

Whole Schools Initiative Progress Tracking Tool

GOAL 1: Provide learning opportunities to improve student academic achievement through the integration of the arts into the core curriculum.

Objectives/Expectations of Model Schools.	Not implementing	Planning or beginning to implement	Implementing	Implementing as an ongoing part of the school culture
A. Host <i>at least</i> one school-wide professional learning workshop focused on arts integration (not arts enhancement) each school year. (It is recommended that there is also demonstration teaching and follow-up support for implementation.)				
B. Host <i>at least</i> one school-wide professional learning opportunity that focuses on best teaching practices that allow teachers to create social, collaborative learning environments in which students are engaged in creative processes to problem solve and actively build their own understandings.				
C. Ongoing attendance of a variety of staff members and administrators at WSI summer institutes and retreats.				
D. Provide common planning time for classroom teachers at least once a week to collaborate and reflect upon how the arts are being integrated into the curriculum to teach and assess.				
E. Allocate time <i>at least</i> once a month during staff meetings to include ongoing discussions or sharing about arts integrated teaching and learning and the connections to other educational topics (21 st Century Skills, differentiation, UDL, multiple intelligences, educating the whole child, etc.)				
F. Implement an orientation to inform new staff members of <i>what</i> arts integration is and <i>why</i> it is important and assign a mentor/veteran teacher.				
G. Arrange a time for peer classroom observations so teachers can see and reflect on arts integration strategies being implemented within the school.				
H. Annually (or biannually) visit other model schools in the state and/or nation to gain ideas on how to improve.				

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GOAL 2: Increase students' and teachers' skills, knowledge, awareness, and experiences in all arts disciplines.

Objectives/Expectations of Model Schools.	Not implementing	Planning	Implementing	Mastered: Ongoing Part of the Culture
A. Hire certified arts specialists to not only teach the literacy of their art form to students, but also to collaborate with classroom teachers to plan arts-integrated lessons/units and serve as a resource/leader of their art form.				
B. Hire an Arts Integration Resource Teacher/Instructional Coach to assist in teacher professional learning, classroom implementation, and program planning.				
C. Participate in arts experiences provided by outside sources: field trips, assemblies, residencies, etc.				
D. Display the Kennedy Center's definition of arts integration and the elements of theatre/drama, art, dance/movement, media arts, and music in every classroom.				
E. Build and use arts vocabulary, skills, and knowledge during lessons in an authentic and accurate ways.				
F. Create permanent art displays/exhibits on the school grounds (indoors and outdoors) so it is visible and evident that the arts are valued and celebrated.				
G. Each teacher is familiar with the district, state and/or core arts standards.				

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GOAL 3: Build a school culture with sustainable systems that support arts integration as an approach to teaching.

Objectives/Expectations of Model Schools.	Not implementing	Planning	Implementing	Mastered: Ongoing Part of the Culture
A. Collect data that shows student academic needs and how the arts were integrated to address those needs.				
B. Include arts/arts integration in the school's vision and mission statements and be a part of the school's annual improvement/academic plan and professional development plan.				
C. Form a school arts advisory committee (ideally with a teacher from each grade level along with specialists and administration) that meets at least monthly to discuss progress, identify needs, plan professional learning and parent/community events and plan for ways to expand the program.				
D. Administration expects teachers to integrate the arts daily as an approach to teaching, not an isolated activity.				
E. Teachers consistently integrate the arts as an approach to teaching on a daily basis.				
F. Every teacher can clearly articulate what arts integration is and why it is important for students.				
G. Classroom learning environments consistently involve social, collaborative experiences in which students are engaging in creative processes to problem solve and actively build their own understandings through an art form. (as opposed to just memorizing, reciting, copying or parroting)				
H. Stay abreast of current research and readings about the impact of an arts education and arts integrated classrooms.				
I. Ongoing communication with the school district is occurring to establish district support and involvement.				
J. Ongoing reflective practices for the staff as well as students.				

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GOAL 4: Increase family and community engagement and understanding of the arts.

Objectives/Expectations of Model Schools.	Not implementing	Planning	Implementing	Mastered: Ongoing Part of the Culture
A. Host at least three events a year for parents/families/community members to learn the process of HOW the arts are being integrated throughout the curriculum and WHY the arts are important. (“Informances” that explain the how and why, not just sharing a product.)				
B. The school Website reflects the school’s commitment to arts integration and participation in the WSI program.				
C. Include specific information about arts integration within the school’s printed informational materials (newsletters, brochures, etc.)				
D. Create hallway displays throughout the school as clear evidence of student learning through arts integration. (The documentation shows student products’, how students engaged in a creative process and an explanation/rationale—why.)				

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Additional Objectives:	Not implementing	Planning	Implementing	Mastered: Ongoing Part of the Culture

GOAL 2: Increase students’ and teachers’ skills, knowledge, awareness, and experiences in all arts disciplines.

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