

**2020-2021**

**Creative School**

**Arts Integration School of Excellence Award**

Deadline for Receipt of Applications: **5:00 p.m., April 15, 2020**



For Creative School Arts Integration School of Excellence Award RFA questions, contact:

Jbooth@doe.k12.ga.us

Issued by:

Georgia Department of Education

1754 Twin Towers East

205 Jesse Hill Jr. Drive SE

Atlanta, GA 30334

Thank you to the following district Fine Arts Coordinators and Directors for their work on making this award possible.

**Committee Leads**

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# **Part I: GENERAL INFORMATION**

## Introduction and Purpose

Arts integration is an approach to teaching in which learning targets, instruction, and assessment are taught with fidelity in the arts and another subject while meeting the standards and objectives in both through project-based learning. Arts integration allows students to synthesize content and create new meanings, ideas, and solutions.

The purpose of the ***Creative Schools Arts Integration School of Excellence Award*** is to promote arts integration as a way to increase engagement and learning in and outside of the arts classroom.

In awarded schools, all students have access to arts integration in every subject, and there are both rigor and relevance in the arts integration programming. Arts integration professional development is ongoing, the program is well organized, and the school involves the community in the arts.

***\*\*This award is not associated with the GA STEAM certification process for schools. To get information on the STEAM certification, please visit:*** [***https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/STEM.aspx***](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/STEM.aspx)

##

## Eligible Applicants

K12 Public Schools in Georgia that utilize Arts Integration as a whole school model, through all content areas to increase engagement and learning in all subjects through the arts.

## Application Formatting and Submission

This application information package contains all the forms and instructions necessary to apply for the Creative School Arts Integration School of Excellence Award. Please review the enclosed materials and carefully follow the instructions for completing the application. Before submitting, review the application to ensure that all sections and documents are complete.

The deadline for submission is Wednesday, April 15, 2020, at 5:00 PM. The application must be submitted on or before the deadline to jbooth@doe.k12.ga.us. Schools will receive a confirmation email once their application has been received. No applications will be considered after the deadline. The Georgia Department of Education is required to enforce the established submission deadline to ensure fairness to all applicants.

An application package must contain every element intended to be submitted. Applicants are encouraged to review the procedures for submitting their materials carefully. No changes or additions to an application will be accepted once the application is submitted.

Applicants are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate applications. For that reason, their consideration of the application against the selection criteria will focus solely on the required sections of the application and the appendices.

## Timeline of Activities

|  |  |
| --- | --- |
| **Date** | **Activity/Action** |
| March 1, 2020 | RFA released |
| April 15, 2020 | Application Submission Deadline |
| May 15, 2020 | Notification of awards |

\*Dates may be subject to change

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## Review and Selection Process

A selected team from the Georgia Department of Education’s Curriculum and Instruction Department will conduct an initial review of all grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for review. Only those applications that are received by the deadline and deemed complete by the program office will be forwarded for review and consideration.

Reviewers will use the scoring rubric included in this package to read and rate each application independently. After the reviewers have individually scored an application, the scores will be averaged. A Creative School Arts Integration School of Excellence Award application can earn up to 100 points for an average score.

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# **PART II: APPLICATION COMPONENTS**

## Application Guidelines

**Purpose:** The purpose of this notification is to solicit applications from LEA’s statewide who are using an arts integrated approach to learning in all subject areas who would like to apply for the award.

**Eligibility:** K12 Public Schools in Georgia that are utilizing Arts Integration as a whole school model through all content areas to increase engagement and learning through the arts.

**Scoring:** The standard scoring criteria are based on a 100-point scale.

**Proposal/Format:** Applications must be submitted by April 15, 2020. Images that illustrate application text may be submitted in jpeg format with the application.

## Creative School Arts Integration Award Goals and Objectives

The applicant must describe in detail the goals and objectives including, the access to arts integration, rigor and relevance of arts integration programming, arts professional development and certification, program organization and administration, and the involvement of the arts in the community. Images that illustrate application text may be submitted in jpeg format with the application.

**Access to Arts Integration (20 points)**

Fully explain Arts Integration at your school.

* + - How is arts integration occurring schoolwide through all content areas?
		- How does student participation in the arts integration model reflect the populations served within the school?
		- Do all students participate in fine arts clubs, competitions, art exhibits, and performances?
		- How does the school offer opportunities for students to attend professional art events such as field trips to museums, theaters, and concerts?

#### Rigor and Relevance of Arts Integration Programming (20 points)

Explain the rigor and relevance of arts integration programming at your school.

* + How is arts integration a part of the culture of the school?
	+ What is the nature of the arts integration plan?
	+ How student-centered is classroom instruction?
	+ What percent of students participate in fine arts learning strategies in all classrooms?
	+ How often do students receive arts - integrated learning in all subject areas?
	+ Do students participate in fine arts instruction separate from the arts integration programming?

#### Arts Professional Development and Certification (20 points)

Describe the Arts professional development plan for teachers.

* + What percentage of Arts teachers are certified or meet a highly qualified status in their arts content area?
	+ What percentage of teachers have on-going arts integration specific professional learning?
	+ What is the nature of the plan for arts teachers to receive additional training in their subject area?

#### Program Organization and Administration (20 points)

Describe the program organization and administration for the arts integration at your school.

* + What are the specifications of the spaces designed for performance and exhibitions at your school?
	+ How are the classrooms organized to support the routine use of arts-integrated strategies?
	+ How does the budget include funds for arts integration training, arts subject-specific training, equipment, art supplies, artists in residence, or arts-related field trips?

**Arts in the Community (20 points)**

Describe how the arts interact with the community.

* How are business, community, arts, and post-secondary partnerships involved in the arts-integrated instructional program quarterly?
* How many exhibits, performances, or volunteer opportunities for students, parents, and the community to become involved in are taking place each school year?

Creative School Arts Integration School of Excellence Award Application

|  |
| --- |
| ***Instructions****: Submit an electronic copy (PDF) April 15. Districts will be notified of application status by May 15th. Submit documentation to Jessica Booth, Program Manager for Fine Arts* *jbooth@doe.k12.ga.us* |
| General Information |
| School Name:  |
| Principal Name: |
| Mailing Address: |
| City: | State: | ZIP Code: |
| Arts Integration Coordinator: | Email: | Phone: |
| Certification Signatures |
| *We, the undersigned, certify that the information contained in this application is accurate and complete to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated school is providing the necessary courses as part of the curriculum; that a local coordinator at the district level has been appointed.* |
| Signature of Principal | Date: |
|  |  |
| Signature of System Superintendent | Date: |
|  |  |
| Access to Arts Integration (20pts)  |
| *Please fully explain arts integration at your school. Refer to Award Goals and Objectives**(maximum 750 words)* |
|  |
| Rigor and Relevance of Arts Integration Programming (20pts) |
| *Explain the rigor and relevance of arts integration programming at your school. Refer to Award Goals and Objectives (Maximum 750 words)* |
|  |
| Arts Professional Development and Teacher Certification (20pts) |
| *Describe the Arts professional development plan for teachers.**Refer to Award Goals and Objectives (Maximum 750 words)* |
|  |
| Program Organization and Administration (20pts) |
| *Describe the Arts professional development plan for teachers.**Refer to Award Goals and Objectives (Maximum 750 words)* |
|  |
| Arts in the Community (20pts) |
| *Describe how the school’s arts programs interact with the community?**Refer to Award Goals and Objectives (Maximum 750 words)* |
|  |
| **Signature of Arts Integration Coordinator:** | **Date Signed:** |
|  |  |

# **PART III: APPENDICES**

## Appendix A - Definitions of Terms Used

Georgia Standards of Excellence for the Fine Arts - State standards, adopted by the Georgia Department of Education, are available for all Fine Arts subject areas, including dance, media arts, music, theatre, and visual art.

Arts Education - The arts taught as an academic subject, by a certified arts teacher in a graded course that uses a state-approved course number within the school day.

Arts Classes- Courses offered in various arts disciplines, including visual art, dance, music, theatre, and media arts.

Arts Integration - Instruction that connects an art form with another subject in a way that meets and assesses the standards and objectives for both the arts subject area and the non-arts subject.

Arts Educators/Specialists - Arts specialists are trained and certified to teach in an arts subject in a K-12 setting. Their training includes child development, pedagogy, and classroom management, in addition to advanced training in their art form.

Comprehensive Arts Program - A comprehensive, sequential arts program includes dance, media arts, music, theatre, and visual arts based on the GSE for Fine Arts. The arts program articulates from kindergarten through twelfth grade and grows in the depth and scope of the arts form that is taught. Arts specialists deliver instruction in the arts. Arts specialists are teachers appropriately trained and licensed and certified by the state of Georgia to teach dance, music, theatre, or visual arts.

## Appendix B – Scoring Rubric

**Georgia Creative School Arts Integration Rubric**

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| --- |
| **ACCESS TO ARTS INTEGRATION** |
| **Criteria** | Level 0 **No Arts Integration****Program in Place** | Level 1 **Developing Program** | Level 2 **Developing Program** | Level 3 **Creative School****Arts Integration Award** |
| **Arts Integration****Access** | Less than 50 % of subjects and or grade levels are participating in arts integration and arts courses during the educational day. | Two subjects or grade levels are arts-integrated during the academic day. | Arts integration is occurring in all subjects but not in all grade levels or all grade levels but not in all subject areas during the academic day. | Arts integration is occurring schoolwide, in all subjects, and grade levels daily. (Minimum one subject per day) |
| **Underserved Student****Participation in Arts Integration****Program** | The underserved student participation does not reflect the diversity of the school. | A plan is being developed for support and focuses on underserved student populations.  | A plan is in place for support and focus on underserved student populations. | The arts integration model has student participation that reflects the populations served within the school by meeting their individual needs. |
| **Student Access to****Extra -Curricular****Arts Clubs, Field Trips,****Competitions, Exhibitions,****and****Performances** | No students are involved in arts clubs, competitions, onsite/online arts exhibits, performances, and/or in state and national arts forums.The school offers no opportunities for students to attend professional art events such as field trips to museums, theaters, and concerts. | Some of the arts students participate in arts clubs, competitions,onsite/online and/or arts exhibits, and performances, and/or in state and national arts forums.The school offers no opportunity for students to attend professional art events such as field trips to museums, theaters, and concerts. | A majority of the arts students participate in arts clubs, competitions,onsite/online arts exhibits, and performances, and/or in state and national arts forums.The school offers one opportunity for students to attend professional art events such as field trips to museums, theaters, and concerts. | All students participate in fine arts clubs, competitions, art exhibits, and performances at the school, district, state, and/or national level.The school offers opportunities for all students to attend professional art events such as field trips to museums, theaters, and concerts. |
| Examples:* Fine Arts are defined as Dance, Media Arts, Music, Theatre & Film, and Visual Art
* Students are not selected but are included as a whole school model through all content areas
* There is documentation that all grades and subjects are arts-integrated weekly
* All students are included in the model (no pull outs or targeted groups)
 |
| **RIGOR AND RELEVANCE OF ARTS INTEGRATION PROGRAMMING** |
| **Criteria** | **Level 0****No Arts Integration****Program in****Place**  | **Level 1****Developing Program** | **Level 2****Developing Program** | **Level 3****CREATIVE SCHOOL****ARTS INTEGRATION AWARD** |
| **Characteristic****of an Arts Integrated****Curriculum** | A plan is in development for an explicit and unique curriculumfor Arts Integration. The plan is being piloted at some of the school’s grade levels or subject areas. | A plan is developed for an explicit and unique curriculum for Arts Integration but is currently implemented only at some of the school’s grade levels or subject areas. | There is a plan in place to expand the explicit and unique curriculum from current grade levels to multiple grade levels and to maintain sustainability. | Arts integration is part of the culture of the school, and a plan has been developed and is in place. The plan is continually refined, and input is taken from the community, business, teachers, students, and parents. |
| **Student Rigor & Relevance and Instructional Quality** | Most of the learning occurs at the acquisition level. Content knowledge is taught in a silo by discipline, and instruction focuses on knowledge awareness and comprehension of information. Classroom instruction is predominantly teacher centered. | Most of the learning occurs at the acquisition and application levels.  Classroom instruction is predominantly teacher centered. Student work shows them working on designing solutions to problems centered on a discipline at a time by applying knowledge to new situations. | Most of the learning occurs at the assimilation levels. Classroom instruction is predominantly student-centered, and students extend and refine their acquired knowledge to routinely analyze & solve problems, as well as create unique solutions. | Classroom instruction is predominantly student-centered. Students have the competence to think in complex ways and also apply the knowledge and skills they have acquired.  |
| **Arts Integrated****Instruction****and Fine Arts****Instruction** | Arts integrated teaching has replaced fine arts specific courses. | Arts integrated instruction occurs in some general education courses, and fine arts instruction occurs 1-2 times per week. | Students participate in fine arts enrichment opportunities. Students receive arts-integrated instruction in most subjects and fine arts instruction 2 to 4times per week. | Students participate in fine arts learning strategies in all classrooms. Students receive daily arts-integrated learning and separate fine arts instruction. |
| Examples: * The curriculum offers opportunities for students to learn through one or several of the fine arts subject areas
* There are opportunities for students to interact with fine arts professionals to support curriculum
* A specialized arts program is used in conjunction with fine arts integration
* There are opportunities for students to interact with museum/university/arts partners to support curriculum
* A school arts integration team composed of parents, community, arts, and business partners has been established to maintain sustainability
 |
| **ARTS PROFESSIONAL DEVELOPMENT AND CERTIFICATION** |
| **Criteria** | **Level 0****No Arts Integration****Program in****Place**  | **Level 1****Developing Program** | **Level 2****Developing Program** | **Level 3****CREATIVE SCHOOL****ARTS INTEGRATION AWARD** |
| **Arts Teacher****Certification** | None of the arts teachers are certified in the arts content area. | Some of the arts teachers are certified or meet highly qualified status in their arts content area. | Most of the arts teachers are certified or meet highly qualified status in their arts content area. | All of the arts teachers are certified or meet highly qualified status in their arts content area. |
| **Professional****Development** | Arts integration training has not been provided for general education classroom teachers. Arts teachers have not received subject-specific training. | 25-74% of teachers have ongoing arts integration in specific professional learning annually. Arts teachers have received one subject specific training. | 75% of teachers have ongoing arts integration in specific professional learning. Arts teachers have participated in two subject-specific trainings. | 100% of teachers have ongoing arts integration specific  professional learning.   A plan is in place for arts teachers to receive additional training in their subject area (Separate from arts integration training). |
| Examples: * Arts integration teachers have tailored professional learning for their specific needs
* Arts Integration teachers participate in a job-embedded or practice-based approach to professional learning
* Arts teachers attend content area state conference
* Arts teachers participate in professional learning to strengthen arts content knowledge and skills
* All teachers participate in arts integration courses
 |
| **PROGRAM ORGANIZATION AND ADMINISTRATION** |
| **Criteria** | **Level 0****No ARTS INTEGRATION****Program in Place**  | **Level 1****Developing Program** | **Level 2****Developing Program** | **Level 3****CREATIVE SCHOOL****ARTS INTEGRATION AWARD** |
| **Fine Arts Classrooms****Performance and Exhibition Spaces** | School does not have a place or plan for performances, exhibits, or arts activities.   Classroom space is not arranged in a way to facilitate arts-integrated learning or meeting of arts standards.  | The school does not have a place or plan for performances, exhibits, or arts activities.   Classroom space is not arranged in a way to facilitate arts -integrated learning or meeting of arts standards.  | The school does not have a place or plan for performances, exhibits, or arts activities.   Classroom space is not arranged in a way to facilitate arts-integrated learning or meeting of arts standards.  | The school has dedicated spaces that can be used for students to perform for one another and exhibit visual art.  Classroom spaces are arranged and organized in a manner that is conducive to the outline use of arts-integrated strategies in the classroom.  |
| **Budget** | The budget does not include funds for arts integration training, arts equipment, art supplies, artists in residence, and/or arts-related field trips. | The budget consists of limited funds for arts integration training, arts subject-specific training, arts equipment, art supplies, artists in residence, and/or arts-related field trips. | The budget includes limited funds for arts integration training, arts subject-specific training, arts equipment, art supplies, artists in residence, and/or arts-related field trips. | The budget includes significant funds for arts integration training, arts subject-specific training, equipment, art supplies, artists in residence, and/or arts-related field trips. |
| Examples: * Arts integration supplies and equipment are purchased for the classroom and performance/exhibition spaces
* Room specifications and equipment are conducive to routine arts integration strategies
* Inventory reflects the needs of the fine arts classes and arts integration into other subject areas
* A separate budget for fine arts courses versus arts integration supplies is included
 |
| **ARTS IN THE COMMUNITY** |  |  |  |  |
| **Partnerships** | There are no business, community, arts, or post- secondary partnerships. | Business, community, arts, and post- secondary partnerships are included in the arts- integrated school plan but are not involved in any in school activities. | Business, community, arts, and post- secondary partnerships are involved in the arts-integrated instructional program two to three times per school year. | Business, community, arts, and post- secondary partnerships are Included in the arts-integrated instructional program quarterly. |
| **Parent and Community Engagement** | There are no art exhibits, performances, or volunteer opportunities for students, parents, and the community to become involved in the school.  | There are 1 to 2 art exhibits, performances, or volunteer opportunities for students, parents, and the community to become involved in the school each school year.  | There are 3 to 5 art exhibits, performances, or volunteer opportunities for students, parents, and the community to become involved in the school each school year.  | There are 6+ art exhibits, performances, or volunteer opportunities for students, parents, and the community to become involved in the school each school year.   |
| Examples: * There is written evidence that the community, business, arts partners, and parents are involved in the program
* School-wide or district-wide art exhibits and performances
* Local arts-related businesses do a career day with students
* Parents help plan the exhibitions and performances
 |