
- Obstacles
- Support
- Influences – positive and negative
- Accomplishments and setbacks

CONCLUDING

- What have we learned?
- What does that mean for the future?
- What is different for students?
- What is different for staff?
- What is different in the structure of the organization?
- What connections have we made with community and other organizations?
- What questions are we asking now?
- Where are we going in the future?
- How can we present our work to the entire staff, parents, and community?

Mississippi Arts Commission
Whole Schools Initiative

Defining the Dream Introduction

In order to establish a vision for what they want their school to be, WSI schools are encouraged to continually define and re-define their dream. Field Advisors and other WSI staff are available to facilitate this process

Two

Mississippi Arts Commission
Planning Guide
Defining the Dream

Dream List:

What if there were no limitations?

What would you like for your school?

Describe your ideal picture in words, images, or a combination of both.

[FACILITATOR: Remind group members that this is dreaming, creating a vision, thinking outside the box. Avoid letting them get bogged down in possible barriers.]

What's Possible?:

Starting with the dream list, what is possible in your situation?

What's possible in five years?

[FACILITATOR: Create a five-year timeline on flip chart. Start with 5th year, then do 1st. Assign or have a volunteer scribe – You remain the facilitator. Keep moving along – don't get bogged down. Use the "Make it Real" questions to help focus the details on the 5 year charts.]

Figure it out!:

What will need to happen in year one?

Year two?

Year three?

Year four?

Making it Real:

To move from "what's possible" to reality, how will you make it real?

What steps will need to happen along the way?

What techniques will you use to move things along?

What resources and support will you need?

What sequence will you follow?

Team Building:

Based on your "Zoom" experience, what characteristics and skills will your team need to move forward together?

[Do "Zoom," then process. Discuss and outline the process. Apply to the school situation – Explicitly draw out the lessons to be learned. Note: "Zoom" is not only team building. Critical pieces of the process include: *lack of talking, *reflection, *application of what they learned from the process to working as a team. Peaks, valleys, and changes – middle of the week is when you see people on overwhelm, so draw on different strengths and weaknesses. There is a parallel to the process of change.]

PLANNING GUIDE – DEFINING THE DREAM**Building the Plan, Phase One, Fleshing out the Steps:**

Our school will be successful if the following things happen....

What is your timeline? Set dates for each step.

What support and in-service will you need?

Who will do what?

What other resources will it take?

[FACILITATOR: As you get to days 4 and 5, teams will be building a plan for sharing with their own schools. Use the questions to help focus the discussions. Develop a presentation to take back to the school for taking the school through the same process you have been guiding. What will their goal be? How will they communicate it? Come up with a plan and a way to share it. Keep revising your image as you have new discoveries or visions. Use the visual to help explain your focus. Major need for leadership – keep groups focused and moving along. Key questions: What is going to happen? What do you need? Why are you stuck? How do we get unstuck?]

Building the Plan, Phase Two: Site Planning for Year One:

What will you plan for the beginning of the year?

[FACILITATOR: Use strategies from the Change Game and Team Building as you plan.]

Finalize an Action Plan:

Provide a sequential action plan for year one.

Closure:

[Reminder: Closure is important at the end of each session. Closure should include individual and group reflection on the process, as well as summary and review of accomplishments.]

***Mississippi Arts Commission
Whole Schools Initiative***

Technical Assistance with Grants

The majority of the funding that supports the Whole Schools Initiative is provided by Mississippi Arts Commission Whole Schools Initiative grants; however, Whole Schools are encouraged to seek additional funding to support the work. The WSI staff provides technical support for grant writing either at the school site, or through e-mail and telephone conversations. The structure of WSI provides an umbrella for a variety of projects that would be of interest to local, state, and national organizations.

In addition to WSI grants, the Mississippi Arts Commission funds mini-grants and artist residencies. Both of these grant programs are available to WSI schools.

Mississippi Arts Commission
Whole Schools Initiative

Artist as Teacher Training

The Mississippi Arts Commission offers training for artists who work in Mississippi schools. The training was designed and piloted through a partnership with the Mississippi Writing/Thinking Institute. Funding for the development of the training design and manual was provided through a grant from the United States Department of Education.

Mississippi Arts Commission
Whole Schools Initiative

Field Advisor Training

The work of the Whole Schools Initiative depends heavily on the through-line provided by the Field Advisors. Recruitment and training of this cadre is an on-going process. Training procedures were piloted during the 2001-2002 school year and the general plan for training is a part of the Field Advisors manual.

Website Information

www.arts.state.ms.us

The official website for the Mississippi Arts Commission.

Many links to information pertaining to the arts as well as e-mail updates from the state arts commission may be found on this site.

All grant applications, guidelines and report forms may be found on this website.

Mississippi Arts Commission
Whole Schools Initiative

Federal Resources

**Arts Education and School Improvement Resources
for Local and State Leaders**

U.S. Department of Education
April 1997
(Updated March 1999)
<http://www.ed.gov/pubs/ArtsEd/>

This publication includes the following program profiles:

- Goals 2000 -- Increasing Education Standards
- Title VI -- Innovative Education Program Strategies
- Title I -- School Improvement Grants in Low Income Areas
- Title II -- Eisenhower Professional Development Grants
- Technology Innovation Challenge Grants for Local Consortia
- Technology Literacy Challenge Fund -- State Grants
- School-To-Work Opportunities: State Implementation
- School-To-Work Urban and Rural Opportunities Grants
- Star Schools Program
- Public Charter Schools Program
- Magnet Schools Assistance in Desegregating Districts
- Title IV -- Safe and Drug-Free School and Communities: State Grants
- Educational Research and Improvement: Field-Initiated Studies
- Special Education: State Grants
- Special Education: Field-Initiated Research
- Bilingual Education and Minority Language Affairs: Comprehensive School Grants
- Bilingual Education and Minority Language Affairs: System Wide Improvement Grants
- Bilingual Education and Minority Language Affairs: Program Enhancement Projects
- Freely-Associated States Education Grant Program

**Mississippi Arts Commission
Whole Schools Initiative**

Grant Resources

Following is a list of grant sources:

SOS -- Support Our Schools
National PTA
Class Size Reduction Grant -- 15% for professional development for new teachers
Walt Disney
Learn and Serve America
Homeless Grant (definition of homeless is broad & encompasses many MS children)
MS Hwy Dept Grant (focusing on safe and drug-free activities)
MS Power
BellSouth
Wal-Mart
Target
Kinko's
Teacher Talk (MDE)
MAC minigrants
National Geographic (Wendy Tucker, MDE)
CSRD -- Comprehensive School Reform Demonstration Program
The Phil Hardin Foundation
The Walker Foundation
Entergy Community Partnership Grants -- up to \$1000 for projects that effectively impact education & literacy...arts & culture; January-April 2002; 800-856-5110.
International Paper Company

Mississippi Arts Commission
Whole Schools Initiative

Mississippi Arts Commission Resources

The Mississippi Arts Commission offers other grant opportunities in addition to Whole Schools grants. Commission programs are grouped into four categories: Arts-Based Community Development, Arts Industry, Arts in Education and Mississippi Heritage. Grant Guidelines are published annually.

The Mississippi Arts Commission also publishes an annual Artist Roster. The roster lists artists who have been identified as valuable resources for schools and communities.

More state and national resources and advocacy opportunities can be found on the Mississippi Arts Commission website.

