



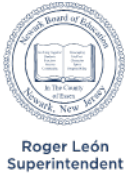
Newark Public Schools

Arts Education Landscape

Baseline Report 2019-2020

TABLE OF CONTENTS

Message from the Superintendent	4
Message from the Newark Board of Education	5
Executive Summary	6
Office of Visual and Performing Arts	9
Key Findings from 2019-2020 Data	10
Section 1: Student Access and Participation	15
Section 2: Capacity Building	31
Section 3: Curriculum, Instruction and Assessment	44
Section 4: Partnership and Collaboration	63
Section 5: Infrastructure and Sustaining the Arts	78
References	94



Newark Board of Education

Where Passion Meets Progress

Dear Newark School Community,

The arts stimulate innovation, creativity, and critical thinking, which are vital elements of a 21st century education. In addition to being an essential part of a well-rounded education, research shows that exposure to education in the arts significantly decreases dropout rates, increases civic engagement, and improves the likelihood of students entering college. As Superintendent of Newark Public Schools, I am committed to high quality, sequential arts education for every student, in every school, in every neighborhood.

While we have demonstrated excellence in arts education, we also recognize that we have room to grow to achieve sustainable impact across all sectors of our system. In recognizing this, NPS Clarity 2020 particularly named the arts as a priority in the context of a rigorous and relevant framework for curriculum and instruction. It intentionally included strategy 2.8, to produce a baseline arts landscape report to identify resources, trends, gaps, and opportunities in arts education to use in cultivating a district-wide arts plan and establish a baseline for tracking progress and outcomes.

As a result, the arts office undertook a major task of evaluating all aspects of arts programming in the district over the course of the 2019-2020 academic year. The results are indicated in the district's first-ever *Arts Education Landscape Baseline Report*.

This report presents data collected during the 2019-2020 school year and gives us an unparalleled look at the challenges and opportunities for arts education in our schools. As we have embarked on *The Next Decade: 2020-30*, *The Arts Education Landscape Baseline Report* is aligned and consistent with the mission, vision, and core values articulated in the strategic plan. The report provides a path to expand arts education in our schools through equitable practices around access and participation, staff capacity, developing culturally responsive and sustaining curriculum, instruction, and assessment, and strategically working with arts partners. These steps will establish an infrastructure that will support a thriving world-class arts education program that embodies equity, innovation, and community.

The arts are an integral part of the fabric in the City of Newark. Newark Arts High School opened its doors to students in September 1931 as the first ever high school of the arts in the United States, becoming a model for subsequent schools in other cities. Over the years the district has produced many notables in the arts world including Sarah Vaughn, Savion Glover, and Michael B. Jordan amongst others. Our city boasts both large and small arts institutions, and a vast plethora of artistic creatives influencing local culture and helping to build a stronger community. Our city has been recognized as one of the top ten most vibrant arts communities in America in 2017, and more recently named as one of the top 20 arts-vibrant large communities by the Arts Vibrancy Index Report VI in 2020.

With over 200 arts educators already in our schools, motivated and determined leadership, and dedicated arts partners already providing programs and support, we are firmly positioned to become a national leader in arts education.

Sincerely,

Roger León
Superintendent



Roger León
Superintendent

Newark Board of Education

Where Passion Meets Progress

Message from the Newark Board of Education

On behalf of the Newark Board of Education, I am proud to support *Newark Public Schools Arts Education Landscape Baseline Report 2019-2020*. This report represents the district's first-ever landscape review of the arts, and provides a clear path forward to ensure equitable access to the arts for all Newark Public School students, regardless of the school they attend or neighborhood they live in.

The report fully embraces Newark Public Schools equity goal to disrupt and rebuild every practice, policy, resource distribution, and a system that may act as a barrier to opportunities for all, and supports *The Next Decade, 2020-2030*. We appreciate the equity lens through which the report was written and applaud the tremendous amount of work and data collection that went into producing this report—from arts educators, arts administrators, and principals at the school level, to the Office of Visual and Performing Arts, the Office of Teaching & Learning, and the Office of Planning, Evaluation and Testing at the district level.

The NPS Arts Landscape Baseline Report is thorough in its examination of where the district is at in delivering high-quality arts education for all and shines a light on the vast resources and support still needed. I appreciate the acknowledgement of the critical role community, stakeholder engagement, partnership, and collaboration play in implementing this plan and making the vision a reality. We are so fortunate to live in one of the most vibrant and historically significant arts communities in the country.

On behalf of the Board, I encourage our community stakeholders to embrace the arts and support the implementation of this plan, so all students can enjoy the benefits of a high-quality arts education.

Sincerely,

A handwritten signature in cursive script that reads "Dawn Haynes" with a circled "RH" monogram to the right.

Dawn Haynes
President

EXECUTIVE SUMMARY

Introduction

A well-rounded and rigorous education includes the arts as an essential core academic subject. The arts uniquely engage students' imagination to investigate, construct, and reflect throughout artistic processes. Student experiences through the artistic processes nurture the effective habits of curiosity, creativity and innovation, critical thinking and problem solving, communication, and collaboration, which are the most sought after 21st century skills. [1] Research shows that students who take four years of arts and music classes score an average of over 150 points higher on the SAT than students who take only one-half year or less.[2] Additionally, the arts expose students to global and cultural perspectives that are fundamental to a more equitable and civilized society. Finally, the arts give students voice and deepen their sense of self and connections to their community.

The City of Newark has a rich cultural history steeped in the arts and is recognized as one of the most arts-vibrant communities in America. Newark schools are uniquely situated within this rich cultural environment with vast opportunities for high-quality curricula-aligned experiences for all students to engage authentically, discover, and achieve their highest creative potential.

The Arts Landscape Baseline Report 2019-2020 is Newark Public School's first-ever district-wide arts education landscape review. To produce this report, a comprehensive data collection process was undertaken during the 2019-2020 academic year to gather school-based data on: arts instruction-number of disciplines, frequency, art spaces; arts partnership practice, residencies, workshops, performances; teacher practice-standards-based teaching and learning (dance, music, theatre, visual arts) and professional development.

The report provides essential information on the state of PreK-12 arts education across the district during the 2019-2020 school year. Findings from the report—including strengths, weaknesses, challenges, opportunities, and trends—were used to develop district-wide arts goals for the next decade consistent with the districts ten-year strategic plan and to establish a baseline for measuring progress and tracking outcomes. Following this baseline arts report, an NPS Arts Landscape Progress Report will be produced annually to gauge progress in providing quality arts education for all.

Our vision is that through this process, we will chart a clear and equitable path to ensure all Newark students are engaged in quality, sequential arts education in multiple arts disciplines; our teachers are fully supported in their professional practice; and the arts' community's vast resources, relationships and partnerships are leveraged for the benefit of our young people.

About the NPS Arts Landscape Baseline Report 2019-2020

The NPS Arts Landscape Baseline Report 2019-2020 developed from *NPS Clarity 2020*, a one-year strategic plan that set the trajectory for *The Next Decade: 2020-30*, a ten-year strategic plan released Fall 2020 by Newark Public Schools to chart the future for student achievement. The following goals were established under Priority 2: A Rigorous and Relevant Framework for Curriculum & Instruction, Strategy 2.8 from *NPS Clarity 2020*.

- Produce a baseline arts landscape report to identify resources, trends, gaps, and opportunities in arts education to use in cultivating a district-wide arts plan and establish a baseline
- Inventory the current state of arts education by school
- Chart current resources and practices for standards-based arts teaching, learning, and assessment
- Document current partnership practice

The work of the Office of Visual and Performing Arts, specifically the 10-year goals following in this report, is aligned with and explicitly supports *The Next Decade: 2020-2030* Strategic Plan.

Data Collection

This report presents data on the status of arts education in Newark Public Schools that was compiled using multiple data sources, which together, provide a comprehensive snapshot of arts education for the 2019-2020 school year. The findings are based on information collected through surveys, school site visits, Office of Visual and Performing Arts data, arts partner reporting, and PowerSchool. A suite of customized arts education surveys collected self-reported data from elementary, secondary and specialized school principals, supervising managers of the arts, and teachers from all four arts disciplines. Site visits to schools and surveys captured information about physical spaces, equipment, and technology. A scheduling matrix tool was designed to capture frequency of student participation in arts education in elementary schools and PowerSchool was used for high school participation. A comprehensive instrument inventory was undertaken to capture the number, type, and condition of instruments in every school. Additionally, data collected from PowerSchool was used to pinpoint student enrollment in arts classes.

It should be noted that surveys reflect self-reporting. Accordingly, response rates impact the completeness of the data. The response rates were as follows: Principal Survey—97% Elementary, 50% High School, 100% Specialized Schools; Arts Administrator Survey—90% Elementary, 93% High School, 100% Specialized Schools; Teacher Survey—100% Dance, 91% Music, 100% Theatre, 94% Visual Arts.

Whenever possible, responses were cross-referenced with district data to ensure accuracy. As we look to annual compilation of data for arts education progress reports, we encourage maximum participation; the higher the survey response rates, the more accurate the data and more complete a picture of the state of the arts.

Report Structure

NPS Arts Landscape Baseline Report is framed from the lens of *equity* and examines five components of high-quality arts education noted below. Each section leads with an equity statement that guides the work, includes benchmarks for success, and closes with 10-year goals and implementation framework aligned with *The Next Decade: 2020-2030 Strategic Plan*. The components are organized as follows:

- Student Access and Participation
- Capacity Building
- Curriculum, Instruction and Assessment
- Partnership and Collaboration
- Infrastructure and Sustaining the Arts

Acknowledgements

Newark Public Schools Office of Visual & Performing Arts

Margaret El, Director

Katherine Brodhead Cullen, Supervisor

Renew the Arts Consultant

Michelle Butler

Thank you to Dr. Mary Ann Reilly, Assistant Superintendent, Teaching & Learning, Newark Public Schools.

Thank you to the Prudential and Geraldine R. Dodge Foundations for continued support of the Renew the Arts initiative.

A special thank you to School Leaders, Principals, Vice Principals, Department Chairs and Arts Educators whose contributions to this report through completion of surveys would not be possible. Thank you to our data collection partners including our arts partners, Arts High School, and Jessica Zulawski, Office of Planning, Evaluation and Testing, Newark Public Schools.

OFFICE OF VISUAL & PERFORMING ARTS



Vision

The Office of Visual and Performing Arts champions the arts as relevant, critical, and essential to our contemporary existence; we uphold artistic tradition and embrace creative innovation as vehicles for student growth and achievement in a culturally diverse world. All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines.

Mission

To inspire every Newark Public School student to discover and achieve their highest creative potential.



Mindset

- *Every student has the capacity to think like an artist.*
- *Creativity is sparked in a disciplined, nurturing and playful environment.*
- *The arts stimulate creativity, critical thinking, communication and collaboration, which are essential to prepare students for the modern world of work.*
- *The arts are a means of connecting to other subjects, to people, and to global issues.*
- *Through the production and the contemplation of works of art, students better understand themselves and the world around them.*
- *The arts cultivate student aesthetic awareness and foster an appreciation for things that touch their lives.*
- *The arts can empower students to aesthetically transform their life, home, and community.*

KEY FINDINGS FROM 2019-2020 DATA

37,200 students

216 certified arts educators

63 schools

STUDENT ACCESS and PARTICIPATION

ARTS AS CORE

15% of schools surveyed characterize the Arts as a core content area.

ACCESS

92% of schools offer music & visual arts.
45% offer dance and 11% offer theatre.

PARTICIPATION

Schools meeting grade-level arts benchmarks:
PreK: 24% K-5: 5%
6-8: 10% HS: 43%

KEY TAKEAWAYS

- The arts are not universally accepted as core.
- Sequential pathways for arts learning are limited by consistency of disciplines offered and adequate scheduling for all.

CAPACITY BUILDING

LEADERSHIP

69% of principals and 80% of elementary arts administrators have served in their current role for 5 years or less.

The average professional development attendance for arts administrators is 45%.

SCHEDULING

31% of schools schedule all students to meet grade-level standards.

79% of PreK-8 arts educators have a 300+ student load.

ARTS EDUCATORS

216 certified arts educators:
Dance: 28 Music: 90
Theatre: 9 Visual Arts: 89

The average professional development attendance for arts educators is 76%.

KEY TAKEAWAYS

- As a district, NPS employs full-time certified arts educators.
- The greatest capacity is in music and visual arts.
- Scheduling, an administrative function, is not universally approached for all students to meet grade-level arts standards.
- High student load reflects the need for more arts teachers.
- Most Arts Administrators are relatively new in their roles, and building their capacity through participation in professional development is critical to improving overall school arts capacity.

CURRICULUM, INSTRUCTION and ASSESSMENT

CURRICULUM

Most teachers, regardless of discipline, use teacher-created or no curriculum.

Textbooks & Curricular Experiences

Dance-Most popular textbooks: Creative Dance for All Ages (PreK-8) and A History of Dance (HS). Top dance taught: Jazz (PreK-8) and Modern and Jazz (HS).

Music-Most popular method books: Sound Innovations (PreK-8). Top music taught: Choir (PreK-8 and HS).

Theatre-Most do not use textbooks. Top theatre taught: Methods, Playwriting, Improv (PreK-8 and HS).

Visual Arts-Most do not use textbooks. Top visual arts taught: Drawing & Painting (PreK-8 and HS).

DEEPER LEARNING

Advanced Arts Programming- High School

Dance-43% offered dance; 14% offered 3+ levels.

Music-57% offered instrumental music; 14% offered 3+ levels. 50% offered choral music; 21% offered 3+ levels.

Theatre-21% offered theatre; 7% offered 3+ levels.

Visual Arts-79% offered visual arts; 36% offered 3+ levels.

Co-Curriculars

49% of Elementary Schools offered 2+ (31% none); 57% of High Schools offered 2+ (29% none).

National Art Honor Societies

Two active in the district, both in music.

DISTRICT-WIDE ARTS EXPERIENCES

Foundational Arts Initiatives

R.A.M.P.
3,527 students (gr. 3, 4)

Annual District-Wide Performances & Exhibitions

Teen Arts
64 students (HS)

All City Music
181 students (gr. 5-8)

All City Dance
176 students (gr. 3-12)

District-Wide Arts Experiences

16,275 students
(45% of student population)
participated in district-sponsored experiences.

NJPAC School Time Performances,
Dodge Newark Mini-Poetry Festival, Newark Arts Museum, Murals Tour

KEY TAKEAWAYS

- District curriculum is not universally used; textbooks and curricular resources vary widely.
- The top programming in each discipline is as follows:
 - Dance– Jazz and Modern
 - Music– Choir
 - Theatre– Methods, Playwriting, and Improv
 - Visual Arts– Drawing & Painting
- Deeper learning opportunities are not consistently available and vary by school.
- Sequential discipline-specific pathways from middle to high school are limited.
- Two National Arts Honor Societies are active, limiting recognition of excellence.
- District-wide arts experiences are robust and provide equitable arts experiences and opportunities at all developmental levels and disciplines.

PARTNERSHIP and COLLABORATION

SPECIAL INITIATIVES

Foundation and arts partners collaborate with NPS to offer a variety of special initiatives that expand district capacity and provide meaningful arts experiences for students.

ARTS PARTNERS

Arts partners provide expanded capacity and opportunities for students through residencies, trips, master classes and assemblies. Dance and visual arts residencies are the most popular.

MODEL PARTNER

The model partnership with NJPAC provides critical support for teacher professional development, special initiatives including R.A.M.P, School Time Performances, residencies, and grant opportunities.

KEY TAKEAWAYS

- Partnerships and collaborations are essential to providing quality arts education to NPS's 36,000+ students.
- Strategic partners expand district capacity, strengthen student connections to community, and increase student exposure to artists and arts experiences.
- Partnerships that are intentional, strategic, support curricula and standards, and driven by student needs are the most effective and enduring.

INFRASTRUCTURE and SUSTAINING THE ARTS

DISTRICT & SCHOOL FUNDING

The district arts budget for student programs was \$504,600 (\$13.79 per pupil).

School budgets are wide-ranging (\$0-\$27.20), with an average elementary school budget of \$8.37 per pupil.

Principal and teacher knowledge and reporting of arts budget is often not aligned.

FACILITIES

84% arts classrooms are equipped with fundamentals.

Teachers in all arts disciplines noted technology as one of the top 2 barriers to arts education.

98% of schools have dedicated performance spaces; 86% have an operational sound system, and 86% have operational lighting.

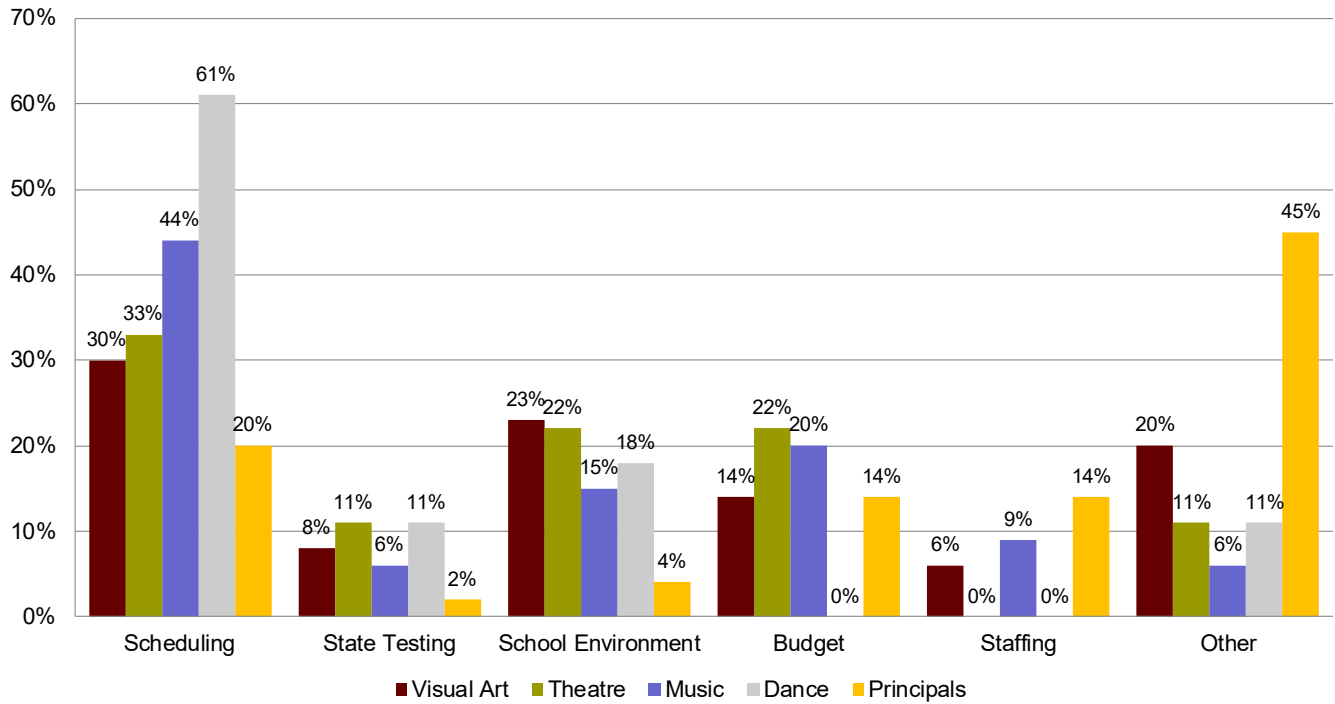
PHILANTHROPY

79% of the schools actively seek grants to strengthen arts education; 57% characterized their approach as strategic.

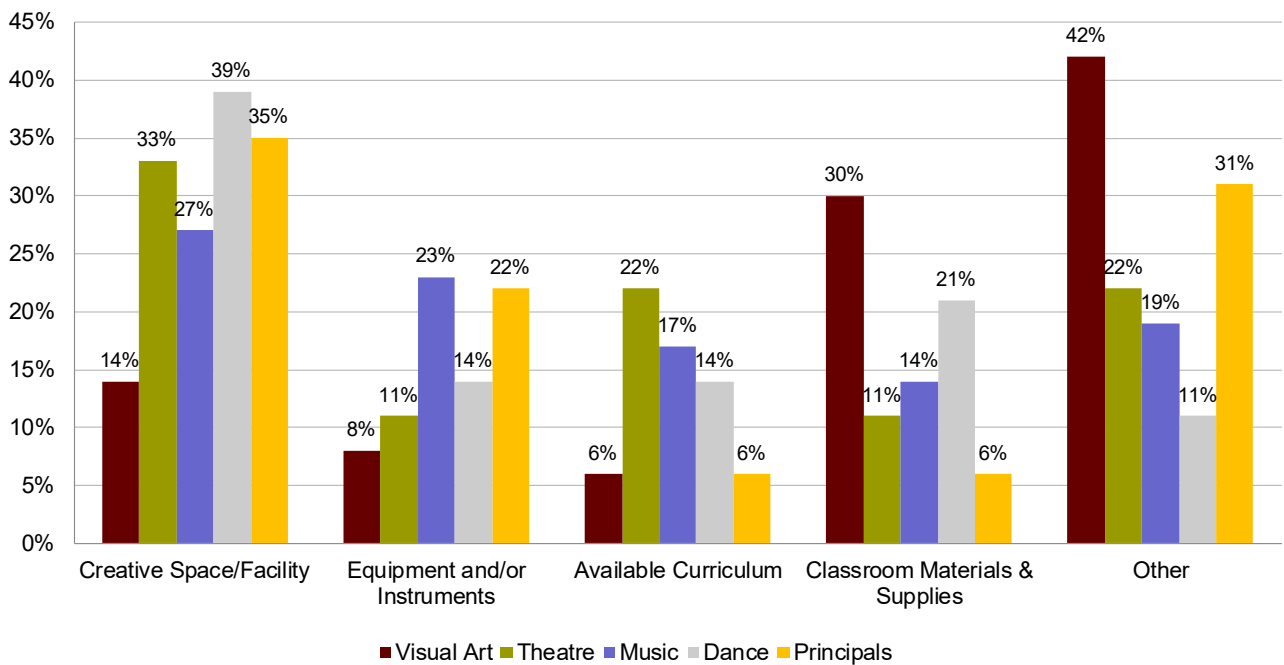
KEY TAKEAWAYS

- A diversified funding strategy to support and sustain the arts does not currently exist.
- Although the district budgets annually for the arts, school arts budgets range widely from school to school, discipline to discipline, and year to year, with some schools reporting no designated art budget. Facilities require investment and upkeep.
- Philanthropy is pursued at the district and school level, providing important additional funding.

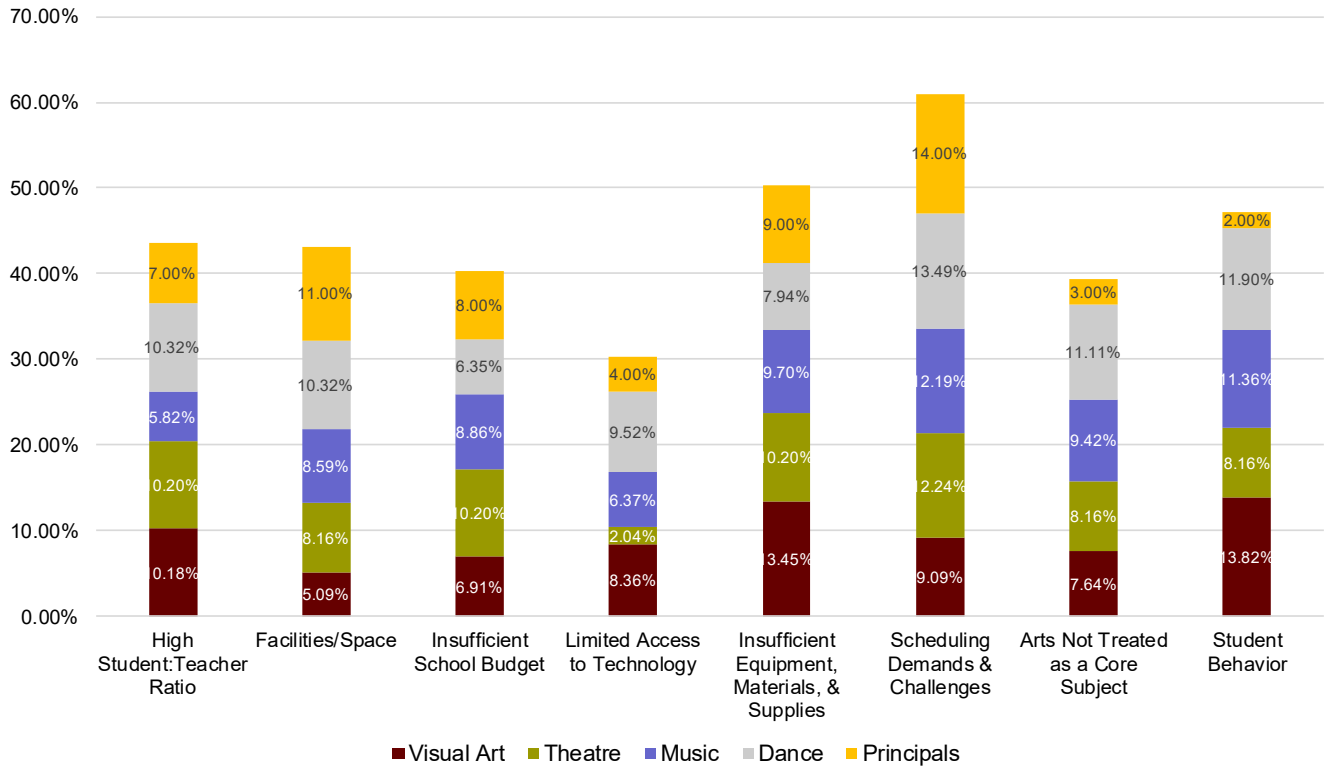
Greatest Administrative Challenges Impeding High-Quality Arts Education:
Arts Educator & Principal Perceptions, 2019-2020



Greatest Physical Resource Challenges Impeding High-Quality Arts Education:
Arts Educator & Principal Perceptions, 2019-2020



Top Factors Impeding High-Quality Art Education: Arts Educator & Principal Perceptions, 2019-2020



EQUITY

We disrupt and rebuild every practice, policy, resource distribution, and system that may act as a barrier to opportunities for all.



EQUITY STATEMENT

Every student will participate in rigorous PreK-12 sequential arts education in multiple art forms, in the recommended frequency to achieve grade-level proficiency in the artistic processes consistent with N.J.A.C.6A:8.

1 STUDENT ACCESS and PARTICIPATION

Section Overview

To establish a baseline for student access and participation in the arts, the team looked at how the arts are characterized by schools; arts availability by discipline by school; and student participation by school based on district benchmarks of what students should be receiving in PreK, K-5, 6-8 and high school. Capacity building and scheduling exemplars are featured to illustrate exemplary approaches to ensuring student access and participation in the arts for all students. Sequential arts education pathways are examined through the lens of Arts High School auditions and acceptances.

Figures

The Arts as Core	1.8	PreK-5 Not Receiving Art or Music
1.1 How the Arts are Characterized	Capacity & Scheduling	
Sequential Arts Programming	1.9	Capacity Building Exemplar-First Avenue
1.2 Arts Availability by Discipline	1.10a	Scheduling Exemplar-Avon Avenue
Student Participation	1.10b	Scheduling Exemplar Detail
1.3 Pre-K Arts Participation	1.11	Arts High Auditions by Elementary Schools
1.4 K-5 Arts Participation	1.12	Arts High Auditions by Major
1.5 6-8 Participation	1.13	Arts High Acceptances-NPS Schools
1.6 Grades 9 & 10 Arts Enrollment		
1.7 Students Not Receiving Visual or Performing Arts		

Goal

Establish a world-class, sequential arts education for all students.

FINDINGS

1. ARTS AS CORE

15% of schools surveyed characterize the Arts as a core content area.

2. ACCESS

92% of schools offer music and visual arts; 45% offer dance and 11% offer theatre.

PARTICIPATION

Schools meeting grade-level arts benchmarks:

PreK: 24%

K-5: 5%

6-8: 10%

HS: 43%

STUDENT ACCESS and PARTICIPATION

The Arts as Core

Visual and Performing Arts, which include dance, music, theatre, and visual arts, are Core Academic Content Areas as articulated in the Administrative Code [N.J.A.C.6A:8 - Standards and Assessment for Student Achievement](#). Recognizing the arts are core is fundamental to ensuring all students receive a robust sequential arts education from elementary school through high school via recommended scheduling and adequately resourced arts programs. School leadership views and messaging impact how teachers, students, and parents view the Arts. The cascading effect is evident in student access and participation.

As a district, of 48 respondents, 67% characterize the Arts as an “activity”, “special”, or “prep” — 15% characterize the Arts as a core academic content area.

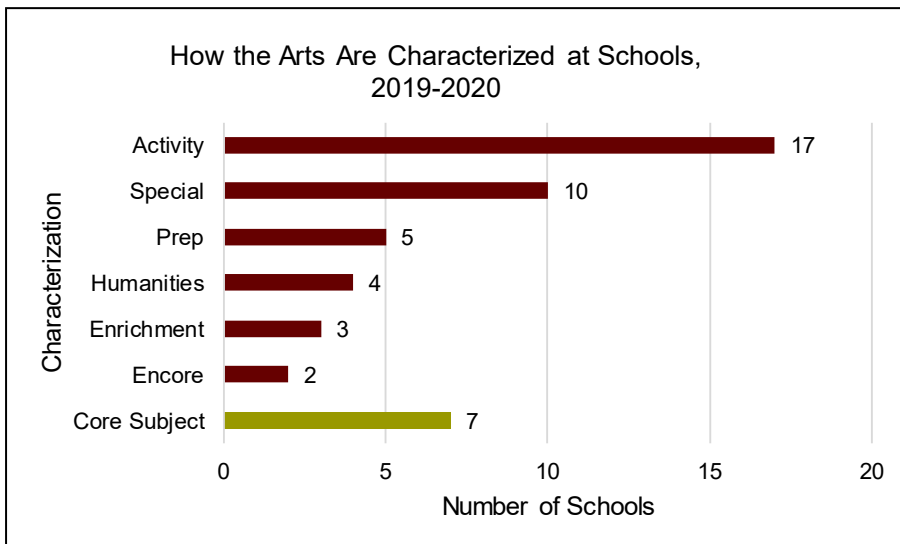


FIGURE 1.1

6A:8-1.1 Purpose

(a) To prepare students for college and career, success in life, and work in an economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes. The outcomes move beyond a focus on basic competency in core subjects and foster a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity through:

1. The New Jersey Student Learning Standards (NJSLS) that specify expectations in nine academic content areas: English language arts; mathematics; visual and performing arts; comprehensive health and physical education; science; social studies; world languages; technology; and 21st century life and careers

6A:8-1.2 Scope

(a) The New Jersey Student Learning Standards (NJSLS) apply to all students enrolled in public elementary, secondary, and adult high school education programs within the State of New Jersey.

Sequential Arts Programming

Sequential arts education requires: 1) scheduled class time to achieve proficiency, and 2) vertical pathways to continue study over grade-level progressions. At the school level, sequential PreK-12 arts programming in an arts discipline requires long term commitment to consistently provide sequential, standards-based study year after year. At the district level, sequential PreK-12 programming requires continuous pathways bridging elementary and high schools, and equitable offerings to accommodate student interest and high rates of student mobility.

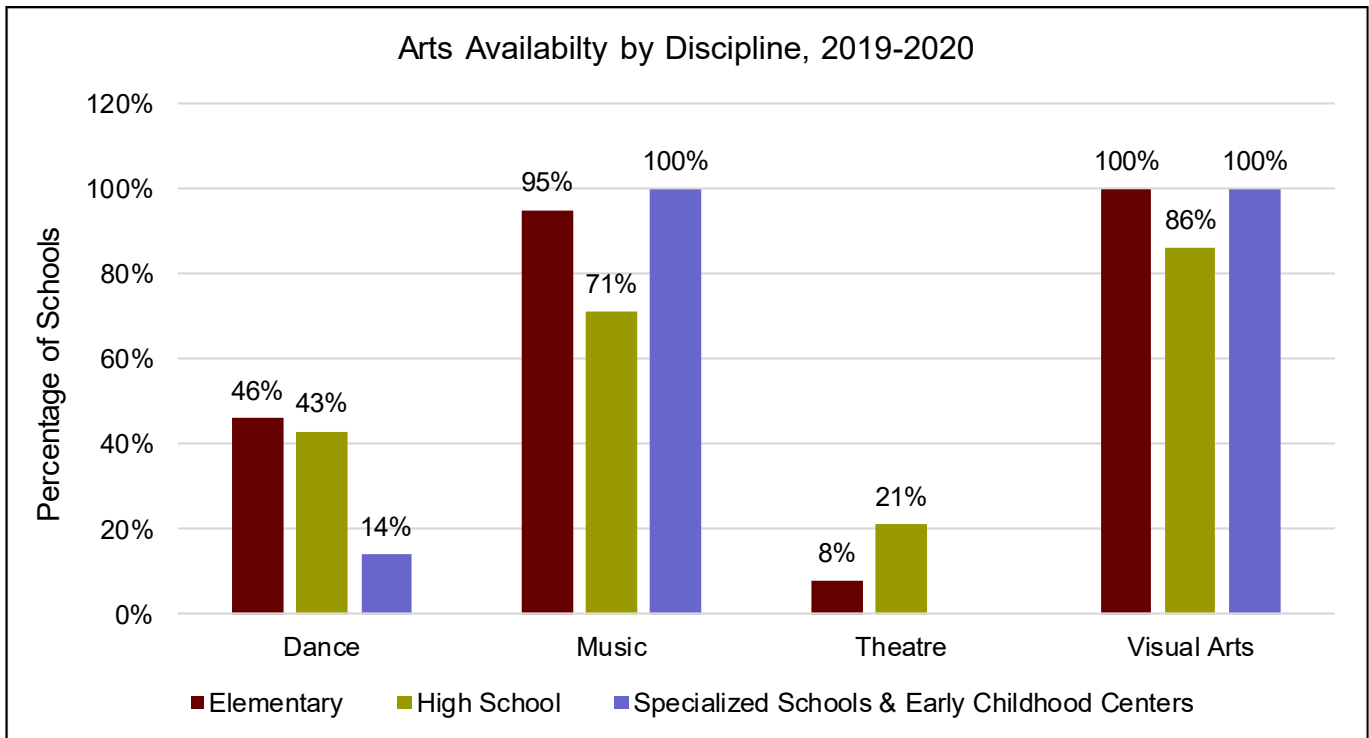


FIGURE 1.2

Dance: Offered at 18/39 elementary schools and 6/14 high schools

Music: Offered at 37/39 elementary schools and 10/14 high schools

Theatre: Offered at 3/39 elementary schools and 3/14 high schools

Visual Arts: Offered at 39/39 elementary schools and 12/14 high schools

Student Participation

The newly introduced 2020 New Jersey Student Learning Standards (NJSLs-VPA) for Visual & Performing Arts reflect the National Core Arts Standards and have been developed for all arts disciplines—dance, music, theatre, visual arts, and media arts—for grade bands K-2, 3-5, 6-8 and 9-12. All students should have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices.

District Pre-K programming is offered at four Early Childhood Centers — Central, North, South, and West — and 29 elementary schools throughout the city. The Arts are essential to early learning and skill development, promoting experimentation, creativity, discovery, and imagination. **Newark Public Schools is prioritizing dance, music, theatre and visual arts—in every school.**

Benchmark: Pre-K Participation

Students receive a minimum of 144 class periods; 36 class periods in each arts discipline — Dance, Music, Theatre, Visual Arts.

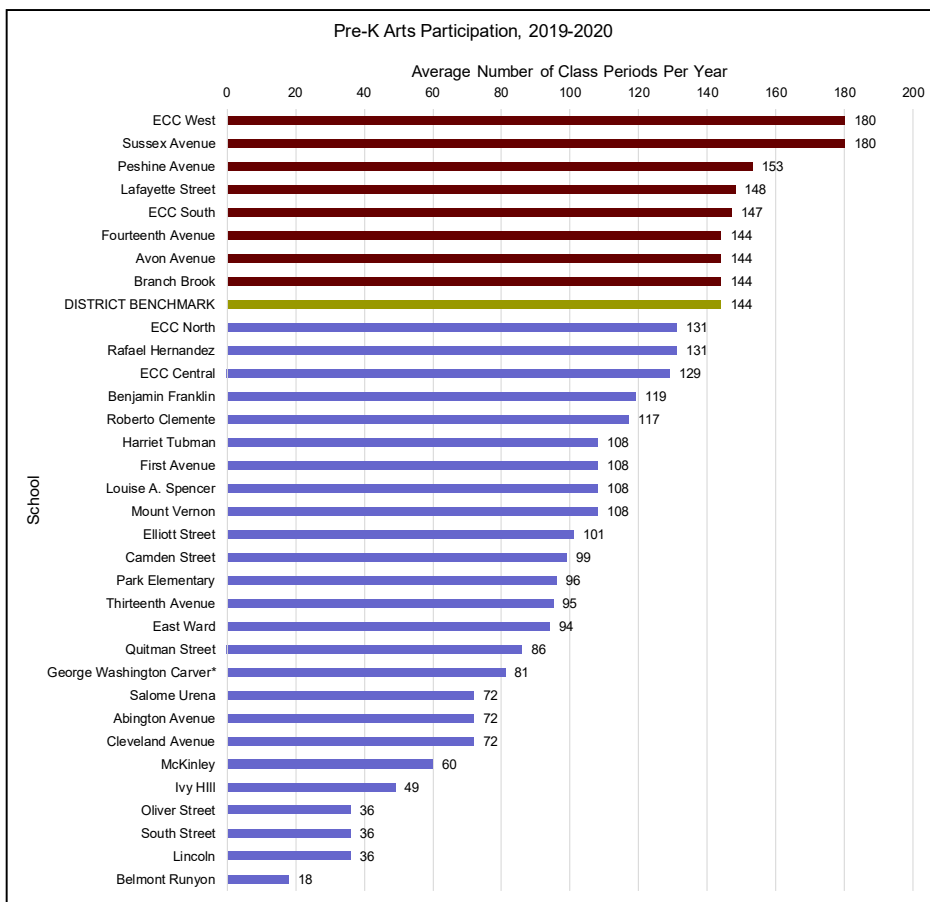


FIGURE 1.3

100%
of Pre-K students in Early Childhood Centers receive both Music and Visual Arts; in Elementary School Pre-K programs, 76% of students receive Music and 88% of students receive Visual Arts.

Eight Pre-K programs meet the recommended benchmark for instructional time; 24% meet the benchmark, 76% do not meet the benchmark.

Benchmark: K-5 Participation

Students receive a minimum of 144 class periods; 36 class periods in each arts discipline — Dance, Music, Theatre, Visual Arts.

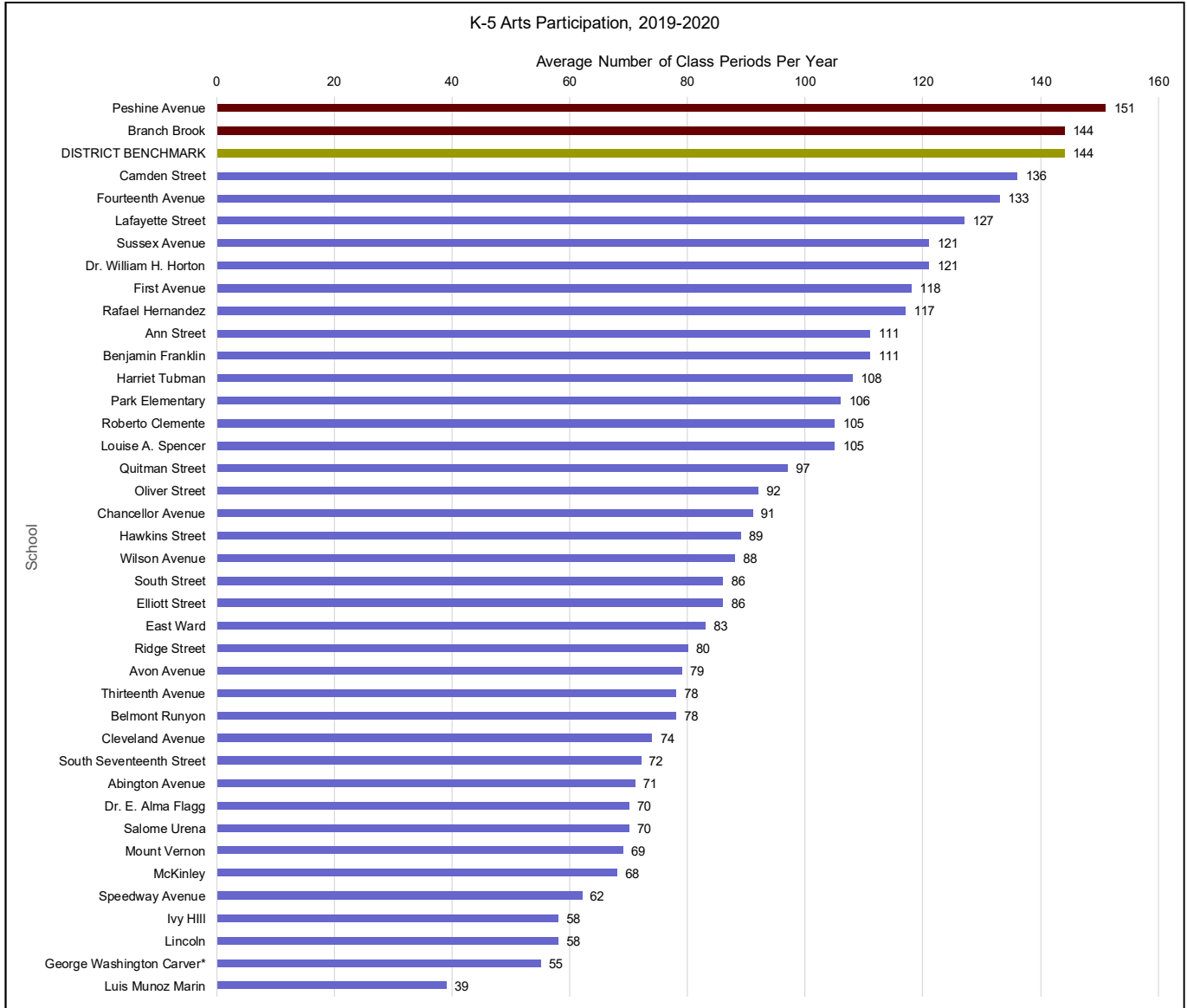
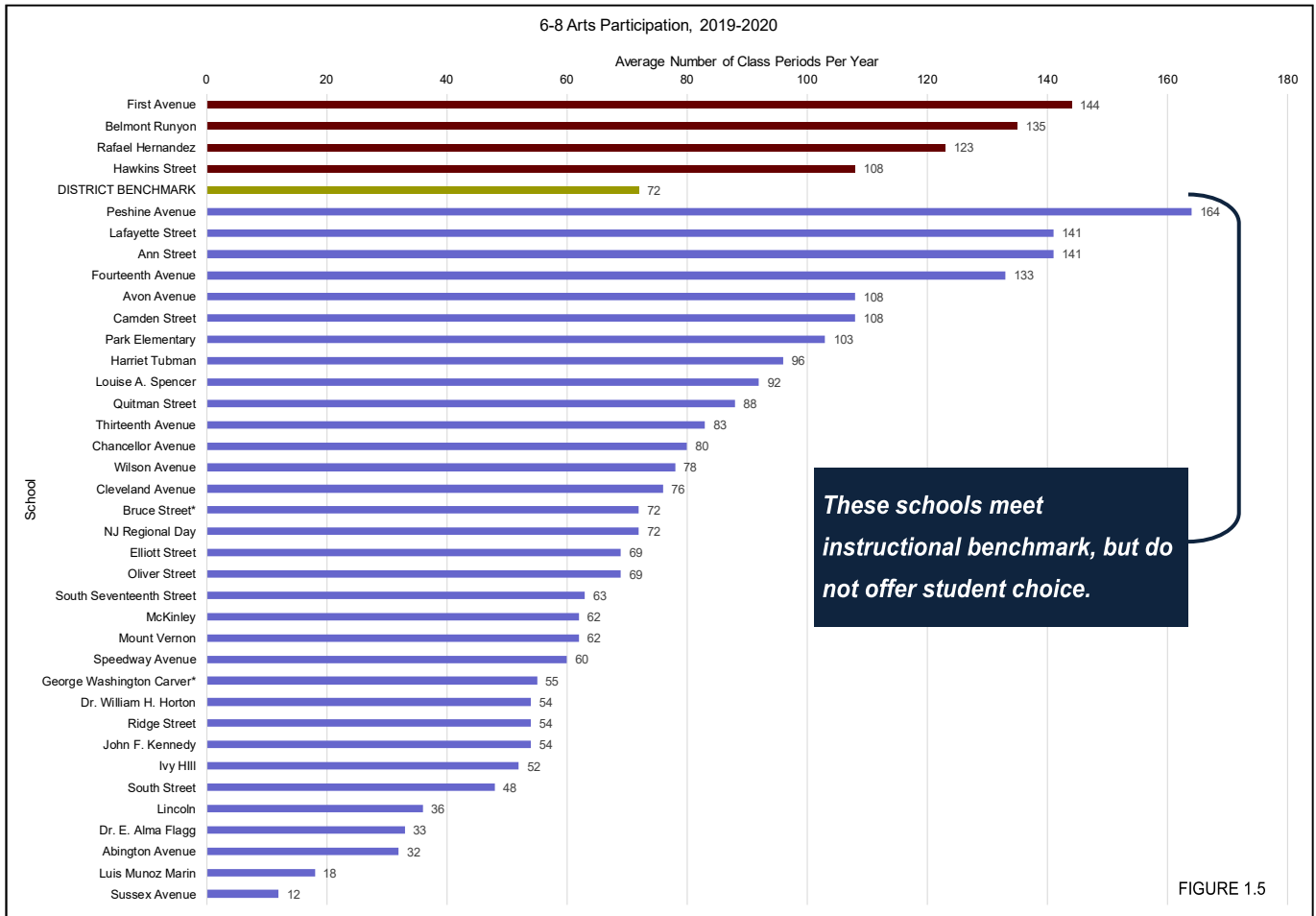


FIGURE 1.4

Two elementary schools — Peshine Avenue and Branch Brook — meet the recommended benchmark for instructional time; 5% meet the benchmark, 95% do not meet the benchmark.

Benchmark: 6-8 Participation

Students receive a minimum of 72 class periods in an arts discipline of student choice.



Four elementary schools — First Avenue, Belmont Runyon, Rafael Hernandez and Hawkins Street School — meet the recommended benchmark of instructional time and student choice; 10% meet the benchmark, 90% do not.



Benchmark: 9-12 Participation

Students receive 5-credit graduation requirement during grade 9 or 10, allowing for advanced study in grades 10, 11 and 12.

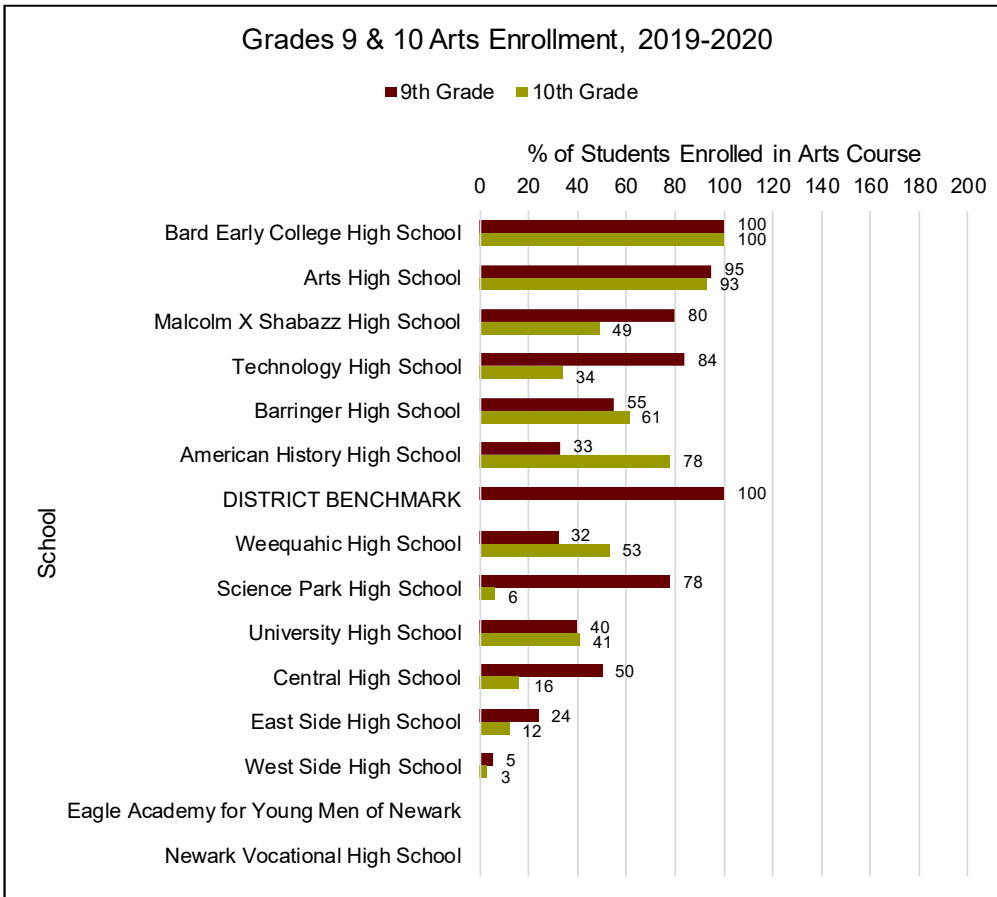


FIGURE 1.6



100%
of Bard Early College's 9th and 10th graders are enrolled in arts classes meeting the 5-credit graduation requirement establishing sequential arts pathways for advanced study for all students.

Six high schools — Bard Early College, Arts High, Malcolm X Shabazz, Technology, Barringer and American History — meet the recommended benchmark; 43% meet the benchmark, 57% do not meet the benchmark.

Capacity, Scheduling & Sequential Arts Pathways

Student participation benchmarks are the foundation for sequential arts pathways which are achieved through 1) sufficient arts teacher capacity, and 2) strategic scheduling for all students. Within the district, we are seeing both deficits and best practices that are either preventing or promoting the attainment of sequential arts education for all. For students who are not receiving the arts during a given year, vertical pathways are interrupted.

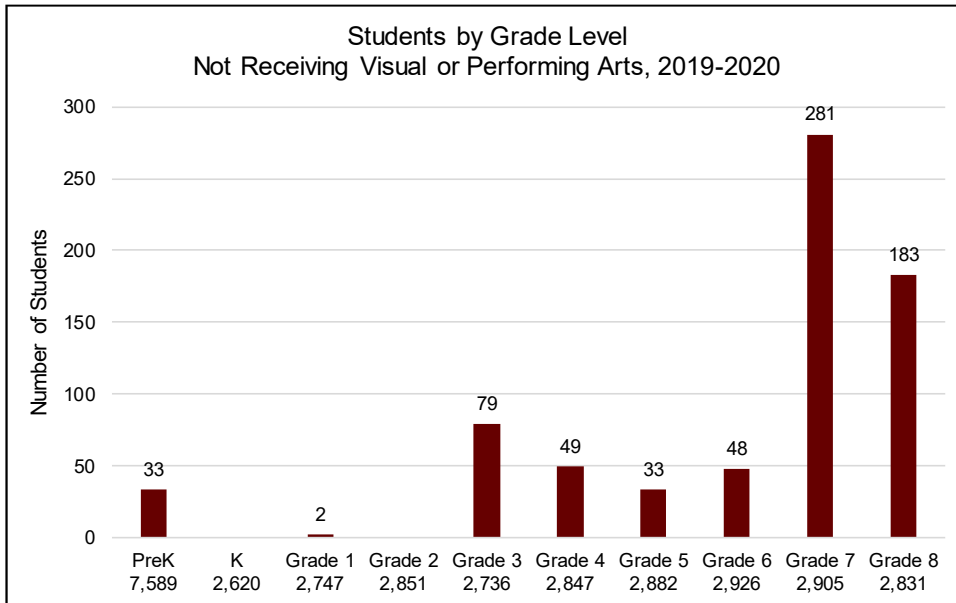


FIGURE 1.7

98%
of Newark Public School PreK-8 students receive some arts education.

708 students did not receive visual or performing arts education during the school year, impacting vertical progressions and continued study, with the highest numbers in middle grades.

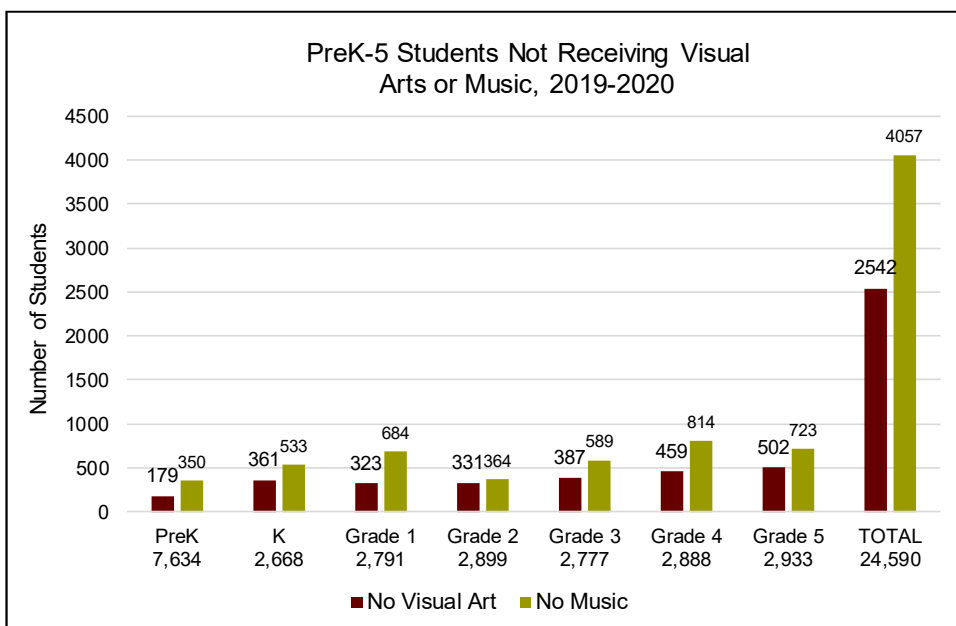


FIGURE 1.8

90%
of Newark Public School PreK-5 students have visual arts; 84% have music.

Effective strategies for both building capacity and scheduling can serve as models for other schools struggling to meet the arts education needs of all students. Featured below is First Avenue School as an exemplar for building capacity over a 6-year period of time, followed by Avon Avenue, as an exemplar for scheduling. Both represent intentionality and commitment to building their arts programs over a sustained period of time.

Capacity-Building Exemplar—First Avenue School

First Avenue School provides arts education in all four arts disciplines and employs two full-time, certified arts educators in three of the four disciplines to ensure the school has the capacity to meet scheduling needs. Over a six-year period of time, First Avenue School has strategically invested in growing their arts program, expanding staff from three to seven arts educators.

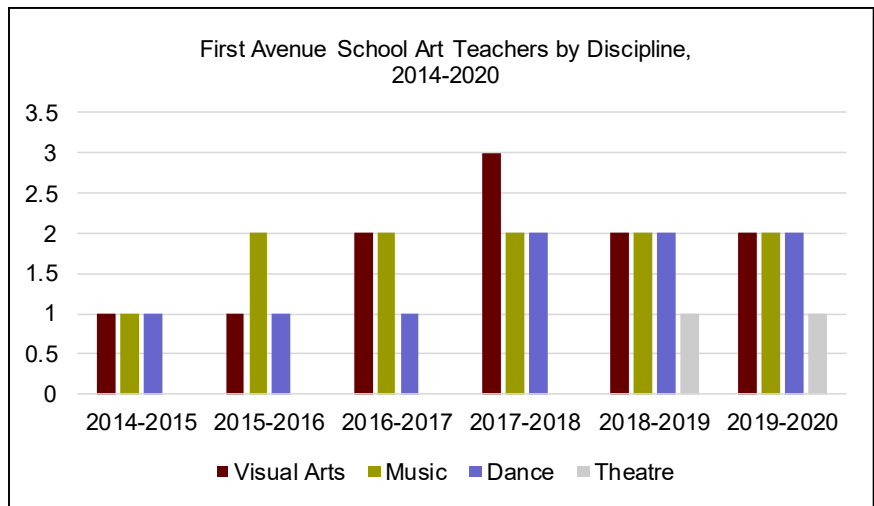


FIGURE 1.9

Strategic Scheduling Exemplar—Avon Avenue School

Avon Avenue School provides arts education in two of four disciplines, Visual Arts and Music. They ensure student access and participation and meet the benchmarks by investing in multiple teaching staff for each discipline offered and strategic scheduling.

Every single student in PreK-5 receives the minimum number of visual art and music classes each year. Classrooms receive equal amounts of visual art and music classes, both vertically (from one year to the next), and horizontally (all students across 3rd grade, for example). Grade levels are generally assigned to one arts teacher. Art Teacher 2 serves all of the 3rd graders, while Art Teacher 1 serves the special needs classrooms. Music Teacher 1 serves all of the 5th grade students and special education students, while Music Teacher 2 primarily serves the 3rd and 4th grade students. No class is split between 2 teachers in the same discipline. Students belonging to a subgroup (in this instance, students with special needs) receive equal or more instruction in the arts. See Figures 1.10a & 1.10b.

Grade Level	# Annual Visual Art Classes	# Annual Music Classes	Total # Annual Arts Classes
PK 3	72	72	144
PK 4	72	72	144
K	36	36	72
1	36	36	72
2	36	36	72
3	36	36	72
4	36	36	72
5	36	36	72

FIGURE 1.10a

	Homeroom	Visual Art Teacher 1	Visual Art Teacher 2	Total Visual Arts Classes	Music Teacher 1	Music Teacher 2	Total Music Classes	Overall Total
Grade 3	113	0	36	36	0	36	36	72
	114	0	36	36	0	36	36	72
	104	0	36	36	0	36	36	72
	108	0	36	36	0	36	36	72
Grade 4	*203	72	0	72	72	0	72	144
	211	0	36	36	0	36	36	72
	212	0	36	36	0	36	36	72
	205	0	36	36	0	36	36	72
Grade 5	*206	72	0	72	72	0	72	144
	312	0	36	36	36	0	36	72
	311	0	36	36	36	0	36	72
*Special Needs Classes								

FIGURE 1.10b

Sequential Arts Pathways

Sequential Prek-8 arts education pathways are critical to ensuring all Newark students are well prepared and have developed the skills and competencies necessary to fully participate in secondary arts education programs. All students, regardless of whether they choose to attend a comprehensive high school or Arts High, the district’s magnet visual and performing arts high school, should graduate 8th grade with a strong foundation in the arts. Elementary schools that invest in robust arts education programming with vertical pathways produce students well prepared to pursue proficiency, mastery and advanced study in an art form of their choice.

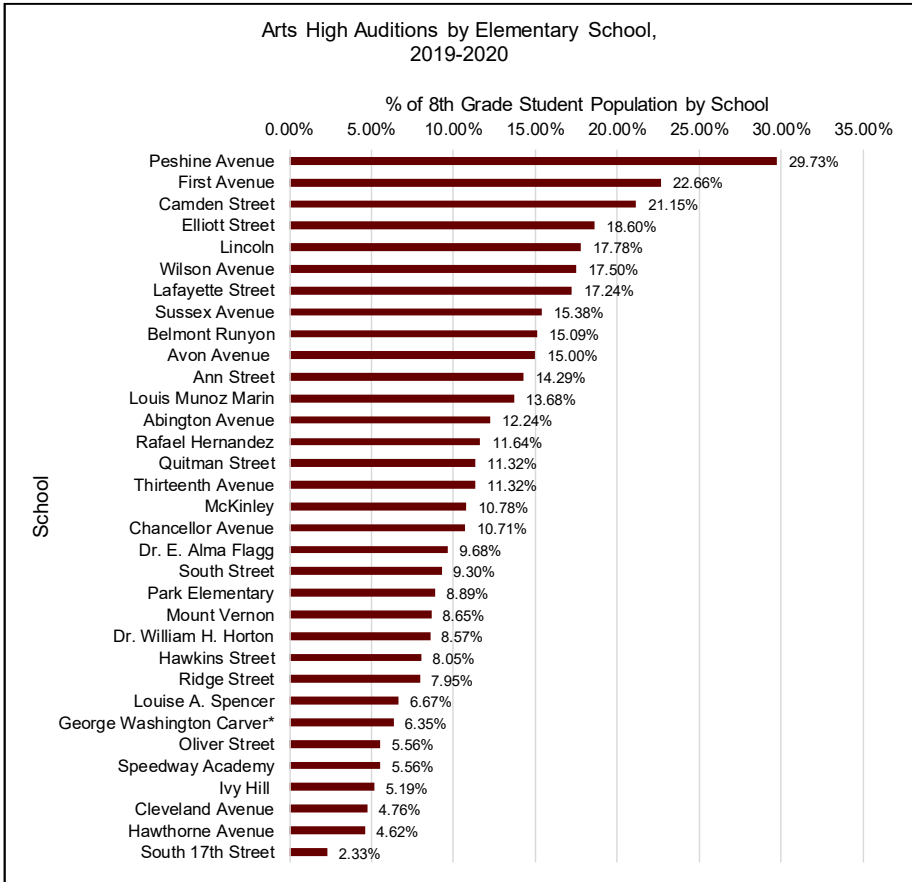


FIGURE 1.11

Arts High School — Newark’s Magnet High School for the Visual & Performing Arts

Newark’s Arts High School, the first public high school of its kind in the United States, serves as a magnet school for the visual and performing arts. Arts High seeks to provide all students with the artistic and academic knowledge, skills, and exposure necessary to develop into accomplished creative artists and performers. Educating young artists since 1931, Arts High School’s esteemed alumni includes Sarah Vaughn, Melba Moore, Wayne Shorter, Stephen Burrows, Willie Cole, Tisha Campbell, Michael B. Jordan, and Savion Glover.



97%
Graduation rate with 59%
matriculation to 4-year
colleges/universities and
19% to 2-year schools



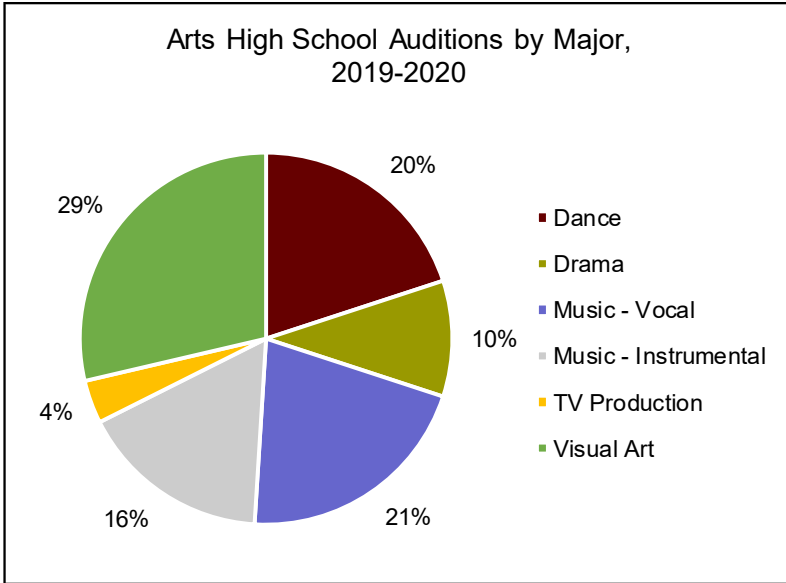


FIGURE 1.12

100%
of Arts High acceptances in Guitar, 89% in Band, and 89% in Piano were NPS students who outperformed non-district students.

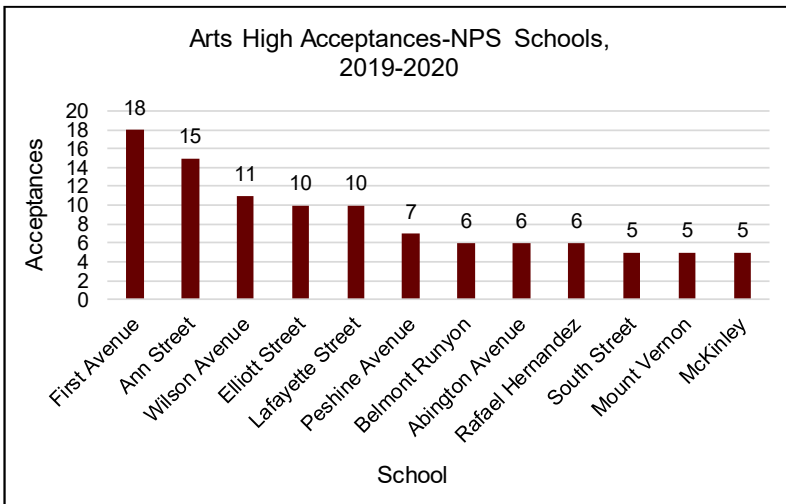


FIGURE 1.13

First Avenue School and Peshine Avenue School offer all four arts disciplines — dance, music, theatre and visual arts. First Avenue is an exemplar for middle school scheduling; their investment in the arts is evident in both Arts High auditions and acceptances. On average, Peshine Avenue students receive some of the highest amounts of class time in the arts across PreK, K-5, and grades 6-8.

Top NPS School Acceptances by Discipline

Dance: First Avenue (7), Peshine Avenue (2)

Drama: Ann Street (4), First Avenue (2), Park (2)

Music-Instrumental: Elliott Street (8), Belmont Runyon (5), First Avenue (5)

Music-Vocal: Ann Street (4)

TV Production: Wilson Avenue (2)

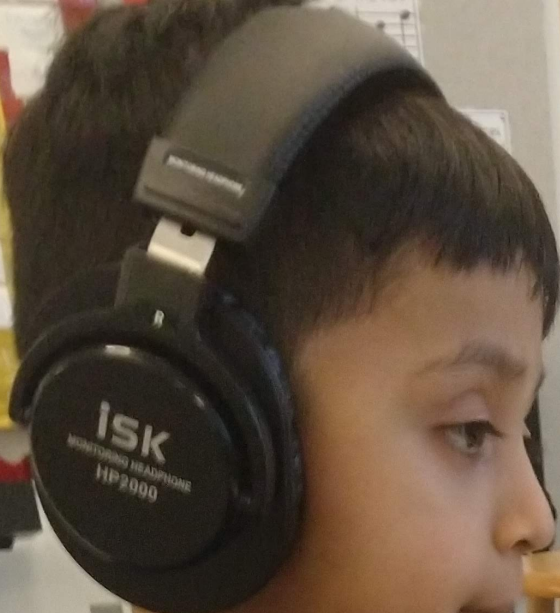
Visual Art: McKinley (4), Ann Street (3), Mount Vernon (3)

STUDENT ACCESS and PARTICIPATION

GOAL 1: STUDENT ACCESS and PARTICIPATION

Establish a world-class, sequential arts education for all students.

2020-2021	<p>Complete Arts Landscape Report with key findings and recommendations.</p> <p>Identify ten-year arts goals for The Next Decade.</p>
2021-2023	<p>Establish and adopt district-level policies to mandate conditions for a world-class, sequential arts education for all students.</p> <p>Dedicate time for arts instruction through minimum scheduling benchmarks.</p> <ul style="list-style-type: none"> • PreK-5: Every student enrolled in both music and visual art, and receive instruction a minimum of 1x per week (36 days) in each art form at each grade level. • 6-8: Every student enrolled in one art form based on student choice and receive instruction a minimum of 2x per week (72 days) at each grade level. • HS: Every student enrolled in one art form to meet the graduation requirement during grade 9 or 10 based on student choice. <p>Increase the number of high schools offering at least one Advanced Placement arts course.</p>
2023-2025	<p>Expand dedicated time for arts instruction through scheduling benchmarks and increased course offerings at all grade levels.</p> <ul style="list-style-type: none"> • PreK-5: Every student enrolled in music, visual art, and at least one additional art form, and receive instruction a minimum of 1x per week (36 days) in each art form at each grade level. • 6-8: Every student enrolled in one art form based on student choice and receive instruction a minimum of 2x per week (72 days) at each grade level. • HS: Every student has access to advanced study in a minimum of two art forms. <p>All high schools offer Advanced Placement arts courses.</p>
2025-2027	<p>Develop strategies to implement scheduling benchmarks.</p> <ul style="list-style-type: none"> • PreK-5: Every student enrolled in dance, music, theatre and visual art, and receive instruction a minimum of 1x per week (36 days) in each art form at each grade level. • 6-8: Every child has choice between dance, music, theatre and visual art. • HS: Every student has access to instruction in all four art forms. <p>Increase the number of high schools offering at least two Advanced Placement arts courses.</p>
2027-2030	<p>Assess progress of student access and participation to guide a new Arts Landscape Report.</p>



PLAYING WITH THE RIGHT HAND

It's so easy! Place your right hand on the keyboard. The notes are right in front of you. This means repeat the piece.

MY THREE-BOTS WALK-UP

ROBOTS CORPSE

THREE-BOTS WALTZ

Jump to the up the keyboard.

EQUITY STATEMENT

The Office of Visual and Performing Arts and every school it supports will have sufficient capacity to implement arts plans, provide relevant professional development for arts leadership and certified arts educators, and establish internal structures and supports to deliver sequential arts education for all students.

2 CAPACITY BUILDING

Section Overview

To assess our current capacity for delivering arts education for all, the team looked at district capacity, school leadership- principals and arts administrators, structures and supports, and arts educators. Years of experience and participation in professional development was captured for principals, arts administrators and arts educators. The team also looked at demographics, district capacity by arts discipline, and professional learning community characteristics. The structures and supports that were examined included arts planning, scheduling practices, and teacher-to-student ratios.

Figures

School Leadership		2.10a-d	Teacher: Student Ratios, Visual Arts & Music
2.1	Principal Experience		
2.2	Arts Administrator Profile: PreK-8	2.11	District Art Teacher: Student Ratios
2.3	Arts Administrator Profile: HS	Arts Educators	
2.4	Arts Administrator Experience: PreK-8	2.12	Arts Educators by Discipline
2.5	Arts Administrator Experience: HS	2.13	District-wide Demographics: Students v. Arts Educators
2.6	Arts Administrator Professional Development	2.14	Arts Educator Experience
		2.15	Professional Associations
		2.16	Professional Development
Structures & Supports		2.17	VPA PLCs: Frequency
2.7	Arts Plans		
2.8	Approach to Scheduling the Arts	2:18a-b	VPA PLCs: Other Subject Areas
2.9	Personnel Engaged in Scheduling		

Goal

Ensure collaboration at every level of the organization to implement best practices in arts education and professional development; provide supports in the expansion of school-based arts programs; and sustain a pipeline of highly qualified arts educators to improve student learning in and through the arts.

FINDINGS

1. LEADERSHIP

Principals and elementary arts administrators in their roles for 5 years or less average 75%. Arts administrator average professional development attendance is 45%.

2. SCHEDULING

31% of schools schedule all students to meet grade-level standards. 79% of PreK-8 arts educators carry a student load of 300+.

3. ARTS EDUCATORS

216 certified arts educators: Dance: 28, Music: 90, Theatre: 9 Visual Arts: 89

49% arts educators have been teaching 5 years or less. The average arts educator attendance at professional development is 76%.

CAPACITY BUILDING

District Leadership

Strong district arts leadership and capacity are fundamental to establishing and sustaining a high-functioning visual and performing arts program. Newark Public Schools served over 37,200 students in 63 schools with 216 certified arts educators in 2019-2020. The Office of Visual and Performing Arts experienced frequent leadership transitions until February 2016, when a Special Assistant, now Director, was hired to lead the department. The office staffing was expanded in July 2019 with the addition of a Supervisor. The office is responsible for vision and strategy, curriculum, instruction and assessment for all visual and performing arts disciplines, partnership and collaboration, resource development, and data collection and analysis. Capacity needs to be expanded to undertake the ambitious work that is required to establish a premier visual and performing arts program that meets the vision of *The Next Decade: 2020-2030 Strategic Plan* and fulfills our responsibility of delivering excellence to all Newark students.

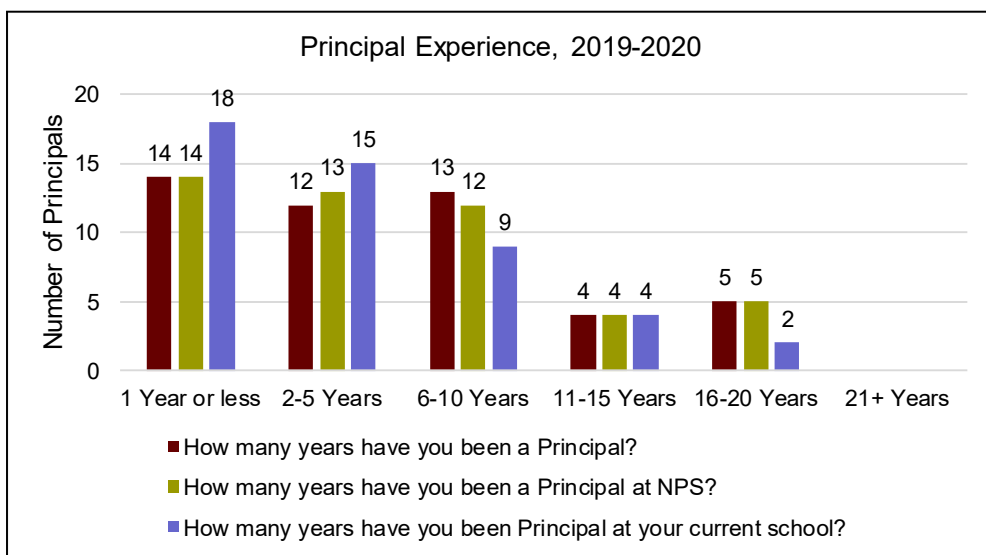
School Leadership

Leadership is essential to establishing and maintaining a high-quality arts education program for all. School leaders strengthen the arts education vision and ensure the necessary resources are allocated to make that vision a reality. It is the school leadership that sets the budget and makes critical scheduling decisions that are essential to ensuring high-quality arts education for all, year after year. A typical arts leadership team at a school consists of the principal and the arts administrator, who is usually a vice principal, department chair, or at times, the principal. Together, they work to create an environment that equips and empowers arts educators to enable students to achieve their highest creative potential.



Principals

Leadership comes from the top. Schools with strong arts programs have principals who are advocates that truly believe the arts are core to student learning and a well-rounded education. Stability in leadership is important to a school's ability to maintain arts programming over time. Leadership transition often contributes to a disruption in arts programming and serves as a destabilizing force in a school's ability to provide consistent programming over time. Transition often results in a complete restructuring of arts programming based on newly-established priorities. As per the chart below, there has been frequent transition at the principal level over the past several years.



Of 48 respondents, 38% (18) have been principals at their schools one year or less; 69% (33) have been principals at their school fewer than 5 years.

FIGURE 2.1

Four schools with principals in place for 11+ years demonstrated success in arts programming in 2019-2020. Branch Brook met the PreK and K-5 scheduling benchmarks; Ann Street, Lafayette Street, and Wilson Avenue had some of the highest audition rates to Arts High School.

Arts Administrators

Arts Administrators, as supervising managers of school arts programs, are responsible for collaborating with arts educators to create school arts plans consistent with the district arts vision, coaching and evaluating educators, supporting the school arts team, and interfacing with the Office of Visual and Performing Arts. Arts Administrators are typically a principal, a vice principal, or department chair. Most have a background and certification in other subject areas and require ongoing arts professional development to equip them with the expertise and tools to support school arts programs and educators.

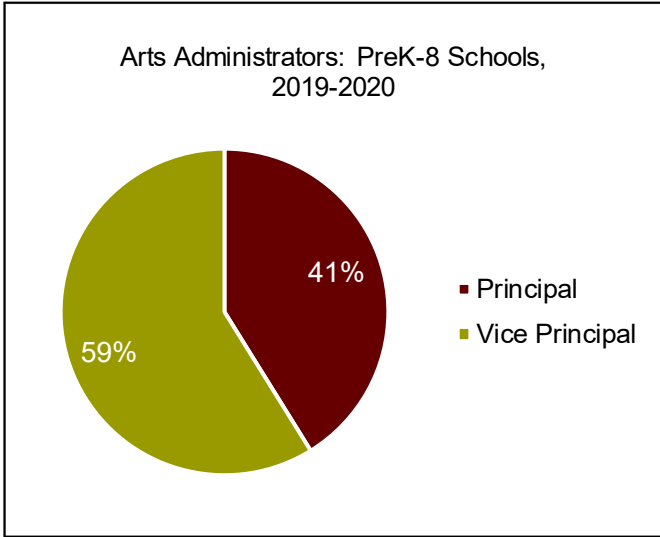


FIGURE 2.2

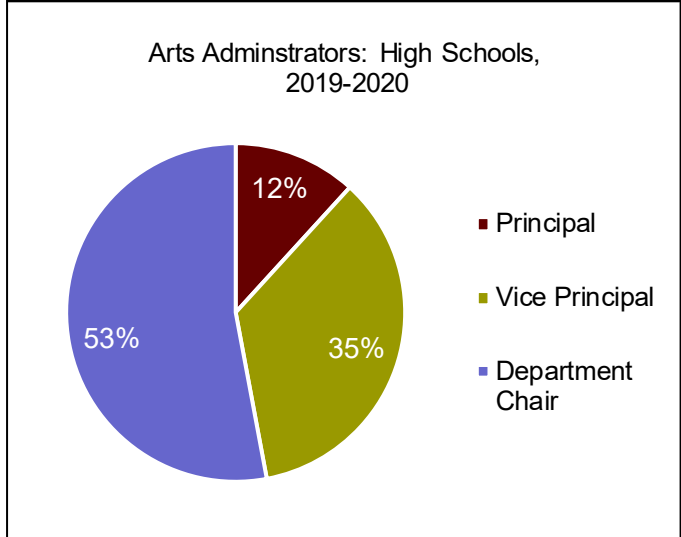


FIGURE 2.3

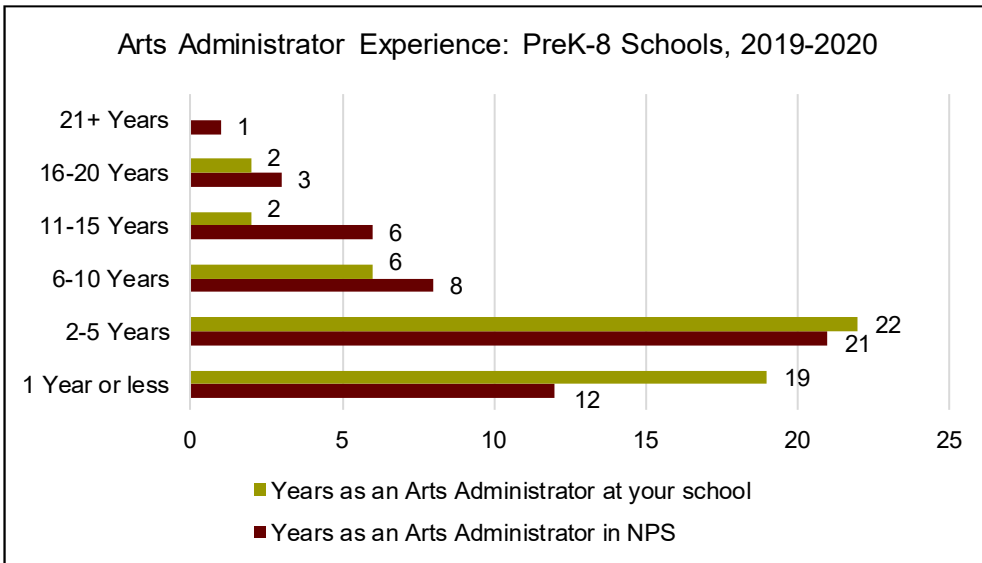


FIGURE 2.4

80% of elementary school arts administrators have served in that role at their current school 5 years or less; 37% have served for 1 year or less.

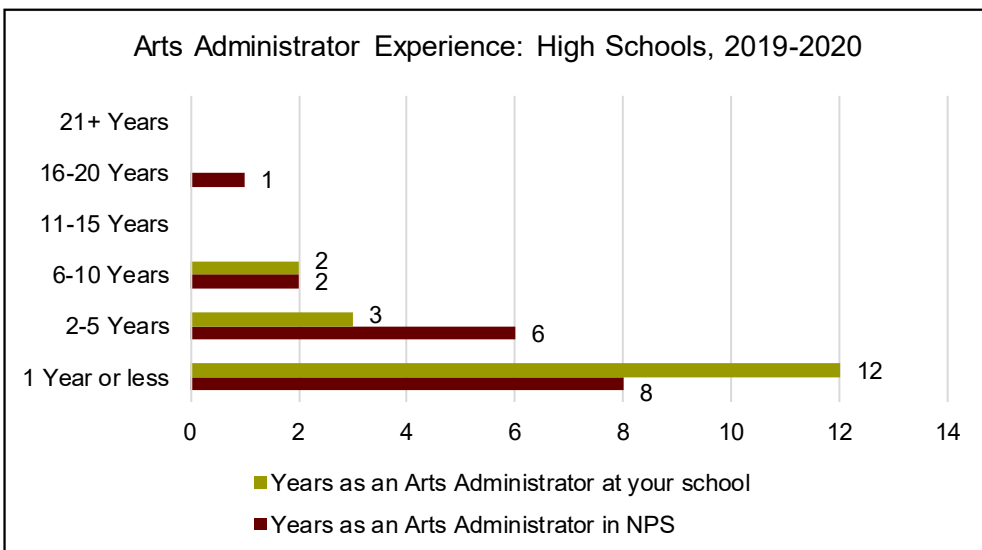


FIGURE 2.5

71% of high school arts administrators have served in that role at their current school one year or less.

Benchmark: Arts Administrator Professional Development

All school arts administrators attend the district’s full Professional Development series and scheduled meetings to strengthen infrastructure and arts education capacity (leadership, planning, curriculum, instruction and assessment, resources).

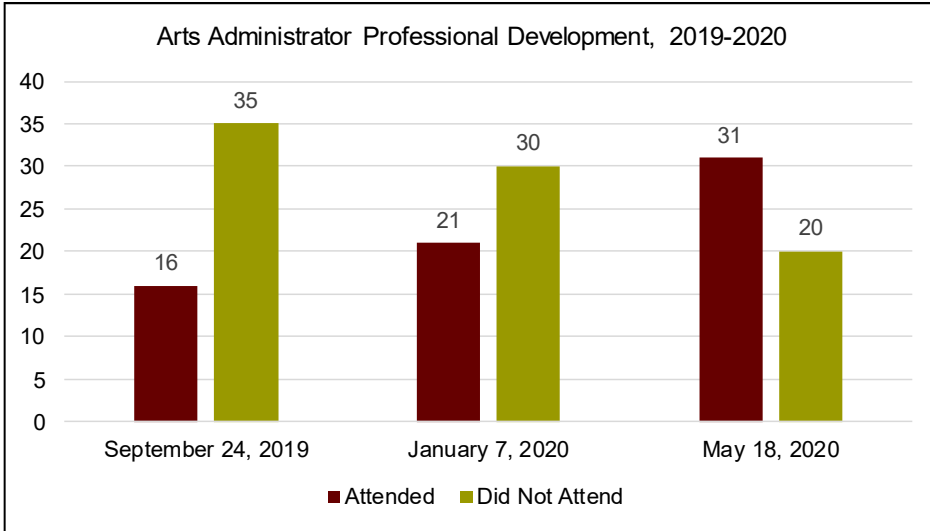


FIGURE 2.6

44%
Average arts administrator attendance rate at professional development

Structures and Supports—School Arts Plans, Scheduling and Budgeting

Arts Leadership is a key driver of how a school approaches arts education and ensures standards-based sequential arts education for all. The cohesiveness of a school’s arts team is reflected in its arts vision, arts plan, budget and schedule. While plans, budgets, schedules, climate and culture vary from school to school, the structures and supports should be universally focused on ensuring access, equity, and excellence.

Benchmark: School Arts Plans

All schools have an arts education plan to meet student achievement benchmarks.

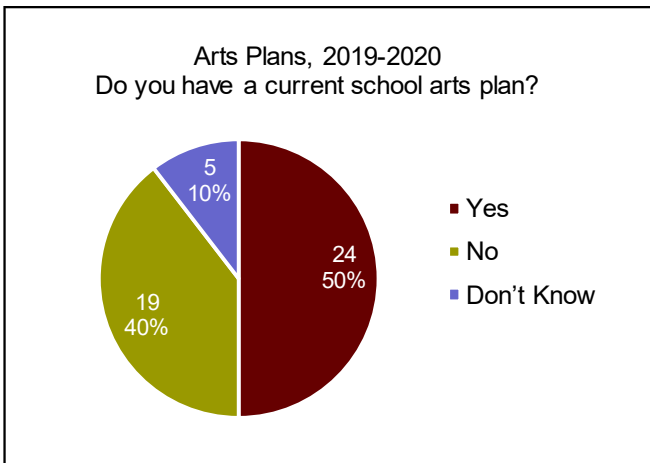


FIGURE 2.7

50% of schools reported having Arts Plans; 71% of the schools with Arts Plans are Renew the Arts Schools.

11 out of 38 (29%) of RTA schools responded “no” or “don’t know” to being a Renew the Arts school. Seven of the eleven schools had new administrators.

Benchmark: Scheduling

Scheduling is strategic to meet NJ state arts guidelines and provides all students through 8th grade with adequate frequency and vertical pathways to enter high school fully prepared. K-5: all arts disciplines; 6-8: arts discipline of choice; 9-12: 5-credit graduation requirement in arts discipline of choice. Grade 9-12 scheduling reflects advanced coursework opportunities.

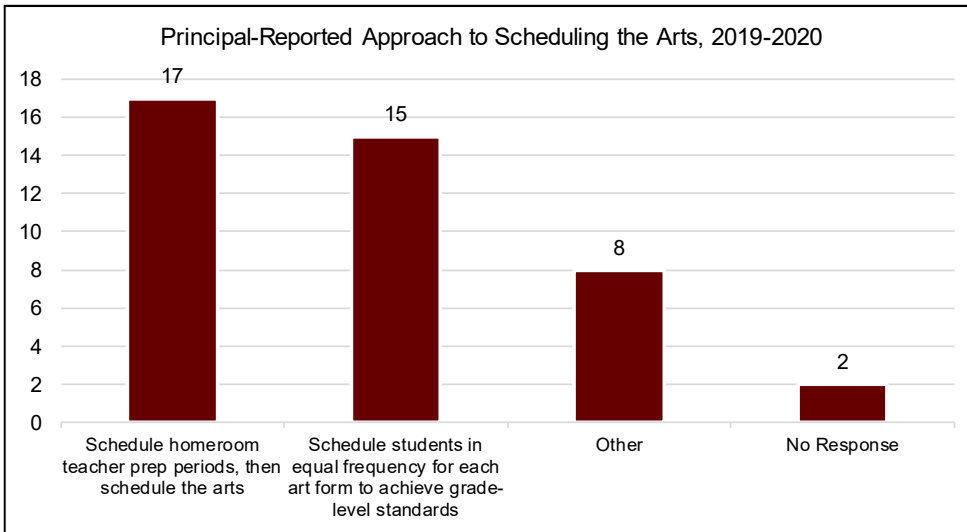


FIGURE 2.8

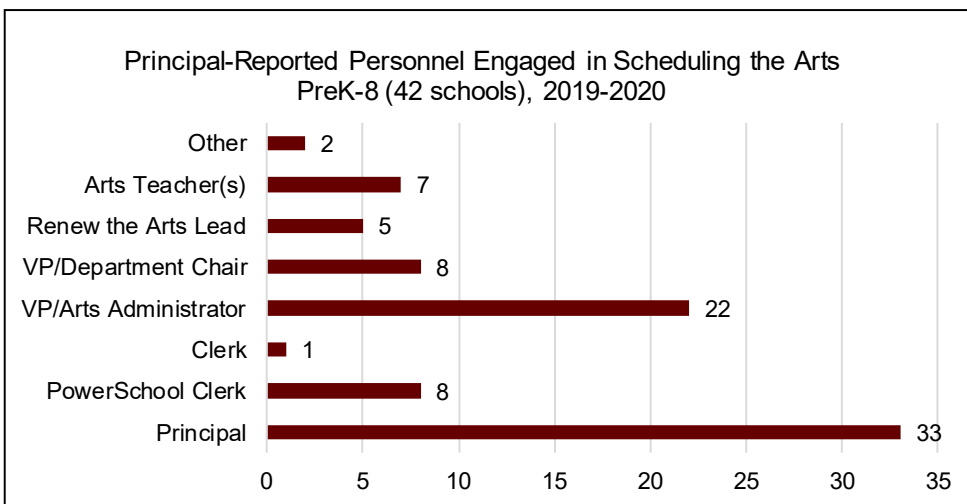


FIGURE 2.9



31%
of schools
schedule all
students so they
meet grade-level
standards.

"For the first time, we are offering middle school students their choice of an Arts Elective for the upcoming school year. (1) We researched how other schools schedule their middle school students' choice of electives. (2) We shared ideas at PLC meetings among the arts teachers and with administrators. (3) Each arts teacher created one Google slide for each grade level (6th–8th), describing the material they would be covering. (4) Students viewed their grade level Google slide show of Arts Electives and made their choice."
—Elliott Street School

Teacher to student ratios offer insight into the capacity of schools to provide arts instruction. The charts below demonstrate the number of students per Visual Arts and Music educator in both PreK-8 schools and high schools.

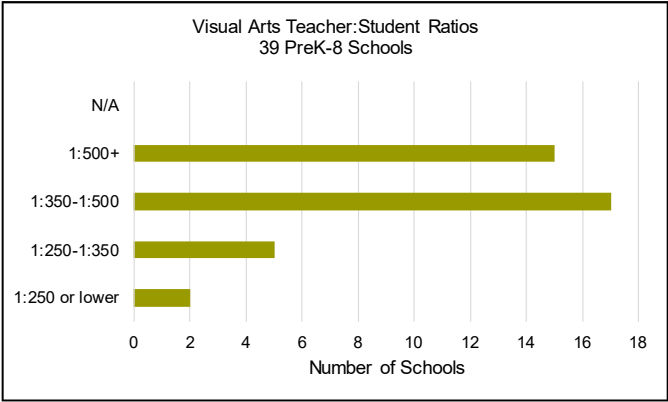


FIGURE 2.10a

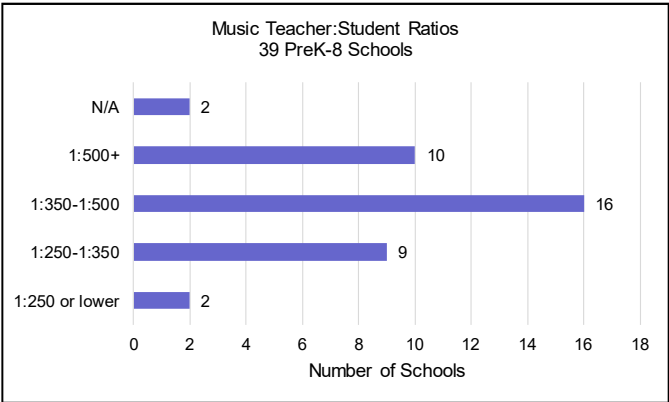


FIGURE 2.10c

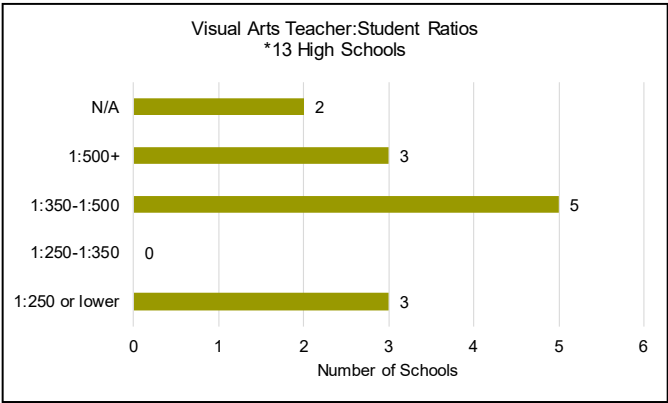


FIGURE 2.10b

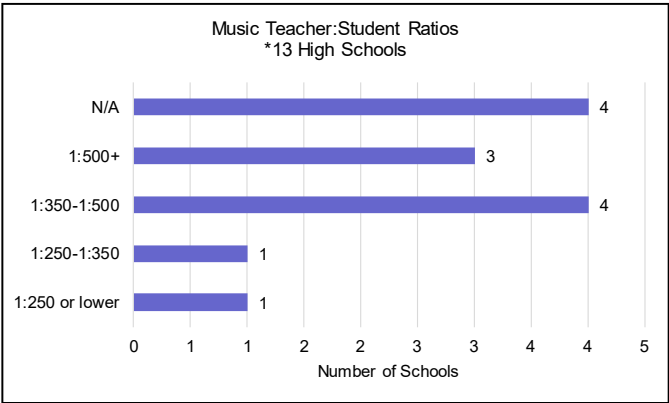


FIGURE 2.10d

37,200 Students PreK-12 216 FT Certified Arts Teachers Teacher-to-Student Ratios District-Wide			
	PK-8 27,277 students	HS 9,539 students	Specialized (not including Bruce Street) 384 students
Dance	1:1,436	1:1,192	1:384
Music	1:447	1:382	1:128
Theatre	1:6,819	1:1,908	NA
Visual Arts	1:440	1:397	1:128

FIGURE 2.11

79%
of PreK-8 arts educators have a student load of 300 students or more.

Arts Educators

All visual and performing arts classes including dance, music, theatre and visual arts should be taught by full-time certified arts educators. Teacher to student ratios for optimum learning should be evaluated and inform hiring. To achieve the district goal of being “number 1, second to none”, OVPA will collaborate with Human Resources to recruit and retain the finest visual and performing arts teachers that are reflective of the diverse student population.

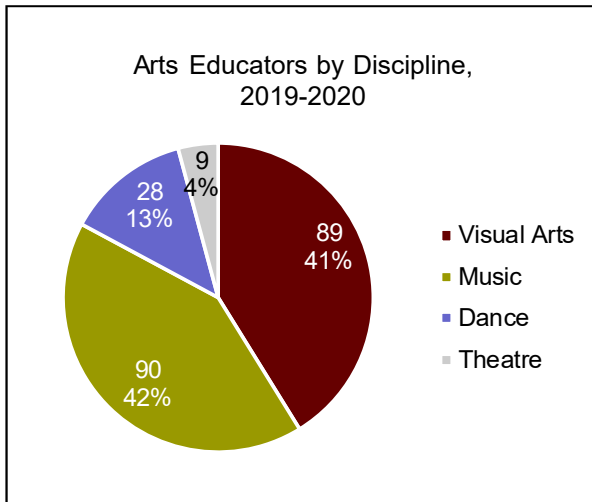


FIGURE 2.12

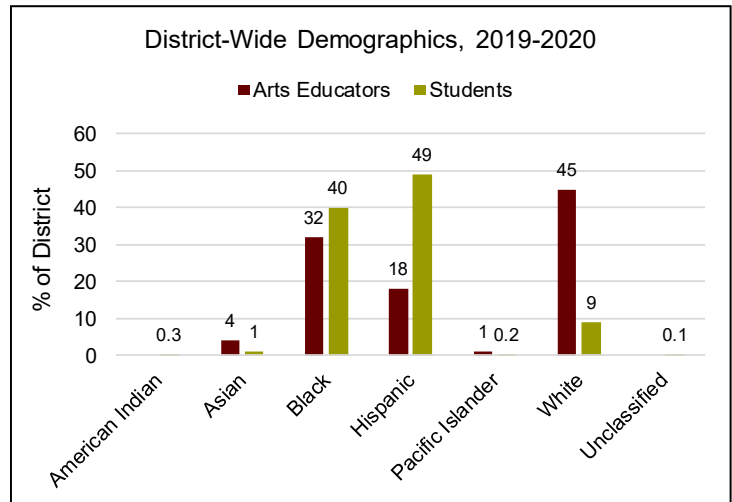


FIGURE 2.13

216
Full-time, Certified Arts Educators
 62% Bachelor's Degree
 39% Master's Degree
 13% Graduate School Enrollment

51% of arts educators are persons of color at the elementary level compared with 92% students of color. 64% Arts Educators are persons of color at the high school level compared with 91% students of color. Overall, theatre educators are the least diverse and dance educators are the most diverse.

49% of arts educators have been teaching in NPS five years or less; 56% have 11+ years teaching experience.

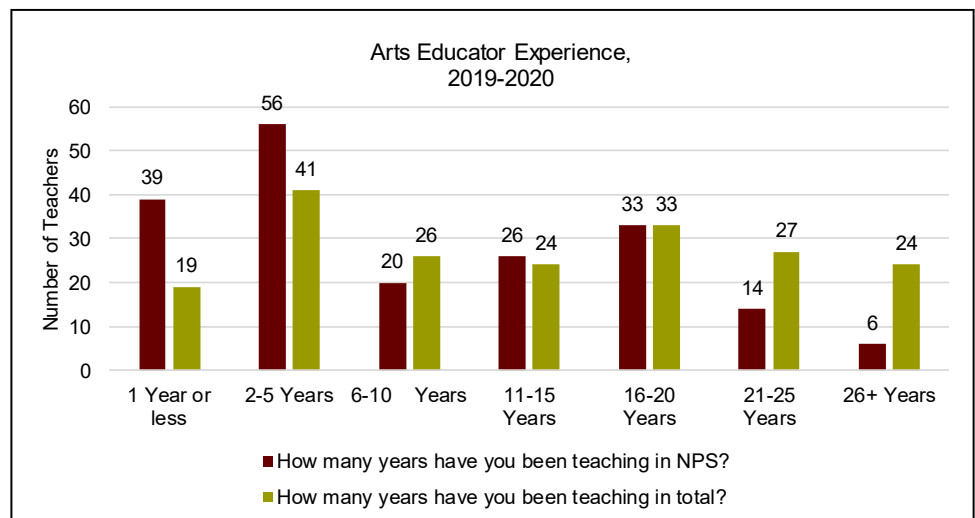
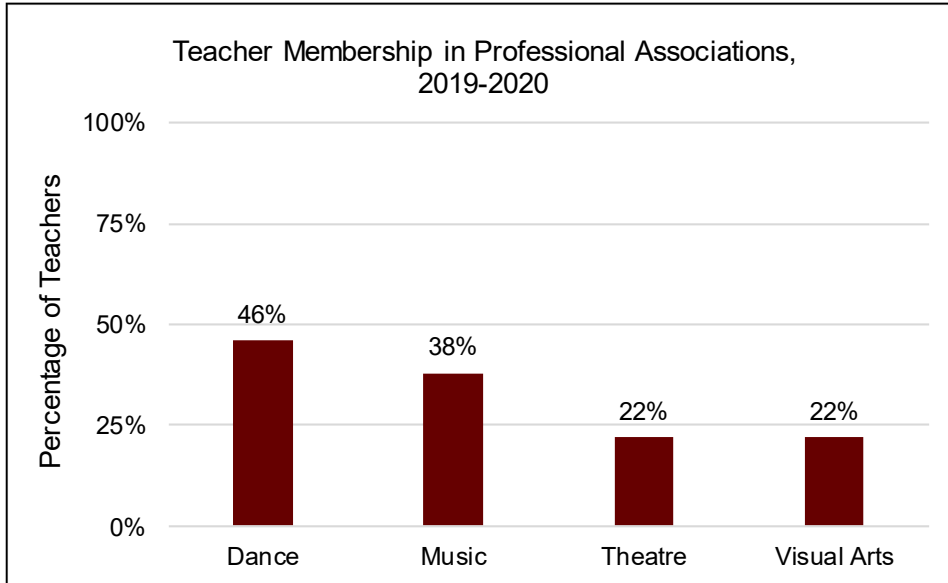


FIGURE 2.14

Benchmark: Arts Educator Membership in Professional Associations

All arts educators participate in professional visual and performing arts associations.

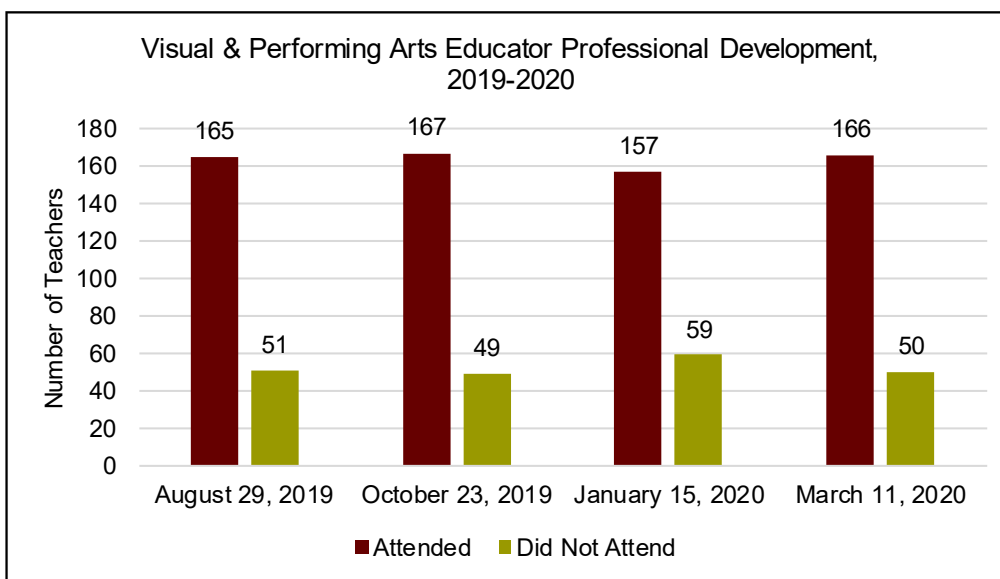


Nearly 50% of dance educators are members of professional associations; fewer than 25% of visual arts and theatre educators are members of professional associations.

FIGURE 2.15

Benchmark: Arts Educator Professional Development

All visual and performing arts educators attend scheduled professional development provided by the district or approved providers to ensure equitable arts for all through consistent and high-quality curriculum, instruction and assessment.



76%
Average arts educator professional development attendance rate

FIGURE 2.16

Benchmark: Visual & Performing Arts Professional Learning Communities (PLCs)

All arts educators participate in weekly professional learning communities and opportunities for arts discipline-specific learning within school leadership teams.

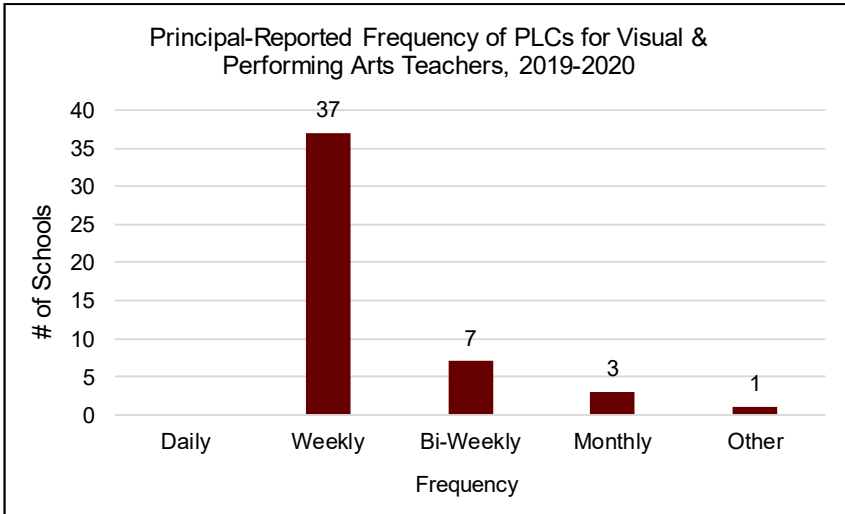


FIGURE 2.17

77%
of schools provide weekly PLCs for VPA teachers.; 50% of PLCs for VPA teachers are exclusively focused on the Arts.

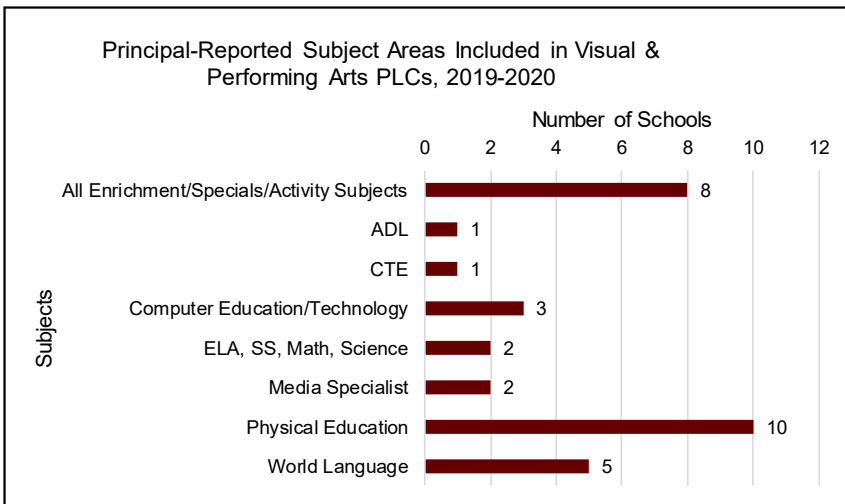


FIGURE 2.18a

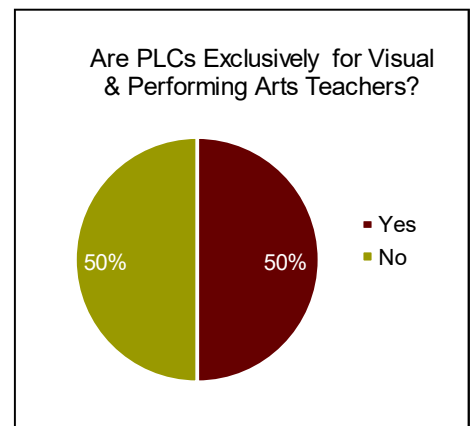


FIGURE 2.18b



CAPACITY BUILDING

GOAL 2: CAPACITY BUILDING

Ensure collaboration at every level of the organization to implement best practices in arts education and professional development; provide supports in the expansion of school-based arts programs; and sustain a pipeline of highly qualified arts educators to improve student learning in and through the arts.

<p>2020-2021</p>	<p>Develop a comprehensive Visual & Performing Arts Guidebook and Arts Leadership Guidebook to inform budgets, staffing, scheduling, facilities, etc.</p> <p>Implement 2nd cohort of Model Teacher Leader program. Launch New Arts Teacher Workshop Series.</p>
<p>2021-2023</p>	<p>Finalize and distribute a comprehensive Visual & Performing Arts Guidebook and Arts Leadership Guidebook to inform budgets, staffing, scheduling, facilities, etc.</p> <p>Expand capacity in the Arts Office to support growing arts education programs and curriculum by hiring one additional supervisor. Evaluate needs and make recommendations for additional Arts Office staffing to support future growth and expansion district-wide.</p> <p>Establish a framework and operational procedures to allow for 1) teacher sharing across schools, and 2) student access to advanced study in arts disciplines across high schools.</p> <p>Establish an Arts Leadership Team consisting of representation of arts educators from all art forms, grade levels, and School Leadership Teams (SLTs) for ad hoc consultation on issues concerning arts education and programming.</p> <p>Create a system to identify professional development needs and growth areas to offer consistent and relevant professional development, including English Language Learners and students with special needs, to arts educators, principals, and art administrators.</p> <p>Improve arts educator delivery of quality instruction by structuring virtual arts PLCs within SLTs with a focus on the four questions of PLCs in the context of looking at student work and assessment data.</p> <p>Establish optimum teacher to student ratio per art form based on school enrollments.</p> <p>Provide supports for the development of arts-focused elementary and high schools.</p> <p>Collaborate with human resources to recruit and retain high-quality arts educators with ethnicities reflecting the student population. Arts Office staff screens potential arts candidates in advance of school leadership consideration.</p>
<p>2023-2025</p>	<p>Evaluate effectiveness of implemented plans and make necessary adjustments to Arts Office capacity (staffing), Arts Leadership Team, professional development, professional learning communities, and teacher recruitment.</p> <p>Establish a Student Arts Leadership Team (SALT) consisting of middle and high school students from all art forms and SLTs for consultation on issues concerning arts education and programs.</p> <p>Implement consistent and relevant professional development, including English Language Learners and students with special needs, to arts educators, principals, and art administrators.</p> <p>Promote opportunities that encourage high school students to enter post-secondary arts education programs.</p>
<p>2025-2027</p>	<p>Assess district growth and Arts Office capacity to determine future staffing needs including supervisors, coaches, clerks, and shared arts educators to supplement arts education in schools.</p> <p>Perform one evaluation for all first-year arts educators by the Arts Office.</p>
<p>2027-2030</p>	<p>Evaluate effectiveness of implemented plans and prepare for the next decade.</p> <p>Perform one evaluation for all non-tenured arts educators during their tenure year.</p>

straight line
value scale

still e
self - port



EQUITY STATEMENT

Every school will use district arts curriculum based on New Jersey Student Learning Standards—Visual and Performing Arts that will guide teaching, learning and assessment for student engagement with the artistic processes. Sequential pathways for proficient through advanced learning will be available to all students through progressive class offerings, arts-based co-curriculars, National Art Honor Societies, and community, regional and national arts experiences and opportunities.

3 CURRICULUM, INSTRUCTION and ASSESSMENT

Section Overview

To better understand the state of curriculum, instruction and assessment district-wide, the team looked at the curricular resources being utilized by each arts discipline; the opportunities for advanced study in the arts by discipline at the high school level; arts co-curriculars and honor societies at both the elementary and high school level; after school performance and exhibition opportunities; and participation in district-wide foundational arts initiatives, annual performances and exhibitions, and arts experiences.

Figures

NPS Standards-Based Curriculum	3.15	Summary: Advanced Learning by Discipline
3.1 Curriculum Sources by Discipline		
3.2-3 Dance: Curricular Experiences & Textbooks	3.16	PreK-12 Co-Curriculars by Arts Discipline
3.4-6 Music: Curricular Experiences, Textbooks, Method Books	3.17	Elementary Arts Co-Curriculars
	3.18	High School Arts Co-Curriculars
3.7-8 Theatre: Curricular Experiences & Textbooks	3.19-20	After School Performances & Exhibitions, Teacher Pay
3.9-10 Visual Arts: Curricular Experiences & Textbooks	3.21	National Art Honor Societies
		District-Wide Arts Experiences
School-Based Opportunities for Deeper Learning and Sequential Pathways	3.22	Participation: R.A.M.P.
3.11 HS Dance Offerings	3.23	Participation: District Annual Curated Arts Experiences & Opportunities
3.12 HS Music Offerings		
3.13 HS Theatre Offerings	3.24	Participation: District-Wide Arts Experiences
3.14 HS Visual Arts Offerings		

Goal

Establish and implement consistent PreK-12 sequential arts curriculum, instruction, assessments, co-curriculars, and district-wide arts experiences across all arts disciplines, aligned with NJSLs-VPA.

FINDINGS

1. CURRICULUM

Most teachers, regardless of discipline, use teacher-created or no curriculum.

2. DEEPER LEARNING— Advanced HS Arts Programming

43% offered dance; 57% offered instrumental music; 50% offered choral music; 21% offered theatre; 79% offered visual arts.

3. DISTRICT-WIDE ARTS EXPERIENCES: 20,223 students

R.A.M.P.- 3,527 students; Teen Arts- 64 students; All City Music & Dance— 357 students; NJPAC School Time Performances, Dodge Newark High School Poetry Festival, Newark Arts Museum, Murals Tour— 16,275 students

CURRICULUM, INSTRUCTION and ASSESSMENT

New Jersey Student Learning Standards for Visual and Performing Arts

The New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts adapted from the National Core Arts Standards were adopted in June 2020. The mission of the NJSLS is to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Standards were developed for all arts disciplines—dance, music, theatre, visual and media arts—and for grade bands K-2, 3-5, 6-8, and high school. All classroom arts instruction should be focused on students achieving the state standards.

NPS Standards-Based Curriculum

District-approved standards-based curriculum should be utilized by every arts educator for classroom instruction. With the adoption of new state standards, new curriculum is currently being developed for all grade bands in each arts discipline. Dance, music, theatre and visual arts curriculum will be introduced for the 2021-2022 school year. The new curriculum will be culturally responsive, intentionally address social-emotional learning, and provide opportunities for partnership and collaboration with Newark’s rich cultural arts community. While curriculum is being developed, schools are encouraged to use existing and draft NPS arts curriculum.



NJSLS Vision—All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Benchmark: Curriculum

All arts educators use district-created, board-approved curriculum aligned to the New Jersey Student Learning Standards-Visual and Performing Arts for every arts discipline and grade level.

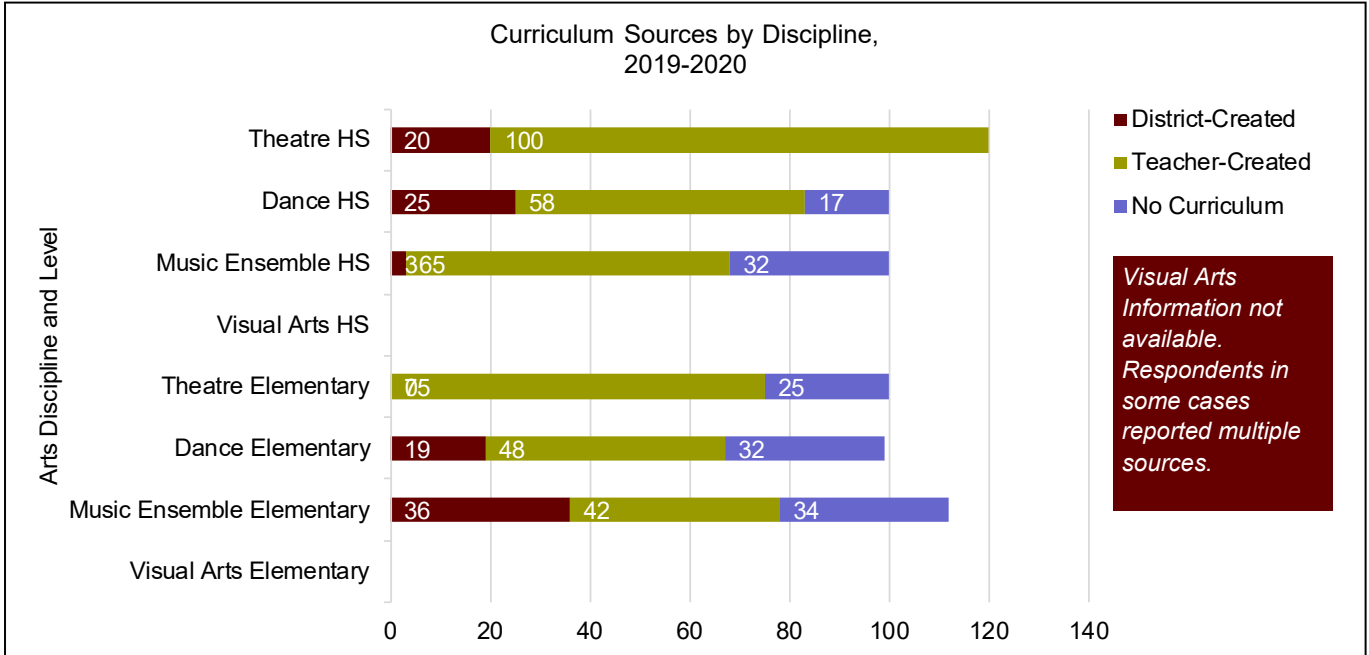


FIGURE 3.1

Each arts discipline holds the opportunity for a variety of curricular experiences, including genres of study, methodologies, and techniques. Following are a series of charts for each arts discipline that capture the instructional programs taking place within arts classrooms in both PreK-8 schools and high schools during the 2019-2020 school year. Data provides important insights into the breadth and alignment between elementary and high school instruction.



Dance

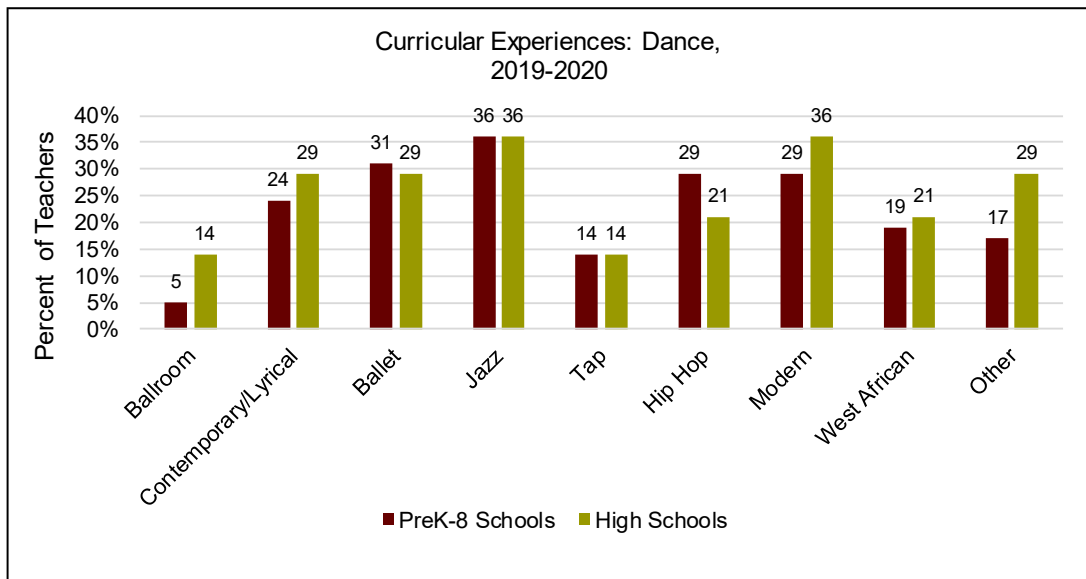


FIGURE 3.2

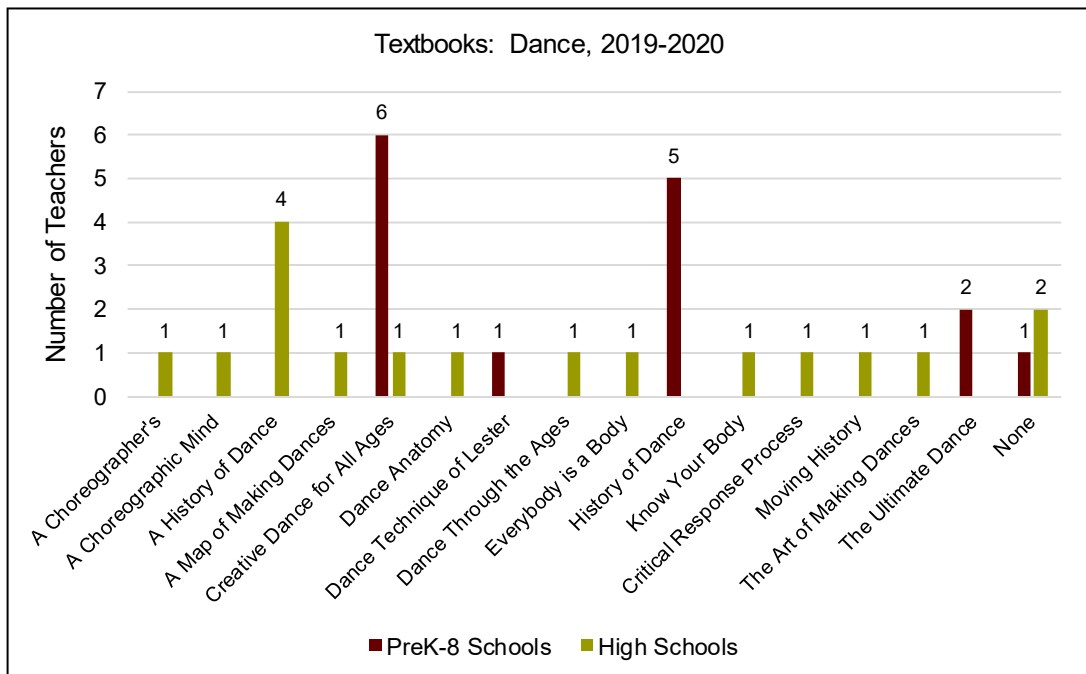


FIGURE 3.3

Music

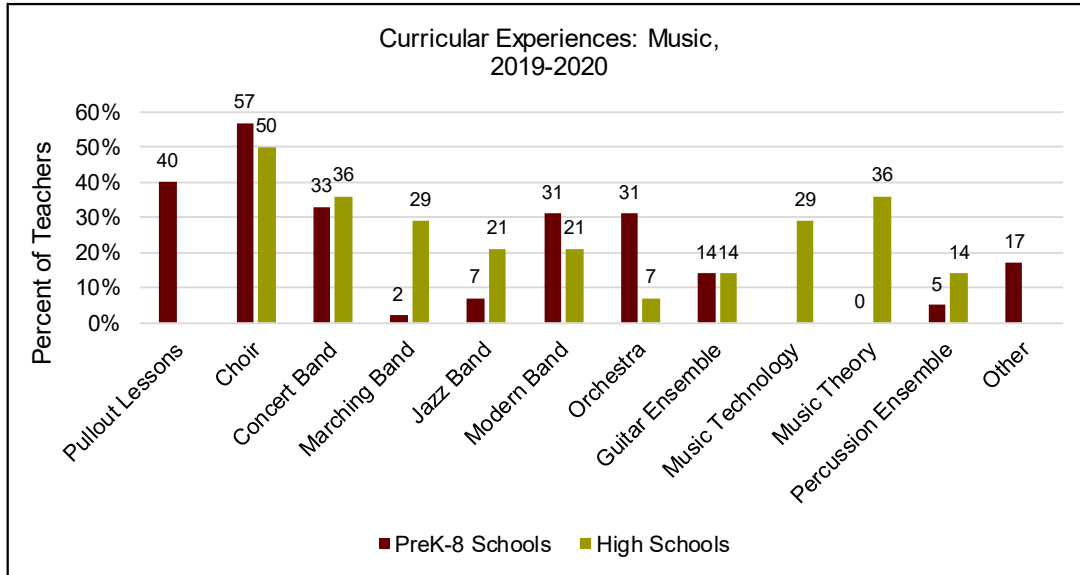


FIGURE 3.4

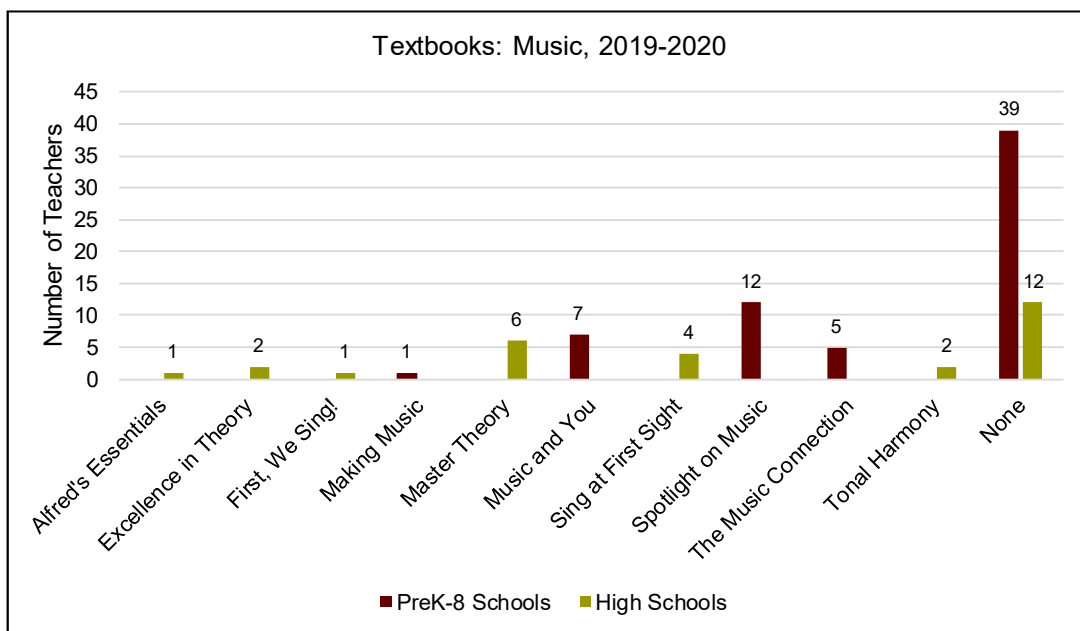


FIGURE 3.5



Music

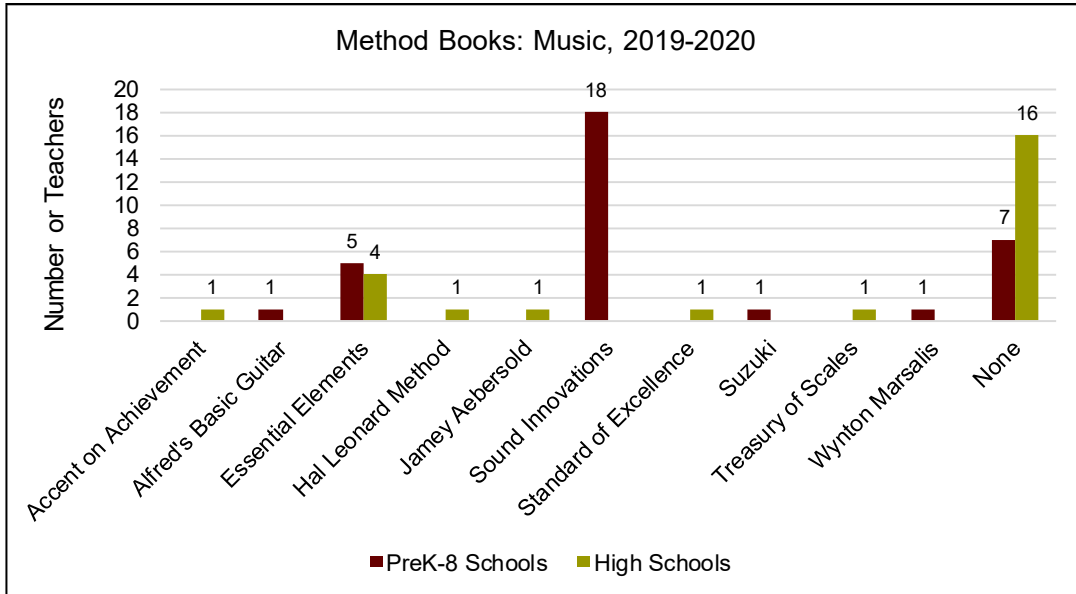


FIGURE 3.6



Theatre

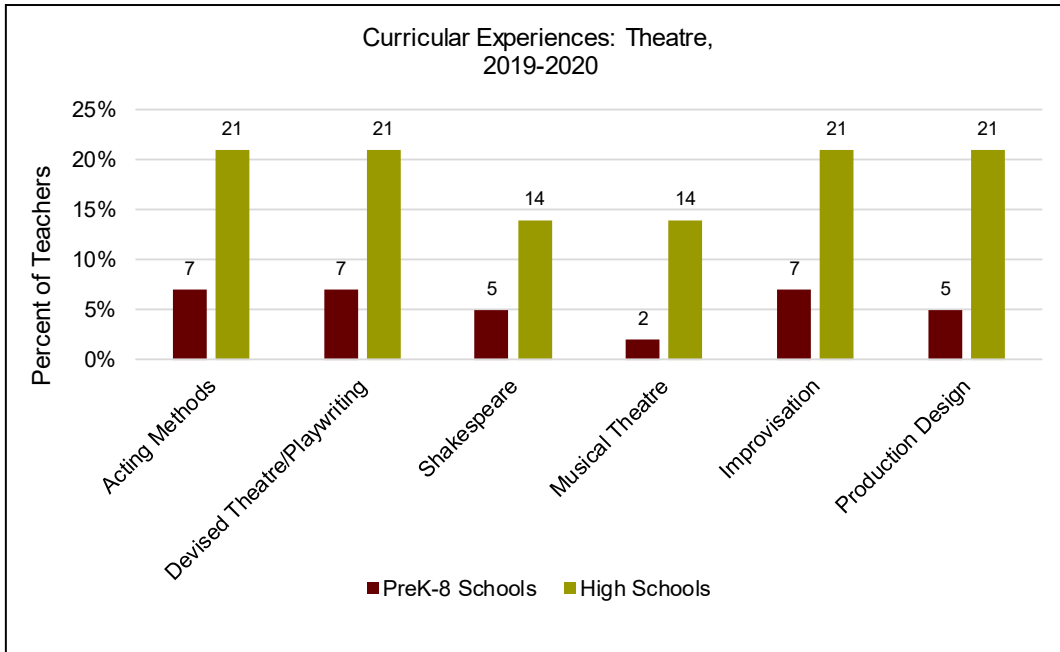


FIGURE 3.7

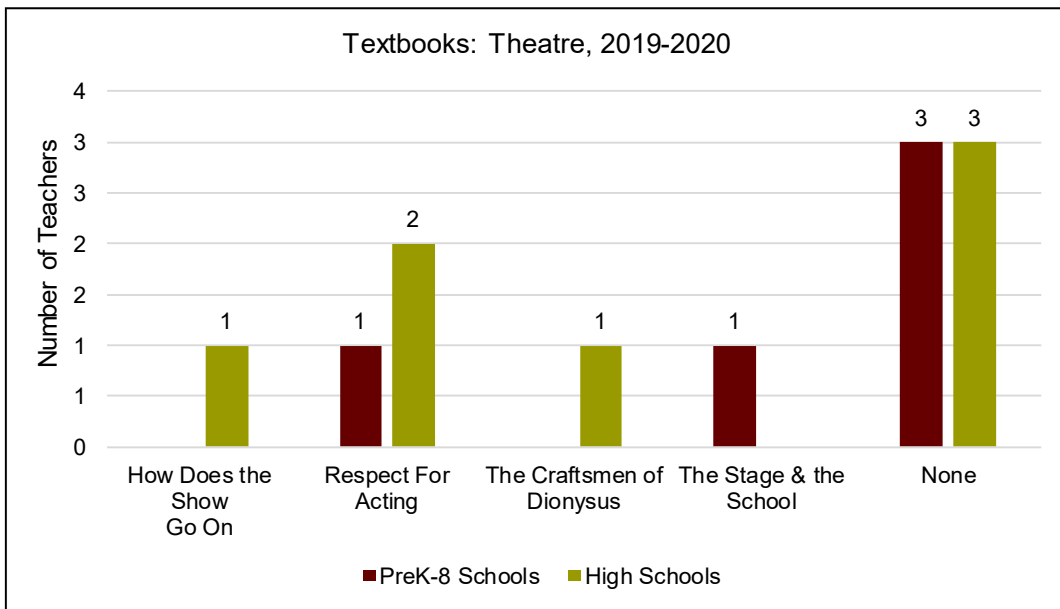


FIGURE 3.8



Visual Arts

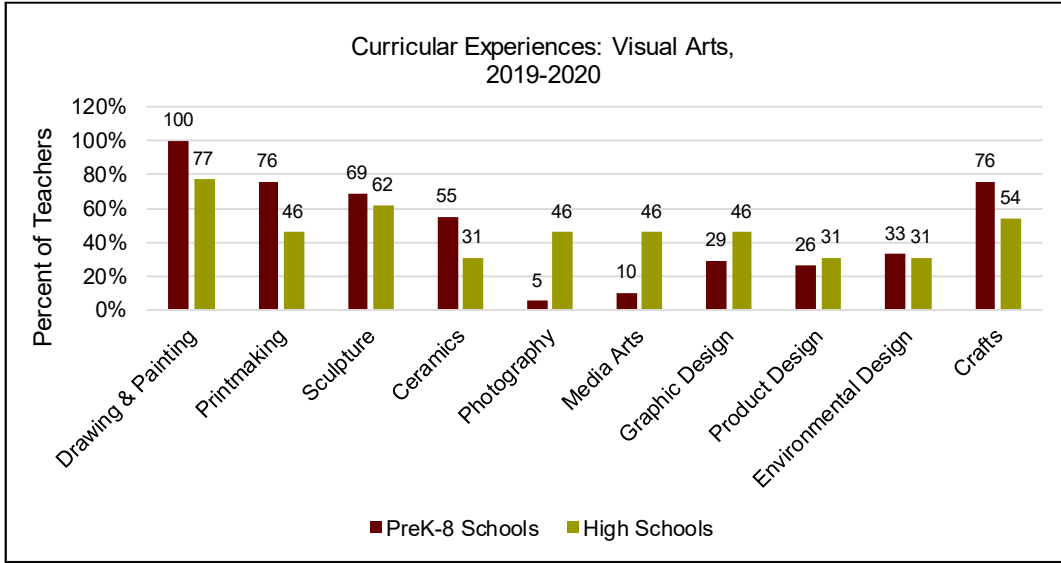


FIGURE 3.9

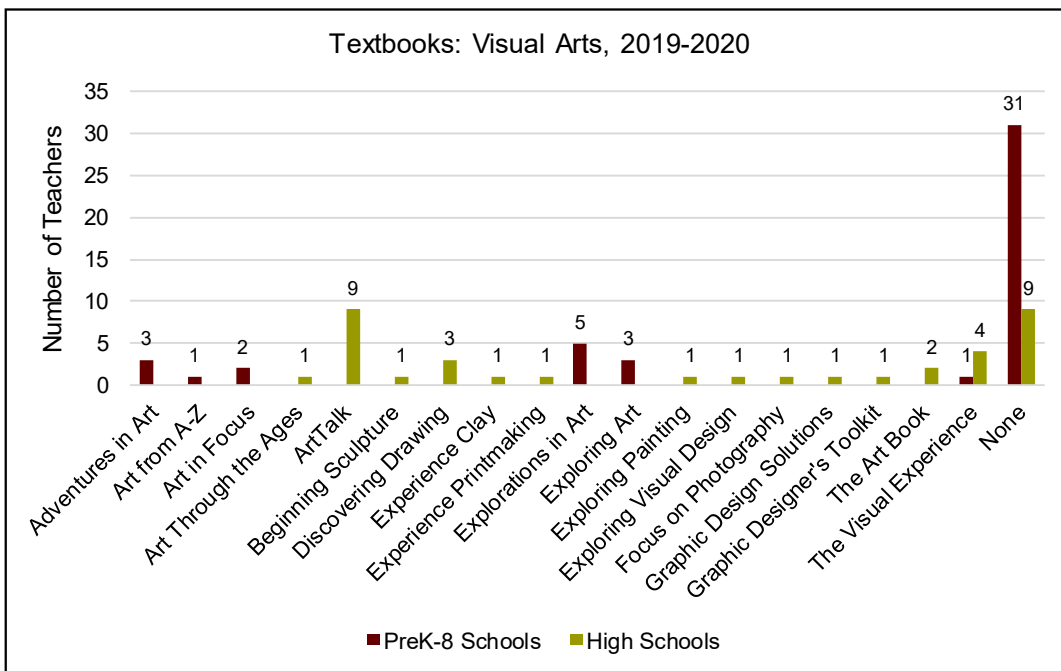


FIGURE 3.10



School-Based Opportunities for Deeper Learning, Sequential Pathways, and Engagement with Artistic Processes

Students will deepen their learning in the arts through sequential pathways, advanced programming, co-curricular offerings, performances, exhibitions, and national art honor societies. Growth and engagement in the creative practices in the context of critical thinking, problem solving and creativity supports learning for college, career and life in the 21st century. All students, regardless of school type and location, will have equitable access to high-quality arts experiences and opportunities so they may discover and achieve their highest creative potential.

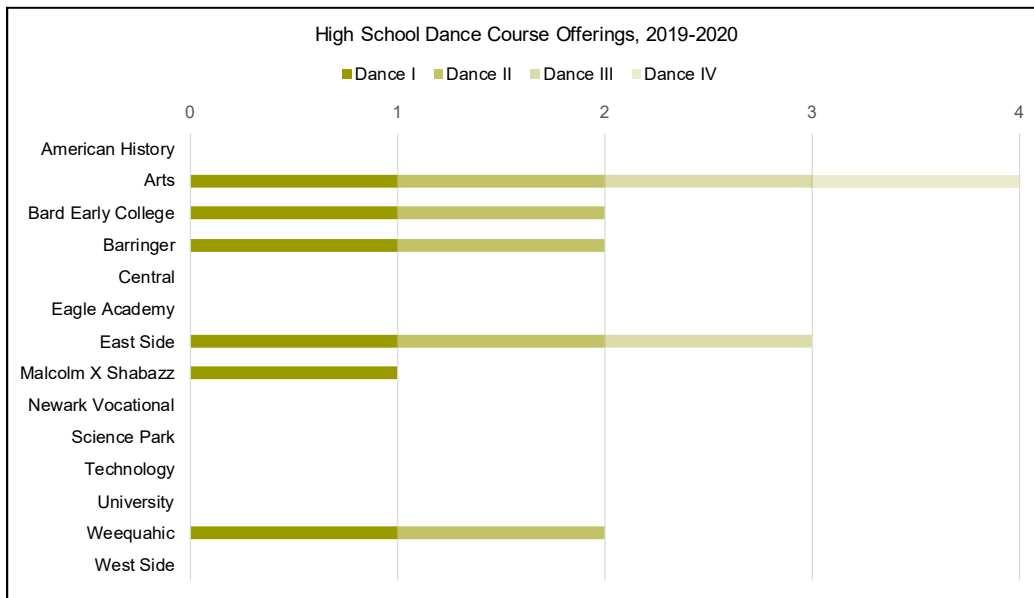


FIGURE 3.11

Six out of 14 high schools (43%) offered Dance. Two out of 14 (14%) offered at least three levels of Dance providing opportunities to pursue interests and build skills at advanced levels.



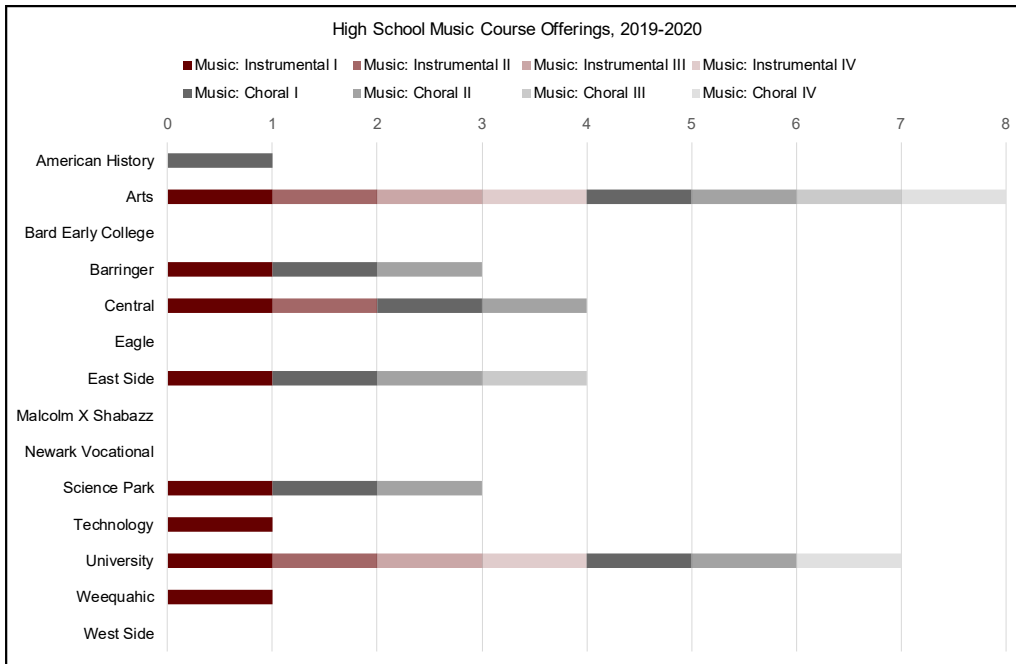


FIGURE 3.12

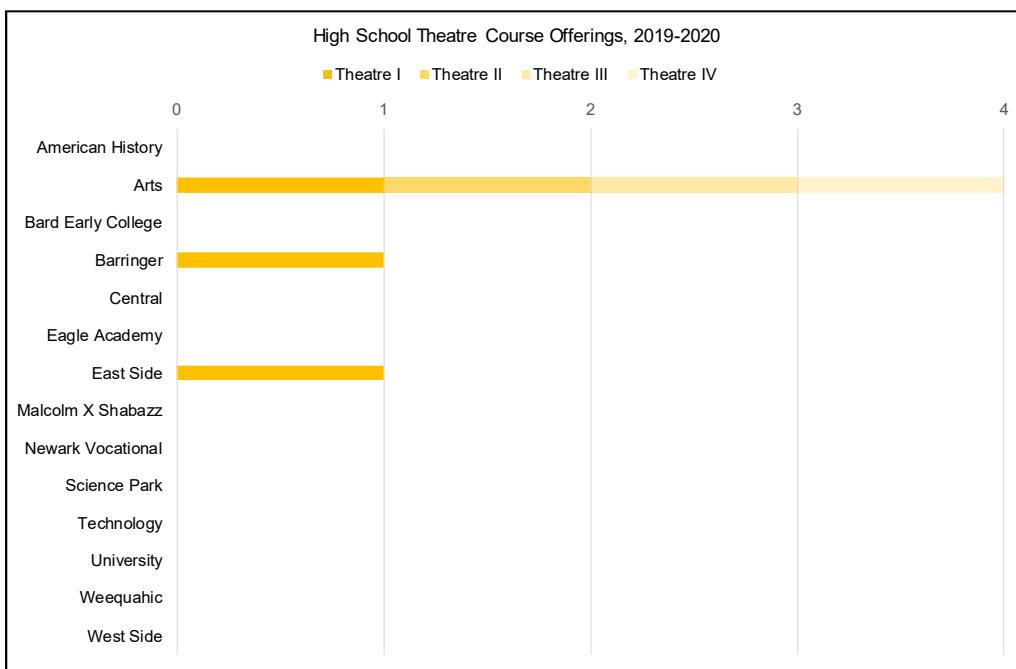


FIGURE 3.13

Two out of 14 high schools (14%) offered at least three levels of both Choral and Instrumental Music; one additional high school (7%) offered three levels of Choral Music. One out of 14 high schools (7%) offered at least three levels of Theatre. These offerings provided opportunities for students to pursue interests and build skills at advanced levels.

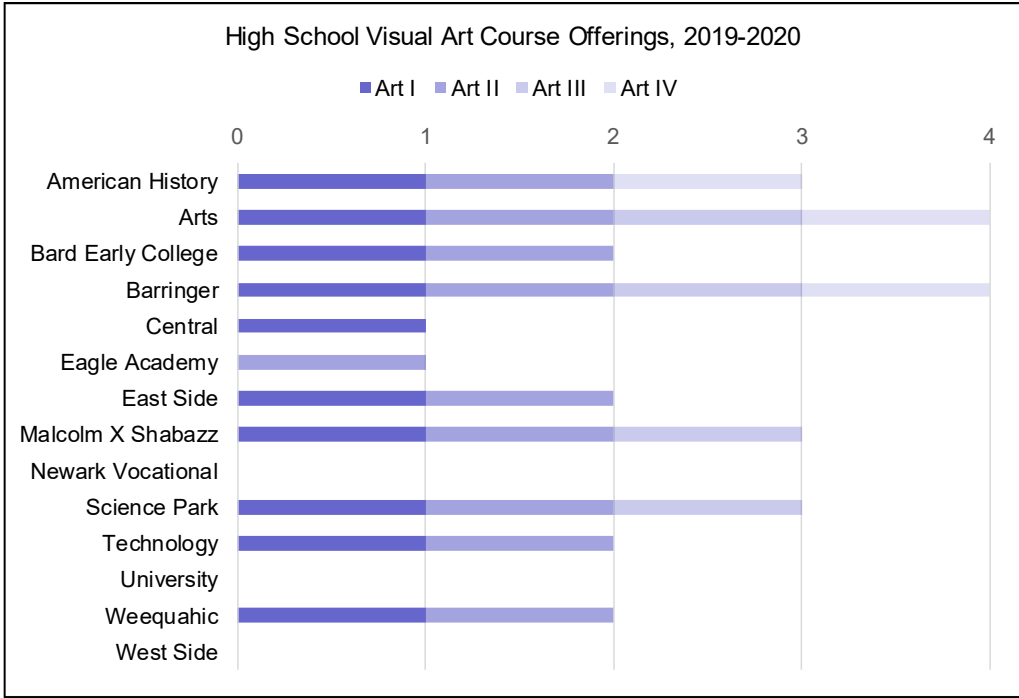


FIGURE 3.14

21%
of High schools offered Advanced Placement Visual Arts courses including American History, Arts High, and Barringer High.

Five out of 14 high schools (36%) offered at least three levels of Visual Art, providing opportunity for students to pursue interests and build skills at advanced levels. Three of the five schools offered Advanced Placement Studio Art. Three schools did not offer Visual Art.

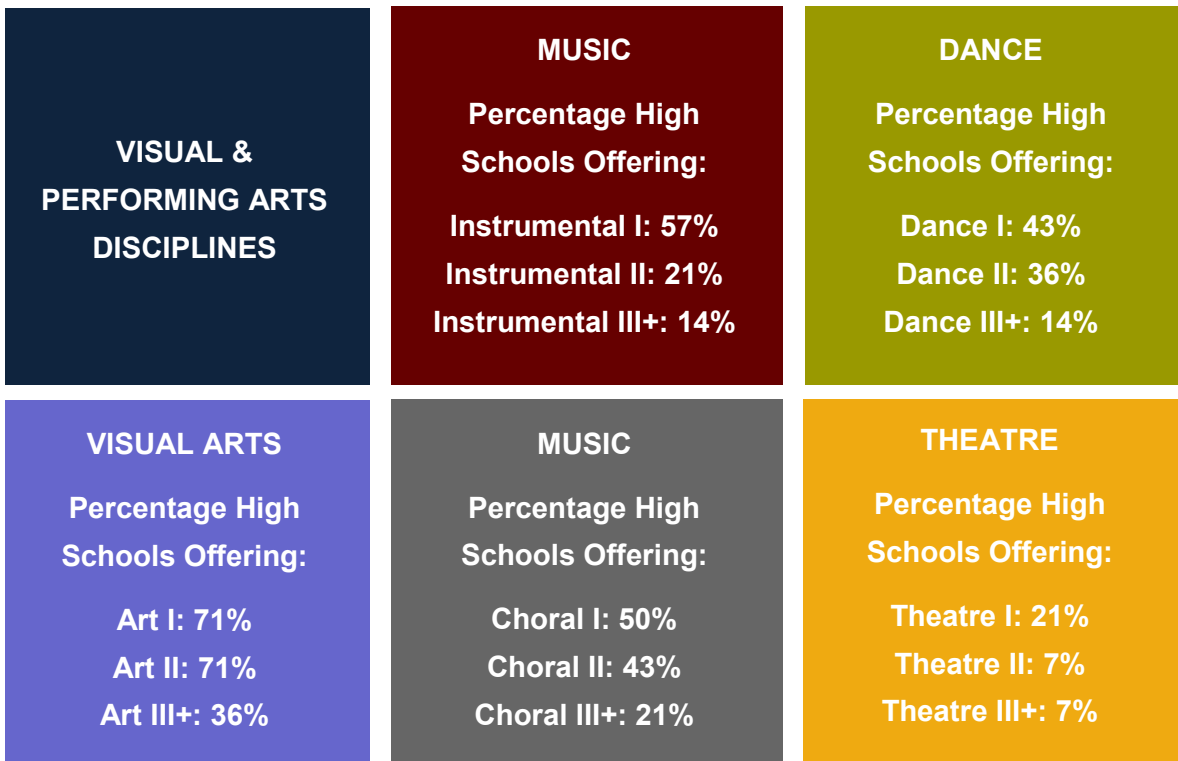


FIGURE 3.15

Benchmark: Co-Curricular Arts Offerings

Each school provides co-curricular experiences that support classroom instruction in the arts so students have the opportunity for deeper learning and increased self-expression.

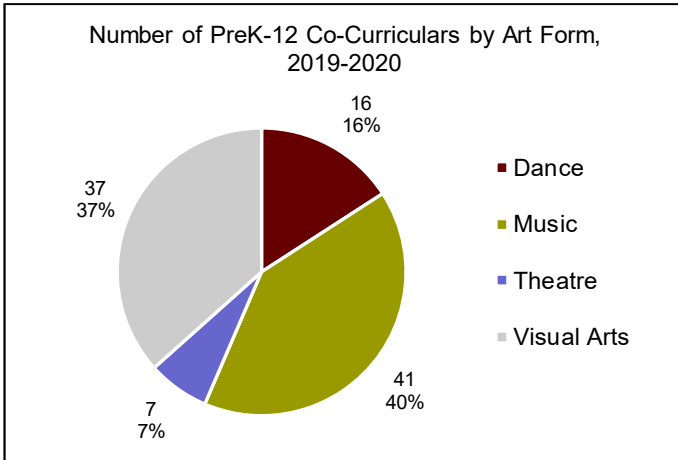


FIGURE 3.16

“Our teachers collaborate to provide students with opportunities to express their artistic abilities through clubs such as Dancing with the Spartans and the Cultural Music classes.”

—Ann Street School

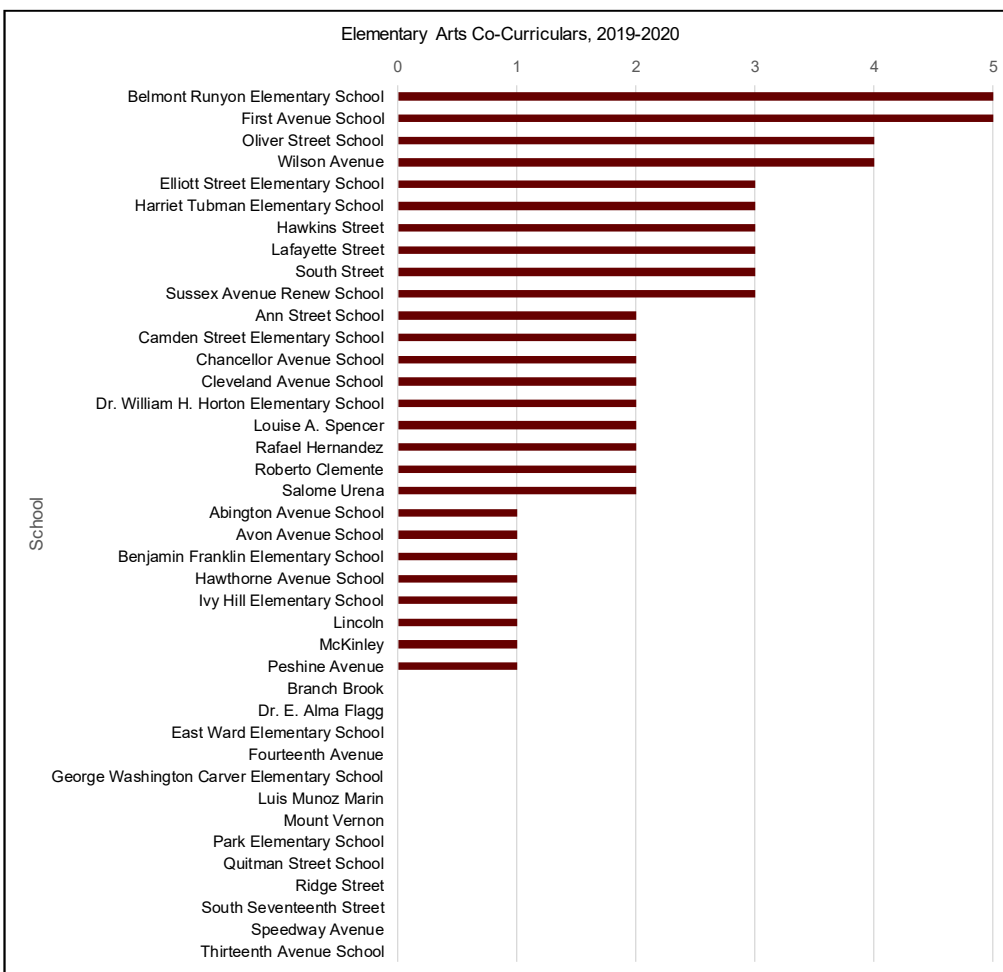
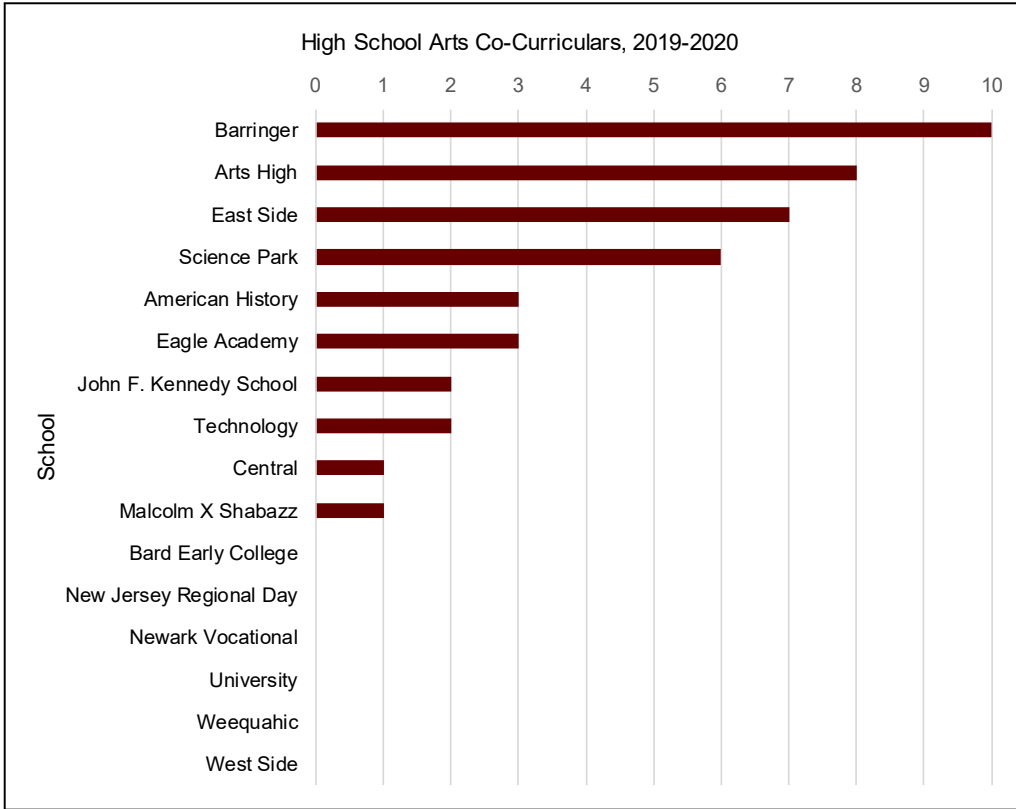


FIGURE 3.17

49%
of Elementary Schools offer 2+ arts co-curriculars; 31% offer none.

Average Number of Arts Co-Curriculars by School Leadership Team
North - 1.46
East/Central - 2.07
South/West - 1.17
High School - 2.93
Specialized - .67



57%
of High Schools offer 2+ arts co-curriculars.

FIGURE 3.18

Benchmark: Performances & Exhibitions
All schools produce and present school-based performances and exhibitions aligned to the NJSLs-VPA.

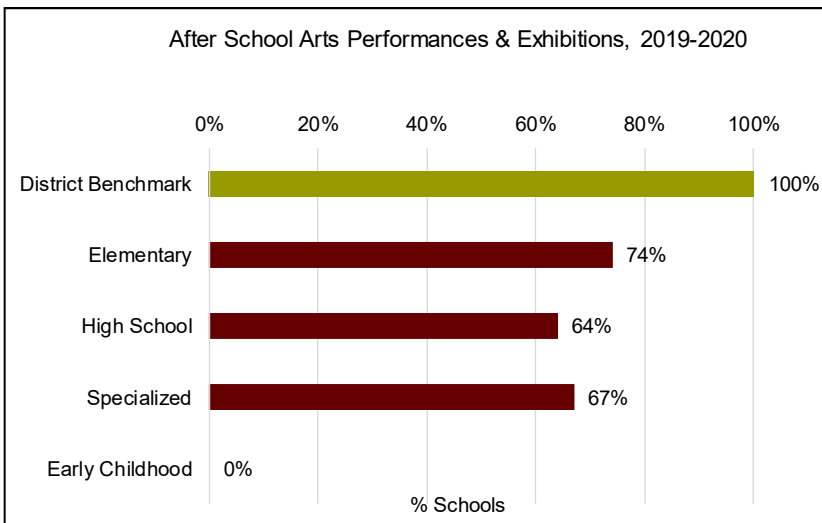


FIGURE 3.19

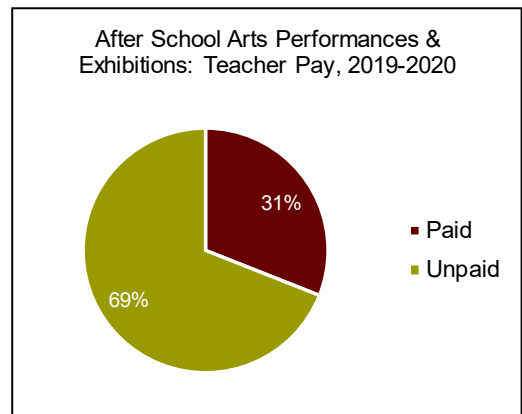


FIGURE 3.20

Benchmark: National Arts Honor Societies

All schools have active National Arts Honor Societies run by Certified Arts Educators.

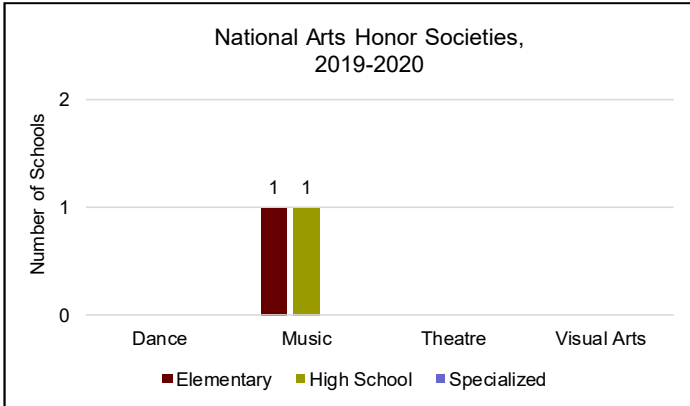


FIGURE 3.21

Arts High School and Wilson Avenue School reported active National Arts Honor Societies run by Certified Arts Educators.

District-Wide Arts Experiences

District-wide arts experiences aligned to NJSLV-VPA and deemed essential to the arts education program, provide Newark students with foundational and advanced opportunities in support of classroom instruction and exposure to arts experiences beyond the classroom. Multiple experiences are designed in collaboration with arts partners to engage students with the vibrant arts and cultural assets located within the Newark community. To provide all students with opportunities for their work to be showcased city-wide, a series of signature annual curated events has been established for students in dance, music, theatre and visual arts at key developmental stages.

Benchmark: District-Wide Foundational Arts Initiatives — R.A.M.P.

Grade 3 students participate in the R.A.M.P. (Recorder Arts for Musical Pathways) program as a foundational music experience and introduction to instrumental music. R.A.M.P. is a district initiative developed in partnership with New Jersey Performing Arts Center (NJPAC).

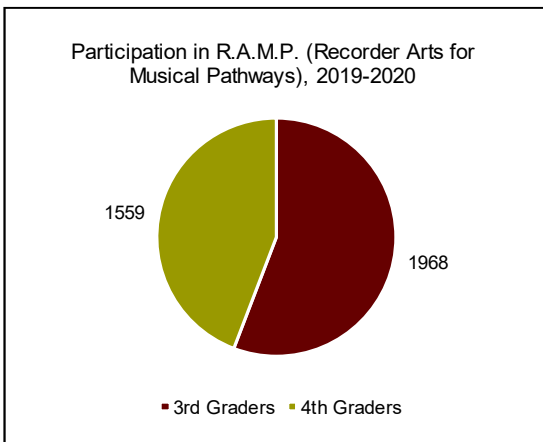


FIGURE 3.22

72%
of 2,736 grade 3 student enrollment participated in R.A.M.P.

85%
of eligible elementary and specialized schools participated in R.A.M.P.

Benchmark: Annual District-Wide Performances & Exhibitions

Every student in targeted grades is eligible to participate in annual district-wide performances and exhibitions recognizing excellence in dance, music, theatre and visual arts: Teen Arts Annual, All City Music, All City Dance, and Young Artists Annual (new).

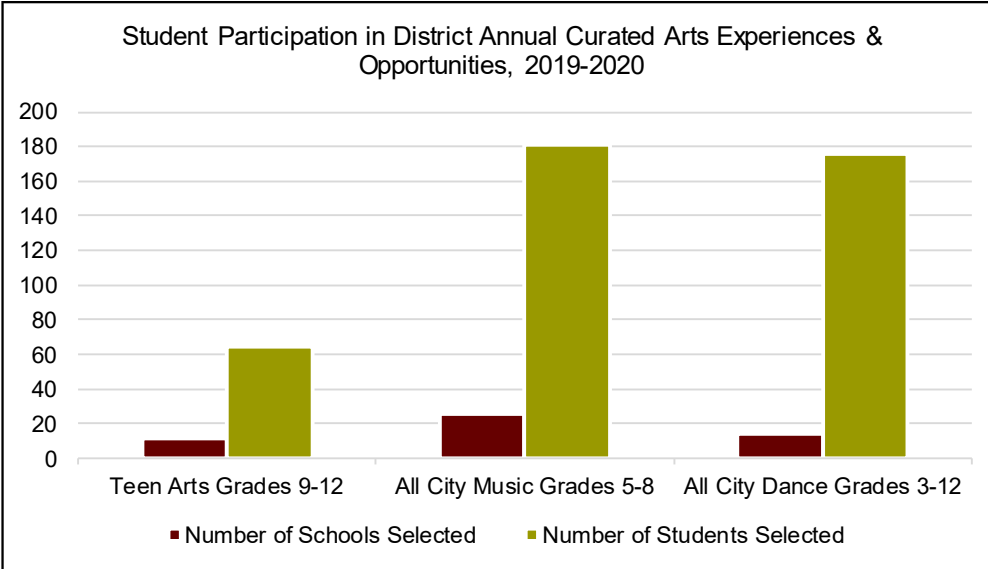


FIGURE 3.23

421
students were selected to participate in the district's annual performances & exhibitions.

Benchmark: District-Wide Arts Experiences

All students will experience the arts in their community beyond the classroom. Every school participates in district-sponsored foundational experiences that are made available at no cost.

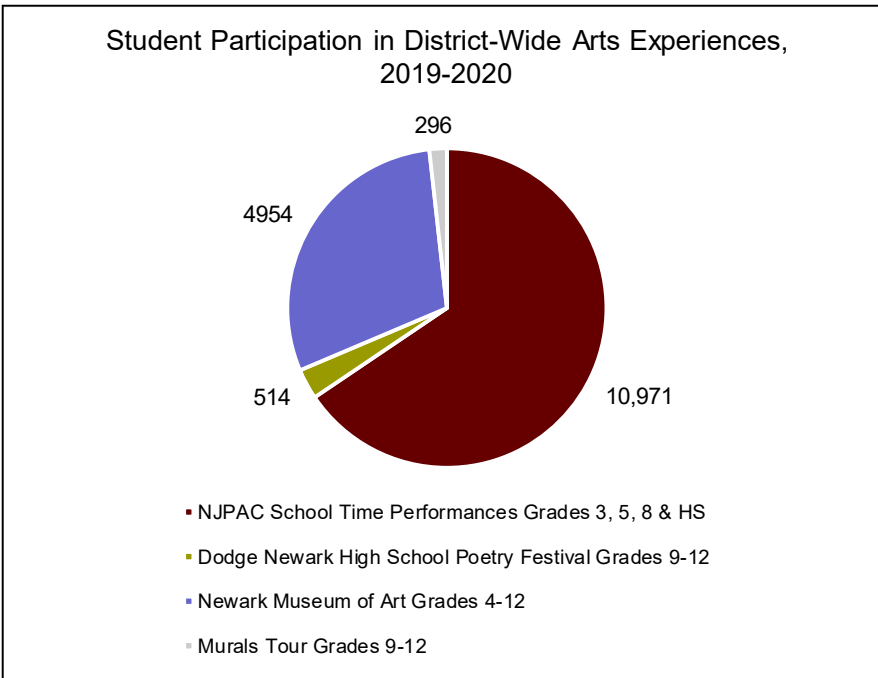
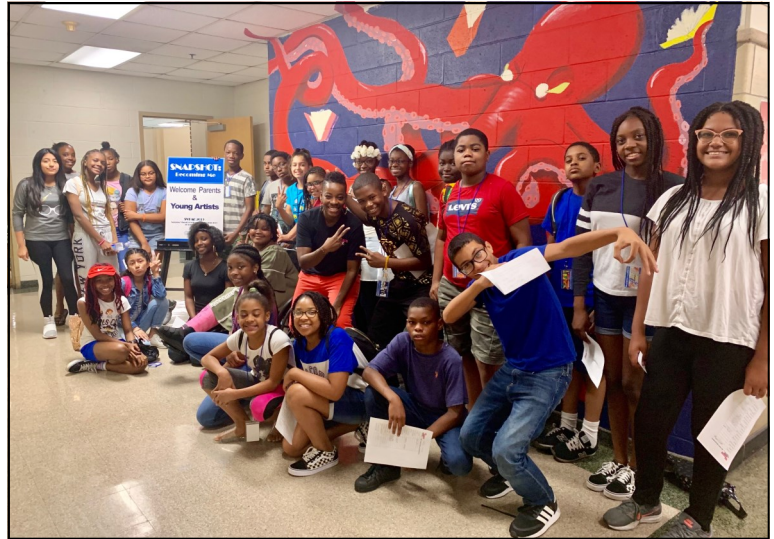


FIGURE 3.24

16,275
students, 45% of the total student population, participated in district-sponsored arts experiences beyond the classroom. 83% of schools participated in School Time Performances.

Summer Visual and Performing Arts Academy

The Summer Visual and Performing Arts Academy at Arts High School was established in summer 2018 to provide middle grade students, rising 6-8th graders, with a 5-week enrichment program to explore the arts in an exciting and challenging environment. The arts academy provided students interested in the arts with opportunities to learn a new discipline, sharpen existing skills, boost performance and exhibition levels, and interact with peers from across the city with shared interests. Nearly sixty NPS students citywide participated in the 2019-2020 summer arts academy, exploring the artistic disciplines of dance, music, theatre, visual arts, and creative writing. The summer program culminated with a student exhibition and performance.



CURRICULUM, INSTRUCTION and ASSESSMENT

GOAL 3: CURRICULUM, INSTRUCTION and ASSESSMENT

Establish and implement consistent PreK-12 sequential arts curriculum, instruction, assessments, co-curriculars, and district-wide arts experiences across all arts disciplines, aligned with NJSLS-VPA.

2020-2021	<p>Identify visual and performing arts power standards for curricular development.</p> <p>Write and adopt PreK-8 music curriculum aligned to the new NJSLS-VPA.</p> <p>Implement 6-8 Young Artists exhibit as part of annual district-wide festivals.</p> <p>Support development of arts-focused high schools.</p>
2021-2023	<p>Write, adopt, and implement all new curricula aligned to the new NJSLS-VPA in PreK-8 dance, theatre and visual art; high school proficient through advanced dance, music, theatre and visual art.</p> <p>Develop common assessment tools that qualitatively and quantitatively measure and communicate learning outcomes in the arts for grades 2, 5, 8, and HS Proficient.</p> <p>Analyze AP arts scores. Explore AP arts education training opportunities. Investigate Pre-AP to determine placement and use of Pre-AP courses.</p> <p>Identify curricula resources (textbooks, subscriptions, software, etc.).</p> <p>Implement music ensemble programs in all elementary schools for grades 6-8.</p> <p>Strategically plan field experiences for student exposure in the arts that align with specific grade-level curricula goals.</p> <p>Increase district-wide festival offerings and participation levels across the district.</p> <p>Collaborate with the NPS Office of Expanded Learning to expand Summer Arts Academy. Identify other potential community partners whose engagement would strengthen the program and provide additional benefit (SYET, etc.).</p> <p>Support development of arts-focused high schools including mission, vision, and strategic plan to be premier 21st century arts schools.</p>
2023-2025	<p>Evaluate curricula, co-curricular offerings, and arts field experiences and determine adjustments/next steps.</p> <p>Assess student learning using common assessments for grades 2, 5, 8, and HS Proficient.</p> <p>Purchase and implement district-wide use of curricula resources (textbooks, subscriptions, software, etc.) with teacher training and supports.</p> <p>Implement music ensemble programs in all high schools (grades 9-12).</p> <p>Design and develop descriptions and criteria for co-curriculars that support grade-level visual and performing arts curriculum and standards, including but not limited to, arts honor societies, music ensembles, clubs for each discipline, musical theatre, etc.</p> <p>Fund and implement arts honor societies as part of school-based arts budgets.</p> <p>Identify and share information about regional and national festivals, competitions, and arts opportunities to increase number of student applicants.</p> <p>Support implementation of arts-focused high schools.</p>
2025-2027	<p>Update PreK-12 arts curricula and assessments.</p> <p>Increase number of schools (100%) with applicants to regional and national festivals/competitions and showcases.</p> <p>Increase school-based student participation in arts honor societies.</p> <p>Ensure development and implementation of arts programming in arts-focused elementary schools.</p>
2027-2030	<p>Evaluate curricula, instruction, assessment, co-curriculars, and arts experiences and determine next steps.</p>



EQUITY STATEMENT

All students' arts education will be enhanced through strategic collaboration with arts and cultural partners that will strengthen understanding of the artistic processes, deepen connections to the Newark arts community, increase cultural awareness, and develop identity as a citizen of the world.

4 PARTNERSHIP and COLLABORATION

Section Overview

To gain a more comprehensive understanding of the breadth and depth of arts partnerships and collaborations, the team examined the full array of NPS special initiatives that Office of Visual and Performing Arts developed in collaboration with select partners to meet targeted needs. Additionally, a comprehensive listing of school arts partner experiences—*residencies, trips, master classes, and assemblies*—was aggregated, noting those most frequently utilized. Lastly, NJPAC is recognized for its model partnership with the district, and its wide-ranging contributions toward expanding district capacity and student arts experiences.

Figures

Special Initiatives		Arts Partners	
4.1	R.A.M.P. Participation	4.3	Artist in Residence Programs by Discipline
4.2	Renew the Arts	4.4	Arts Partner Experiences

Goal

Pursue and support strategic arts partnerships and collaborations to enhance student learning, strengthen community connections, and celebrate and honor student voice, culture, and traditions.

FINDINGS

1. SPECIAL INITIATIVES

The Arts Office strategically collaborates with foundations and arts partners to create special initiatives that expand district capacity and provide meaningful student arts experiences.

2. ARTS PARTNERS

There is a culture of engaging arts partners to provide opportunities and expanded capacity through residencies, trips, master classes, assemblies; dance and visual arts are the most popular residencies.

3. MODEL PARTNER

The model partnership with NJPAC provides critical support from teacher professional development to special initiatives and student arts experiences.

PARTNERSHIP and COLLABORATION

Benchmark: Equity & Culturally-Responsive Arts Opportunities

NPS strategically cultivates and implements culturally-responsive arts partnerships to enhance student learning, arts opportunities, and community relationships. Arts partner experiences are distributed equitably and accessible across all NPS schools.

Benchmark: Curriculum Alignment

Arts partner experiences are aligned with NJSL-VPA standards and NPS arts education curriculum, goals, and priorities.

Special Initiatives

Through intentional partnerships and collaborations, the Office of Visual and Performing Arts strategically invests in building district capacity in the arts. Following are seven examples that demonstrate intentionality and benefits to the district, students and teachers.

Recorder Arts for Musical Pathways (R.A.M.P.)—New Jersey Performing Arts Center

The R.A.M.P. program represents a collaboration with New Jersey Performing Arts Center established to reinforce skills in reading music and performing in ensembles for every 3rd and 4th grader. The program is aligned to support the district's music curriculum, prepare students for ensemble programs, and act as an introduction to advanced music and instrumental study. Culminating performances in a world-class arts



center and individual schools satisfy music standards. The partnership began in 2015 with 12 schools and has grown to 35. In 2019-2020, 71% of all third graders and 54% of all 4th graders participated.

R.A.M.P., District Foundational Music Initiative — Students in grades 3 and 4 participate in the R.A.M.P. program as a foundational music experience and introduction to instrumental music.

Instrument Essentials—Save The Music Foundation, Lang Lang Keys of Inspiration, Music and the Brain

Instrument Essentials are intentional partnerships and collaborations established by NPS to build and sustain sequential instrumental music education. Save The Music Foundation (STM) is an example of a philanthropic partner whose support has enabled the district to significantly increase instrumental music education capacity and ensure equity. Founded in 1997 to help students, schools and communities fulfill their full potential through music, STM has partnered with NPS since 2017. Through spring 2020, their investment in NPS's music education program has provided 27 schools with instruments, music technology equipment, method books, music stands, and teacher professional development. Additional NPS partners include Lang Lang Keys of Inspiration and Music and the Brain.



Arts Ed Newark, formerly Newark Arts Education Roundtable, is an arts intermediary advocating for equity and high-quality arts education for all Newark youth. An alliance of 90+ arts education stakeholders, Arts Ed Newark has been instrumental in supporting NPS Arts through the cultivation of partnerships, including Save The Music; management and technical assistance for Victoria Foundation's Newark Public School Grants in Arts Education; and arts advocacy.



Renew the Arts (RTA)—The Geraldine R. Dodge & Prudential Foundations

Renew the Arts initiative was established in 2013 to explore and pilot strategies that ensure all students are receiving rigorous sequential arts programming, and exposure to high-quality community arts experiences to help inform a larger, district-wide arts education strategy. Since 2013, 39 schools have participated in this initiative to build capacity through school-based arts assessment and planning, supplemental funding, and new and strengthened partnerships to support artistic processes and curricular alignment. This initiative has now been seamlessly integrated into the Office of Visual and Performing Arts. A Renew the Arts Five-Year Report will supplement this report, and its findings have helped inform the district arts plan.

RENEW THE ARTS SCHOOLS		
American History High *Ann Street School Arts High School Avon Avenue School Barringer High School Belmont Runyon Camden Street School Central High School Chancellor Avenue School Cleveland Elementary Dr. William H Horton East Side High School Elliott Street School	First Avenue School *Harriet Tubman School Hawkins Street School Ivy Hill Elementary School John F Kennedy School Lafayette Street School Lincoln School *Louise A. Spencer School Luis Munoz Marin School *Malcolm X Shabazz High Mount Vernon School Oliver Street School Peshine Avenue School	Quitman Street School *Rafael Hernandez School Ridge Street School Roberto Clemente School Salome Urena Elementary Science Park High School *South 17th Street School South Street School Speedway Academies Sussex Avenue Renew School *Thirteenth Avenue School *Weequahic High School
*Did not participate 2019-2020 Purple Schools- Cohorts 1A&1B		

FIGURE 4.2

Renew the Arts 2019-2020 End-of-Year Survey reporting reflected growth in key areas including staffing, performances and exhibitions, and collaboration.

Capacity Building

36.8% demonstrated growth
in Staffing

Climate & Culture

47.4% increased
Performances & Exhibitions

Leadership Practices

55.3% demonstrated growth
in Collaboration

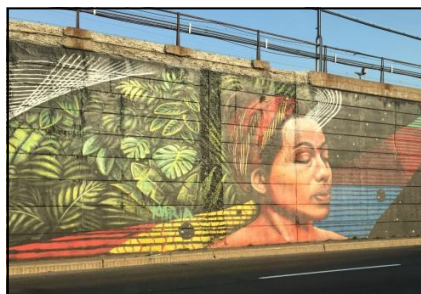
Dodge Biennial Newark High School Poetry Festival—Geraldine R. Dodge Foundation, NJPAC and Rutgers-Newark Paul Robeson Center

Every two years since 2017, the Dodge Foundation brings the Dodge poetry experience to Newark teens through the Newark High School Poetry Festival. Hosted at Rutgers-Newark Paul Robeson Center and supported by NJPAC volunteers, the October 2019 full-day festival was attended by 500 Newark students and teachers, who experienced poetry and music jams, readings, discussions, and performances. Some of the poets included: Ana Portnoy Brimmer, Naomi Extra, Reg E. Gaines, Nicole Homer, and Khailil Murrell. This festival is a foundational arts experience the Office of Visual and Performing Arts makes available to high school students every two years.



Newark Murals Tour—Newark Arts and The Newark Museum of Art

Each year, the Office of Visual and Performing Arts works with Newark Arts and The Newark Museum of Art to offer Newark high school students a foundational arts experience that educates and exposes them to Newark's rich cultural history and assets. Students tour the city and learn about the wide-ranging murals both downtown and in the neighborhoods, reflecting diverse cultures, communities and themes. The tour continues to The Newark Museum of Art, where students view the museum's mural collection ranging from work by Arshile Gorky to large-scale mosaic murals. The experience culminates with hands-on art making activities, providing the students with an opportunity to process and apply what they've learned throughout the day.



Teen Arts Annual—The Newark Museum of Art

Teen Arts Annual is a curated visual and performing arts exhibition held every year in partnership with The Newark Museum of Art showcasing the artistic talent of district high school students. Through NPS's unique partnership with The Newark Museum of Art, this annual event has been held for half a century, providing thousands of students with the distinct honor of exhibiting their artwork at New Jersey's largest museum. Over the years, Teen Arts Annual venues within the museum have expanded from the community room to also include the auditorium and Englehard Court to accommodate performances. The 2019-2020 Teen Arts Annual theme was 'ARTIVIST'- 'Art as Activism'.



The Kennedy Center's Partners in Education Program— Kennedy Center and New Jersey Performing Arts Center

Newark Public Schools is proud to partner with The Kennedy Center and New Jersey Performing Arts Center as members of the Partners in Education Program. The Partners in Education program of the John F. Kennedy Center for the Performing Arts is designed to assist arts organizations in the development or expansion of educational partnerships with local school systems. Each year, NPS and NJPAC attend The Kennedy Center's Annual Meeting for collaborative professional development with peer partnership teams from across the nation to develop plans that guide annual collaborative work. The focus of 2019-2020 was arts integration; Hawkins Street School was selected to participate in this intensive professional development and training.



“Students and teachers in grade 3 have spent the year working collaboratively with visual arts teacher and leaders at NJPAC to engage in the Kennedy Center Arts Integration program...The program had great influence on teacher lesson plans both in the classroom and through remote learning.”

—Hawkins Street School

Arts Partners—Residencies, Trips, Master Classes and Assemblies

Newark is extremely fortunate to be an arts-rich community with both “roots and resources” in arts and culture. Its location provides access to premier regional and wide-ranging partner experiences, from residencies and master classes, to assemblies, trips and festivals. Contributing to Newark’s rating as one of the nations top 10 most vibrant arts communities four years in a row, is a robust arts council, Newark Arts, whose purpose is to ensure a thriving arts community. Newark Arts, along with Arts Ed Newark, are NPS collaborating partners connecting schools and teachers to individual artists, arts organizations (large and small), and arts/cultural events and opportunities throughout the city. Engagement with arts partners provides students with critical connections to the larger arts community, diverse cultures, disciplines, and experiences that enrich school arts programming. Over the past several years, the district has worked to restructure the historically opportunistic school-arts provider relationship to one that is intentional, strategic, and driven by demand to meet targeted curricula goals.

Benchmark: Evaluation

Arts partner experiences are systematically documented and evaluated.



Dance and Visual Arts residencies were the most popular implemented during the 2019-2020 school year.

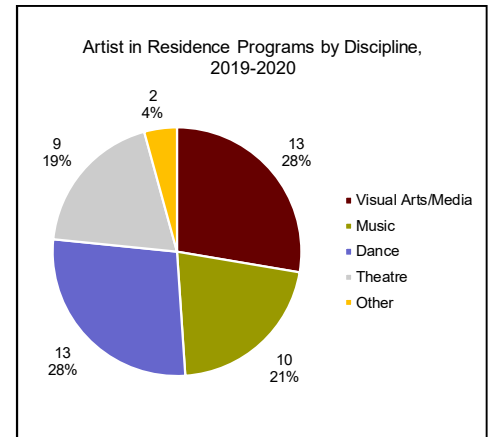


FIGURE 4.3

Arts Partner Experiences 2019-2020

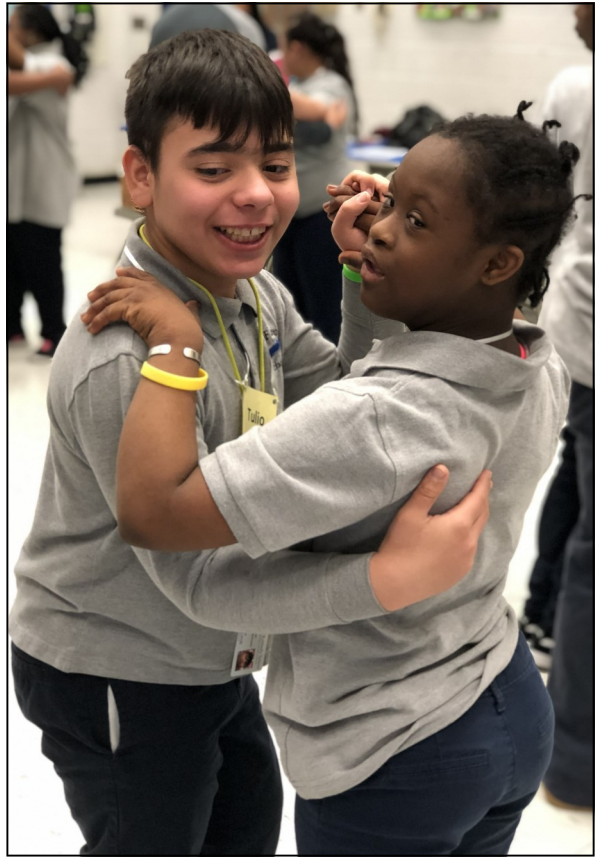
Above Ground Productions (Maurice Chestnut)
 AIE NJ Indian Dance Program
 Alvin Ailey Dance Residency
 Art Smart Vocal Music Program
 Day in Clay Workshop/Residency
 Express Newark Workshop
 GlassRoots Workshop/Residency
 Grammy Museum Experience
 Jazz House Kids
 Joyce Theatre Dance Residency
 M.A.N.Y.

Montclair Art Museum Art Truck
 Montclair Art Museum Programming
 Montclair State University-Art BackPack
 Music and the Brain
 NJPAC Dancing Classrooms
 NJPAC Devised Theatre
 NJPAC Hip-Hop Intensive
 NJPAC Instrumental Jazz
 NJPAC Movement Matters
 NJPAC Musical Theatre
 NJPAC Vocal Music

New Jersey Symphony Orchestra
 Newark Museum Arts Programming
 Newark School of the Arts Residency
 Nimbus Dance Studio
 R.A.M.P.
 Save The Music
 Shakespeare Theatre of NJ
 Sharron Miller Dance Residency
 Two River Theatre
 Urban Wall Street Video Production
 Young Audiences

FIGURE 4.4

Residencies & Workshops — Day in Clay, Montclair Art Museum Art Truck, NJPAC Dancing Classrooms



Field Trips — Broadway, GRAMMY Museum Experience Prudential Center



Featured Partner—Alvin Ailey American Dance Theatre

For over a decade, Newark Public Schools has partnered with world-renowned Alvin Ailey American Dance Theatre to bring dance exposure and experiences to Newark students. Alvin Ailey's Arts in Education & Community Programs, which seek to cultivate and energize youth and adults to take, make and see dance; have provided AileyDance Kids long-term and short-term residencies, teacher professional development, school assemblies, and *Revelations* through NJPAC SchoolTime Performances. In addition to school programs, AileyCamp Newark provides 100 Newark students between the ages of 11-14 each year with a holistic six-week summer camp experience that culminates with a performance at NJPAC. At the end of the summer camp experiences, Alvin Ailey scholarships are offered to select students for deeper and continued study. Through this partnership, Newark Public School students have many opportunities to experience Alvin Ailey over the course of their K-12 education.



Model District Partner—New Jersey Performing Arts Center

Newark Public Schools Office of Visual and Performing Arts is grateful to count New Jersey Performing Arts Center (NJPAC) as a model district partner. NJPAC is an essential anchor institution in Newark and a world-class performing arts facility with a robust Center for Arts Education. As an anchor cultural institution, NJPAC occupies a unique space that in the words of its CEO, “is hyper-local, is grounded in community, and advances initiatives to drive change.” NJPAC brings a collaborative and open spirit to the partnership and provides thought leadership, vast resources, and a deep commitment to arts education. This unique partnership has evolved over the past decade; it is strategic, intentional, and embodies a shared vision for equity and excellence in arts education evident in the collaborative work implemented during 2019-2020. The depth of the partnership between the state’s largest school district and Newark’s world-class anchor cultural institution serves as a collective impact exemplar.

District-Wide Professional Development—A series of four NPS OVPA district-wide professional development sessions for 200+ arts educators

The Kennedy Center’s Partners in Education Program—The Kennedy Center’s Annual Meeting for national professional development teams; 2019-2020 NJPAC-NPS Arts Integration professional development-Hawkins Street School

R.A.M.P. & Orff Schulwerk—Professional development to support music instruction

Subsidized Grants & Residencies—As available, subsidized/reduced-rate assemblies, residencies, and teaching artists for Renew the Arts schools

SchoolTime Performances—Collaborative selection of school-time performance programming to provide foundational performance experiences

Supplemental Programs (M.A.N.Y., City Verses) and Grant Opportunities (Disney Musicals in Schools, Mercer Musical Theatre)



Model District Partner—The Newark Museum of Art

The Office of Visual and Performing Arts proudly counts The Newark Museum of Art, the state's largest museum, as a model district partner. The Newark Museum of Art (the Museum) was established in 1909 and serves as an essential anchor institution in Newark. Its mission, to welcome everyone with inclusive experiences that spark curiosity and foster creativity, is perfectly aligned with the goals of OVPA's mission and goals. One of Newark's most treasured cultural institutions, the Museum is home to impressive collections including American Art, decorative arts, contemporary art, and the arts of Asia, Africa, and the ancient world. The district's partnership with the Museum spans over half a century and has benefitted hundreds of thousands of students.



The Museum's leadership, vision for arts education, and focus on equity and community, have yielded a rich and layered partnership. As a result, The Newark Museum of Art collaborates on special initiatives including Teen Arts Annual, now in its 50th year, and Newark Murals Tour. Annually, the Museum also serves as a professional development partner and provides foundational art experiences for targeted grades of students. For the past 5 years, *Stories of New Jersey through American Art* was offered to all 4th grade students, exposing students to the Museum's unique American collections integrating visual art and social studies. The Museum also offers residencies and field experiences to schools in support of arts curriculum.



PARTNERSHIP and COLLABORATION

GOAL 4: PARTNERSHIP and COLLABORATION

Pursue and support strategic arts partnerships and collaborations to enhance student learning, strengthen community connections, and celebrate and honor student voice, culture, and traditions.

2020-2021	Evaluate partnership protocols and experiences.
2021-2023	<p>Analyze current arts partnerships and develop a foundational core arts partnership map inclusive of anchor arts institutions.</p> <p>Establish procedures, approval process, and oversight process for arts partners to work with NPS schools consistent with NJSLV-VPA, aligned to appropriate grade-level curricula, and monitored for quality and equitable access.</p> <p>Align partner experiences with district curricula (ex: R.A.M.P.) to prioritize relevance.</p> <p>Provide an annual list of highly-recommended professional development, residencies, workshops, assemblies, and field experiences for each arts discipline.</p> <p>Formalize professional development partnership with Model District Partners to address identified needs and growth areas.</p> <p>Collaborate with Newark Arts and Arts Ed Newark to identify critical small community arts organizations and artists to expose and engage teachers and their students with the broader grassroots Newark Arts community.</p> <p>Collaborate with Newark Arts to strengthen NPS arts educator and student participation in the annual Newark Arts Festival.</p> <p>Cultivate strategic partnerships and collaborations with art organizations and institutions of higher learning to leverage resources and strengthen arts programs within elementary and high schools.</p> <p>Identify private sector partners for in-kind contributions (i.e. paper distributors, paint companies, fabric companies, etc.).</p>
2023-2025	<p>Implement and evaluate protocols, partnerships, and experiences and determine adjustments/next steps.</p> <p>Collaborate with Arts Ed Newark on 1) training arts education providers and teaching artists to develop curriculum-aligned programming, and 2) connecting NPS arts educators with the Newark arts community.</p> <p>Develop partnerships with local artists and small arts organizations to cultivate experiences and deepen connections with the thriving Newark Arts community.</p> <p>Expand partnerships with NJ arts and cultural organizations (NJ Ballet Company, George Street Playhouse, Shakespeare Theatre of NJ).</p> <p>Create opportunities for students to participate in dual enrollment classes in visual and performing arts.</p> <p>Create pipelines with institutions of higher learning for students to prepare for and pursue wide-ranging careers in fine and applied arts.</p> <p>Establish college/university partnerships for NPS teachers to pursue dual certifications and advanced courses to meet new arts curricula demands.</p> <p>Collaborate with Newark Arts, the City of Newark, and NPS Office of Parent Engagement to develop <i>NPS Arts in the Neighborhood</i>.</p> <p>Empower students and families through exposure and education to participate in extended learning opportunities and interact independently with community arts partners.</p>

PARTNERSHIP and COLLABORATION

GOAL 4: PARTNERSHIP and COLLABORATION

Pursue and support strategic arts partnerships and collaborations to enhance student learning, strengthen community connections, and celebrate and honor student voice, culture, and traditions.

2025-2027	<p>Expand strategic partnerships to include regional, state, and national organizations that continue to expose students to a variety of diverse cultural and global experiences.</p> <p>Nurture a welcoming and inclusive ecosystem that fosters an arts and culture mindset among all stakeholders (faculty, families, community) to engage in school and community arts events.</p> <p>Implement <i>NPS Arts in the Neighborhood</i> to showcase student artistic talent, heighten cultural experiences, and increase the footprint of the Newark Arts experience.</p>
2027-2030	<p>Evaluate protocols, partnerships, and experiences and determine adjustments/next steps.</p>



ARTS HIGH
BASKETBALL

EQUITY STATEMENT

Sustaining a high-quality arts education for all students requires a diversified strategy of district funding, school budgets, private philanthropy and partnerships to ensure continued capital investment and sufficient district and school capacity (staffing; instructional materials, equipment and supplies; and artistic experiences).

5 INFRASTRUCTURE and SUSTAINING the ARTS

Section Overview

To better understand how the arts are currently funded and what will be needed to sustain the arts over time, the team looked at district funding; school funding, from the perspective of both principals and arts teachers by discipline to gauge adequacy to support classroom instruction; classroom spaces and equipment; performance spaces and their adequacy (sound, lighting, seating capacity); and engagement and approach to grantseeking.

Figures

District & School Funding		Facilities	
5.1	District Arts Funds/Grants	5.9	Arts Classroom Spaces
5.2	Principal-Reported Arts Budgets	5.10	Art Facilities & Equipment by Discipline
5.3	Principal-Reported Elementary School Arts Budgets	5.11	Performance Spaces
5.4	Principal-Reported High School Arts Budgets	5.12	Performance Space: Seating Capacity
5.5	Dance Budget-Teacher & Admin	5.13	Performance Space: Sound System
5.6	Music Budget-Teacher & Admin	5.14	Performance Space: Lighting
5.7	Theatre Budget-Teacher & Admin		Private Philanthropy
5.8	Visual Arts Budget-Teacher & Admin	5.15	Schools Actively Seeking Grants
		5.16	Approach to Grantseeking

Goal

Establish an infrastructure and develop an operational budget and sustainability plan to support a thriving, world-class, data-driven arts education program that embodies equity, innovation, and community.

FINDINGS

1. DISTRICT & SCHOOL FUNDING

District Arts Budget—\$504,600, \$13.79 per pupil

School Budgets—ranged from \$0-\$27.20 per pupil; average elementary budget- \$8.37 per pupil

2. FACILITIES

84% of schools have designated arts classrooms and are equipped with the fundamentals. 98% of schools have dedicated performance spaces; 86% have operational sound and lighting. Technology was one of the top 2 barriers to arts education.

3. PHILANTHROPY

79% of the schools actively seek grants to strengthen the arts; 57% characterized their approach as strategic. This represents an

INFRASTRUCTURE and SUSTAINING THE ARTS

District and School Funding

District Office of Visual and Performing Arts Capacity

Sufficient funding for the Office of Visual and Performing Arts (OVPA) is required to build the essential infrastructure needed to create and sustain a thriving visual and performing arts program for all 36,000+ NPS students. Equally as important is establishing school culture across the district of adequately funding classroom arts instruction and providing the proper art spaces for creating and performing. Achieving the goals outlined in this report will require expanded capacity and resources. A diversified capacity building strategy is necessary to ensure long-term success and sustainability, and will include increased annual operating budget and staffing, expanded strategic partnerships and philanthropy, and guidance for annual school funding for arts education.

District Arts Grants to Schools

The Office of Visual and Performing Arts strategically awards Renew the Arts grants annually to support capacity building and quality arts education. Renew the Arts funding has been available to schools since 2015. During 2019-2020, the following funding streams were available: Arts Fundamentals (up to \$1500 for materials & supplies for arts classrooms), and Renew the Arts Capacity Building Fund (\$1500-\$6000 for Growth/Expansion, Arts Partnerships, Innovation). Additionally, funding from the Office of Academic Services in 2019-2020 was utilized to support arts programming through I Believe in You and I Believe in My PLC grants.

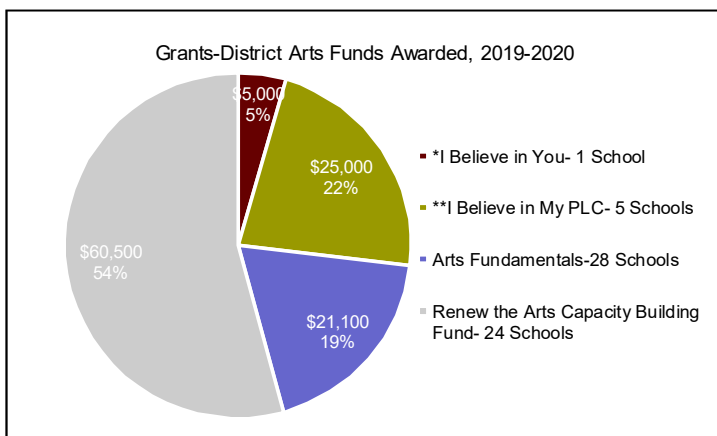


FIGURE 5.1

\$81,600
district arts education RTA funds awarded through OVPA:
\$60,500 Renew the Arts Capacity Building Funds
\$21,100 Arts Fundamentals Funds

Arts educators in Renew the Arts schools applied and were awarded I Believe in You and I Believe in My PLC grants to further strengthen arts programming in their schools.

District Special Initiatives

The district establishes and secures funding to implement special initiatives that address arts education priorities. Examples of existing special initiatives include: R.A.M.P., Renew the Arts, Kennedy Center Partners in Education, Save The Music Foundation, and The Newark Museum of Art. As new priorities are identified, potential funding sources will be explored.

School Budgets

Benchmark: Annual Arts Budget

All schools (100%) designate an annual arts budget to purchase materials, supplies and equipment specifically for arts classroom instruction, arts co-curriculars and arts field trip experiences. Schools also establish long-term budgetary goals for capital investments to support facility and other enhancements.

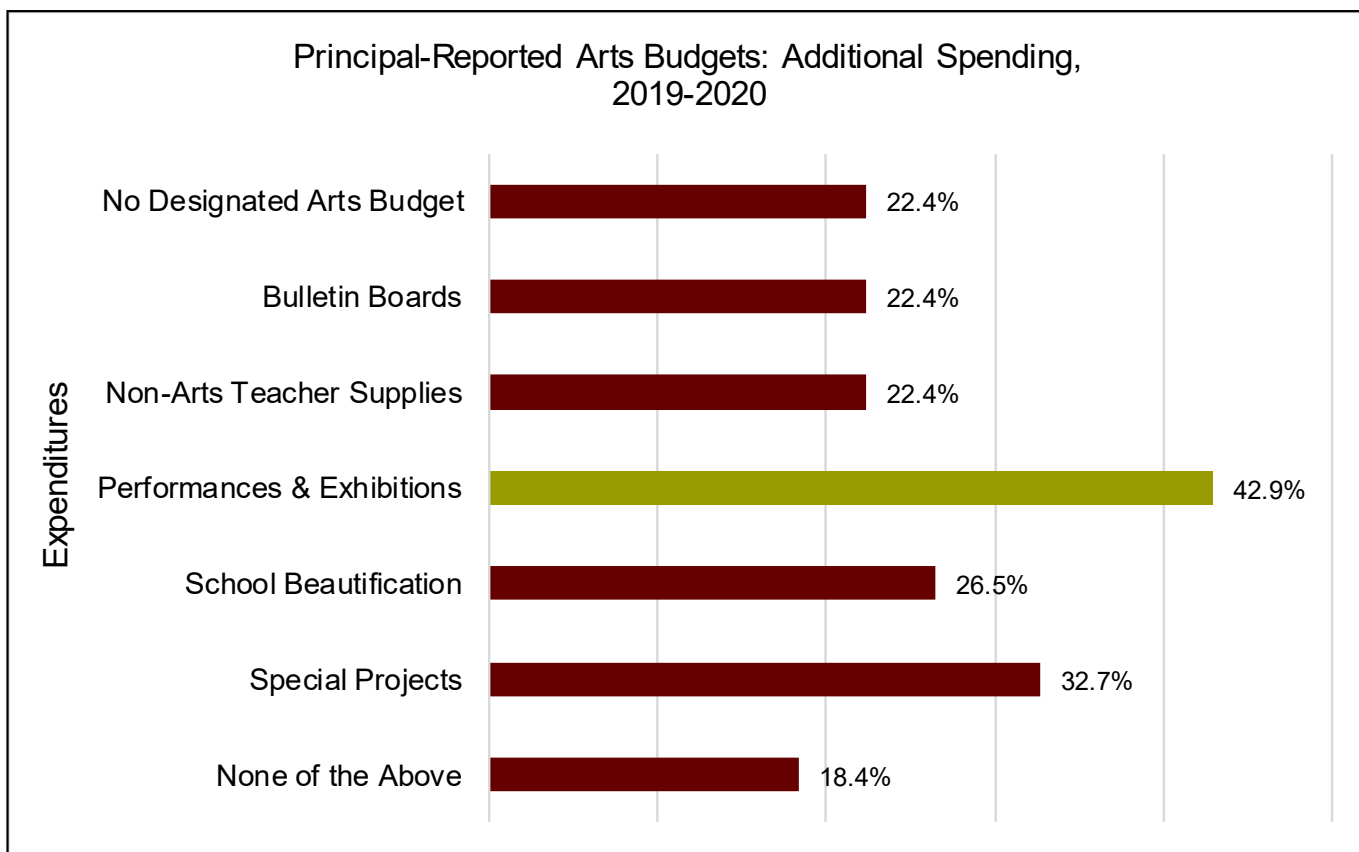


FIGURE 5.2

20-35% principals reported expenditures from school arts budget on non-classroom arts instruction including School Beautification, Non-Arts Teachers, Special Projects & Bulletin Boards.

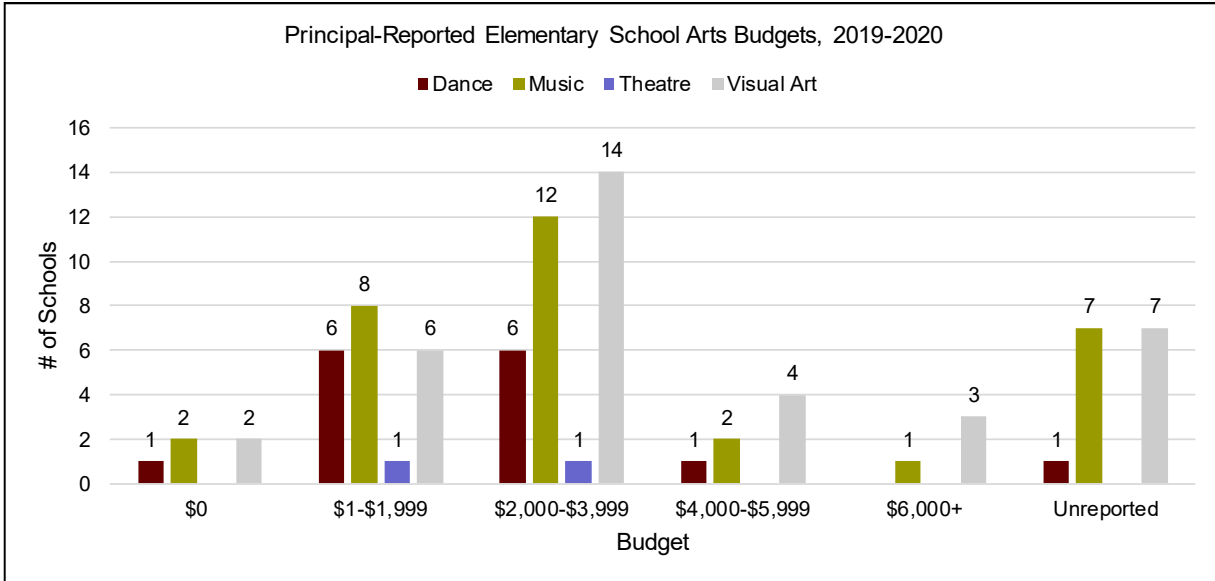


FIGURE 5.3

Median Principal-Reported Elementary School Budgets by Discipline (29 schools reporting)

- Dance- \$1,750 (14 schools reporting)
- Music- \$2,000 (25 schools reporting)
- Theatre- \$1,500 (2 schools reporting)
- Visual Arts- \$2,000 (29 schools reporting)

\$8.37

Average elementary school arts budget per student; per-student spending ranged from \$0-\$27.20

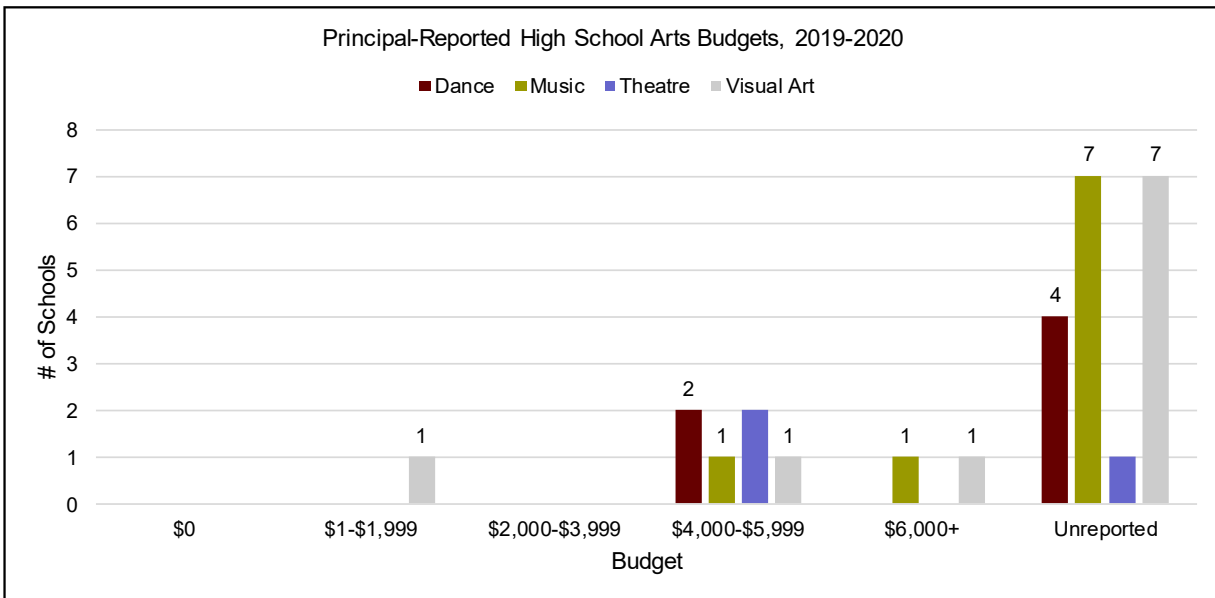


FIGURE 5.4

Dance

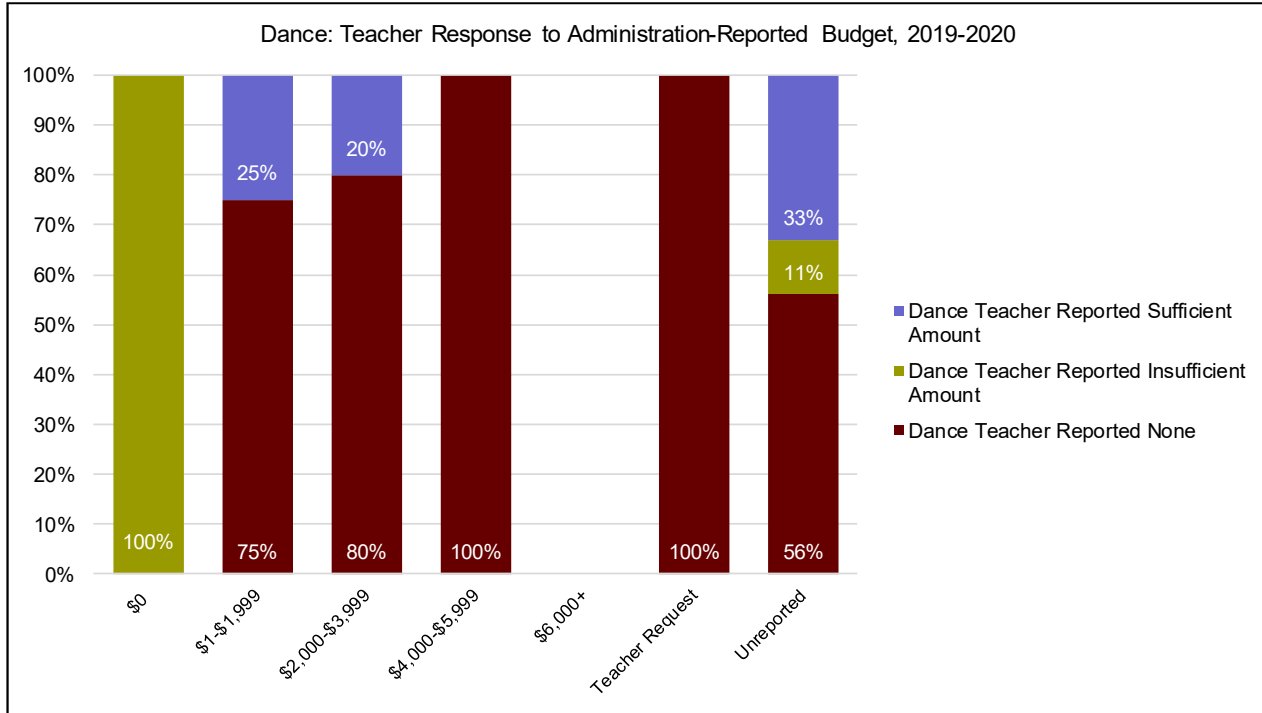


FIGURE 5.5

Music

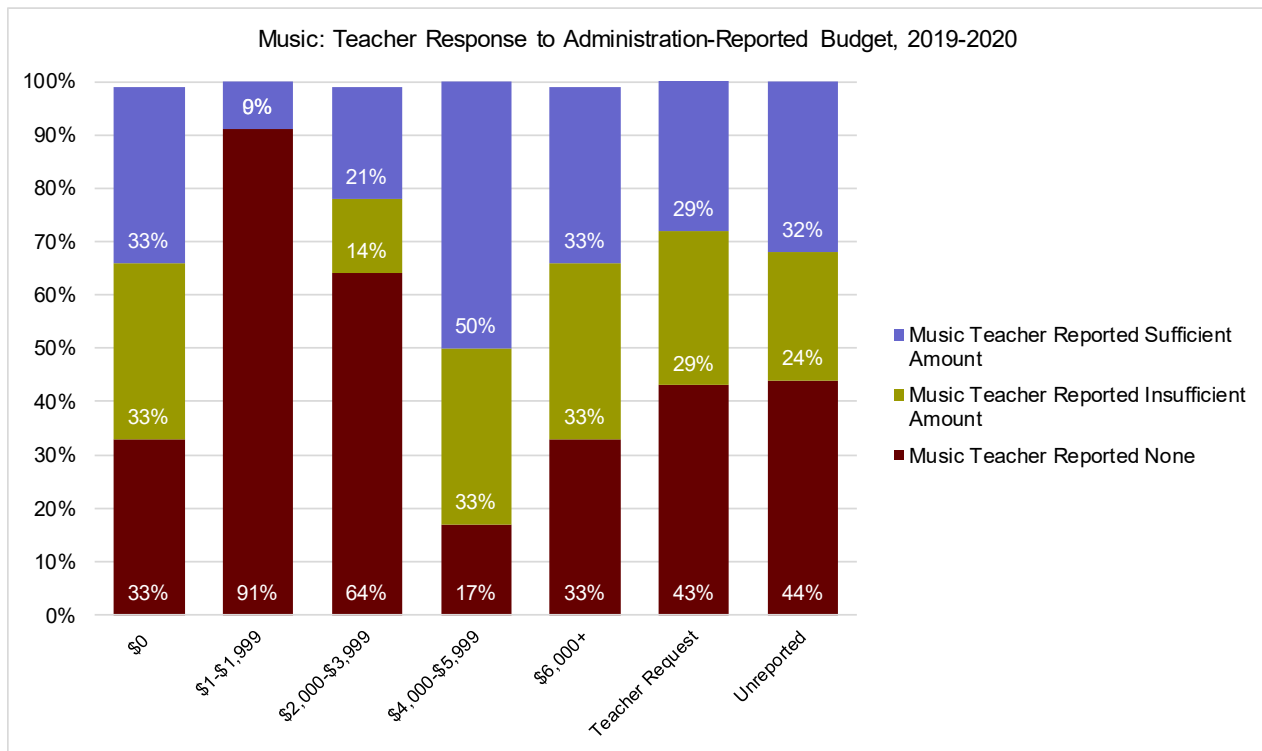


FIGURE 5.6

Theatre

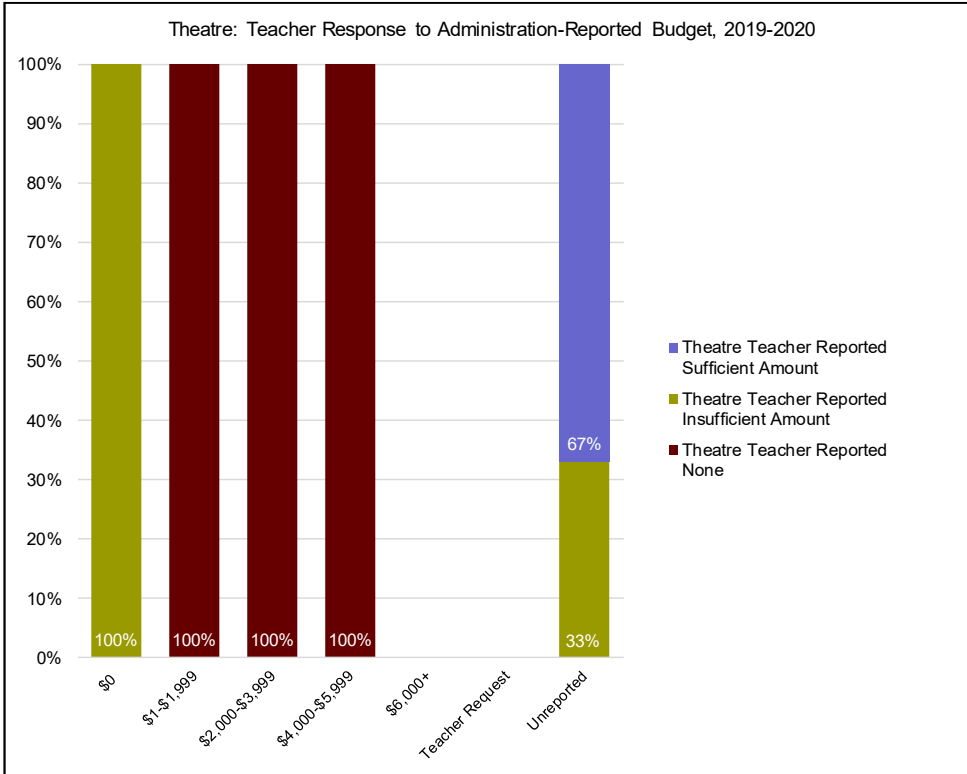


FIGURE 5.7

Principals and arts teachers inconsistently report arts budgets. In many cases, where principals reported an arts budget, teachers reported no arts budget or an insufficient arts budget.

Visual Arts

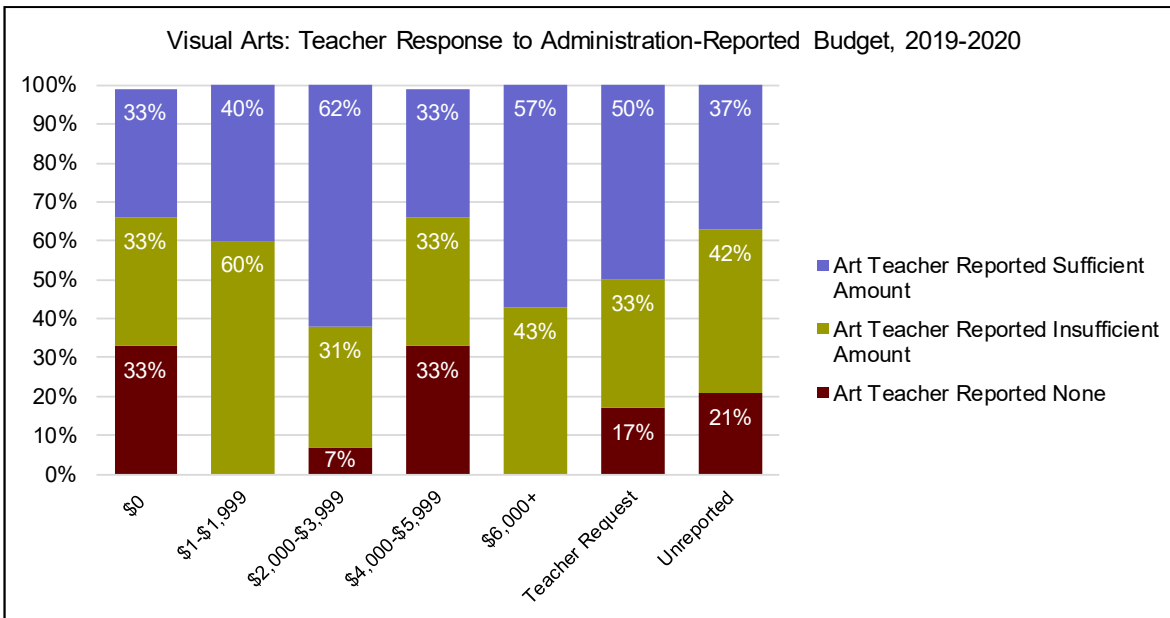


FIGURE 5.8

Facilities

Benchmark: Classroom Facilities & Equipment

Arts classes are conducted in discipline-specific spaces outfitted with proper equipment, utilities, and technology that support arts teaching and learning.

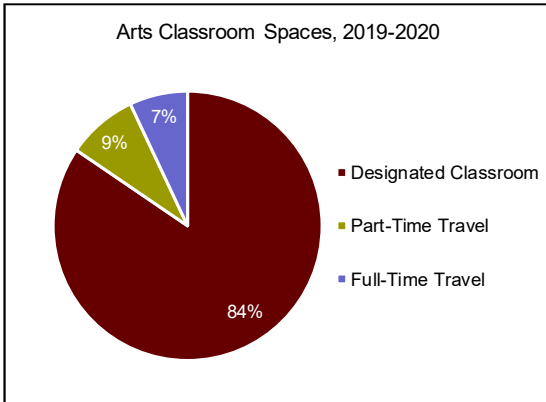


FIGURE 5.9

Only 13% teachers reported consistent access to technology through either: permanent student computers in arts classroom, Chromebook/laptop cart, or all students with 1:1 technology.

84%
of arts classrooms have fundamentals including chalkboard/easel/whiteboard and computer; 75% have a printer and 64% a SmartBoard.

All disciplines reported lack of technology, specifically student computers, as an impediment. Current facility conditions are indicated below.

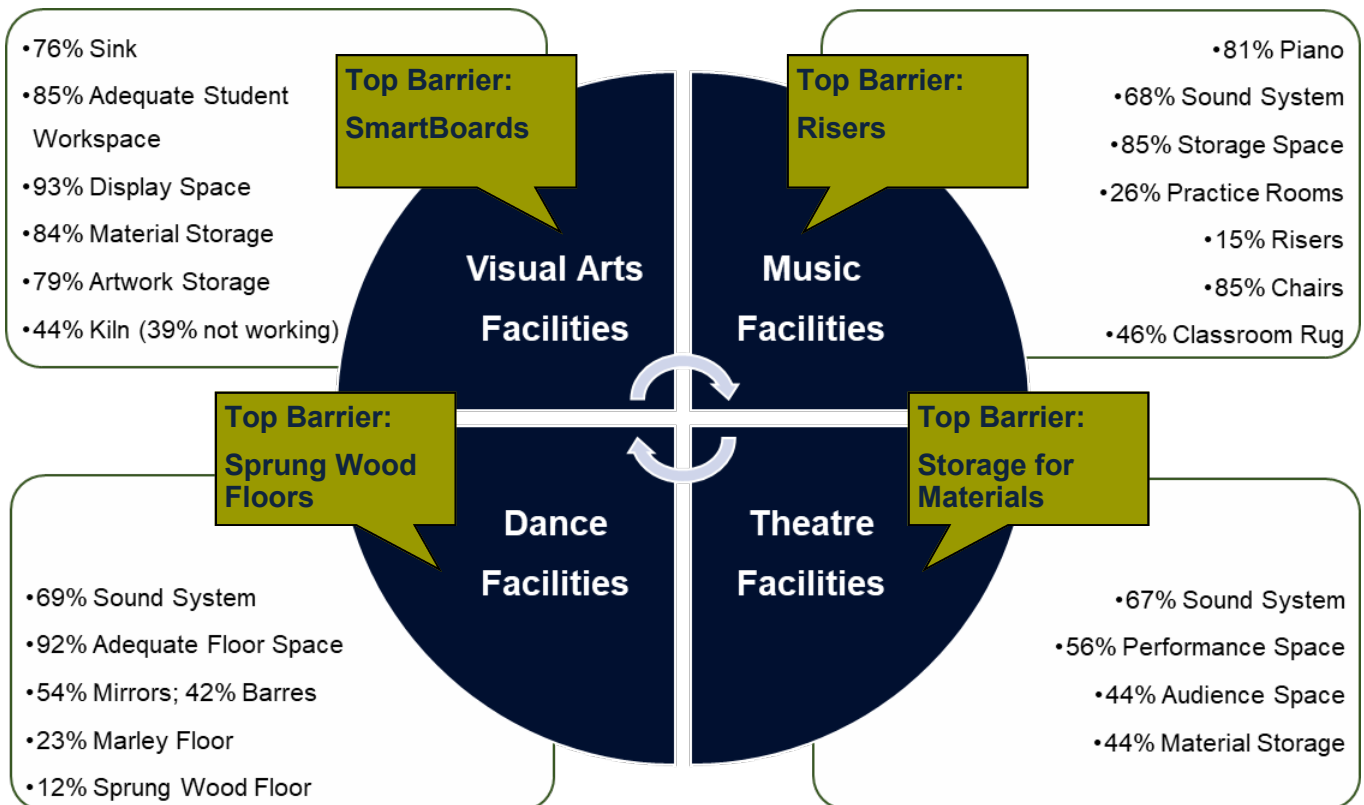


FIGURE 5.10

Benchmark: Performance Spaces

All schools have dedicated performance spaces.

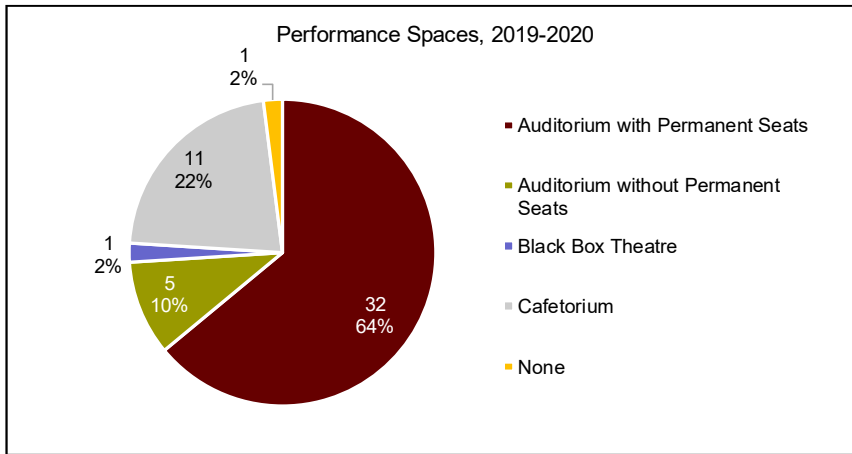


FIGURE 5.11

98%
of schools have
dedicated
performance
space.

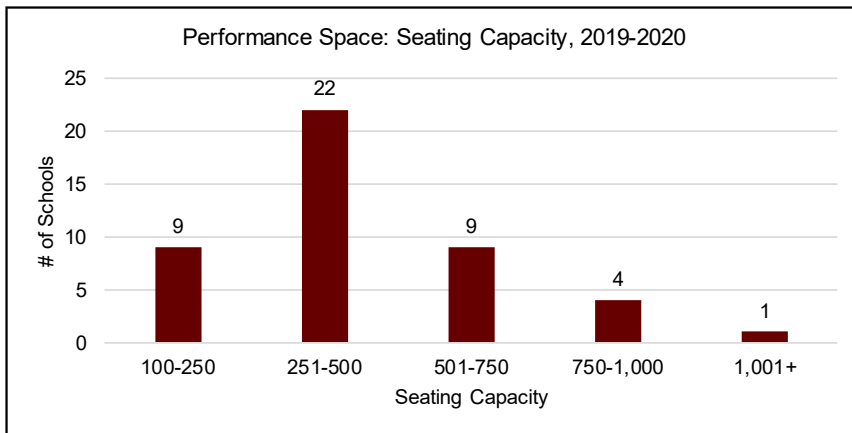


FIGURE 5.12

441
seats, average
performance
space

Benchmark: Performance Space Equipment

All performance spaces are well-equipped and fully-functional (sound, lighting, curtains).

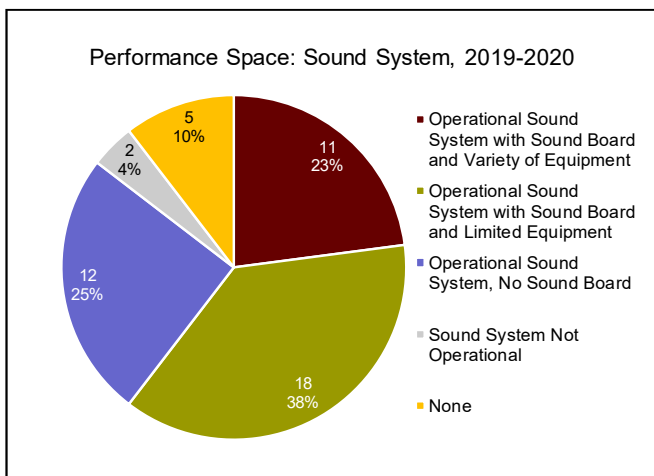


FIGURE 5.13

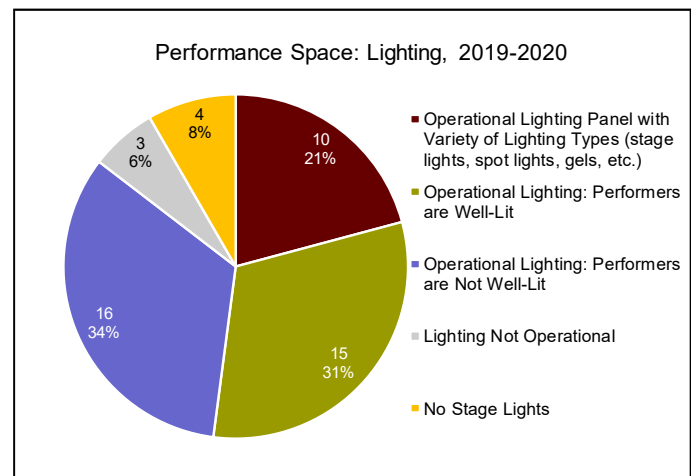


FIGURE 5.14

Private Philanthropy

Grants are available through private foundations, arts councils, and cultural/arts organizations. Many schools receive grants every year to strengthen arts education capacity and support school arts plans to bring arts to every student. Done strategically, the additional resources secured through grants can provide valuable funding for equipment, capital expenses, expanded arts programming, arts planning, professional development, technology, materials and supplies, residencies, master classes, and trips. It is important to be strategic, with arts goals informing need, and need driving grant-seeking efforts. Schools have received the following significant grants: *The Victoria Foundation Newark Public Schools Fund*, *NJPAC (Disney Musicals in Schools, Mercer Musical Theatre)*, and *NJ State Council on the Arts Artists in Education (AIE) Residency*.

Benchmark: Philanthropy

Grant seeking is strategic, aligned to district arts goals and explored as a viable strategy to secure resources needed to achieve goals in a school arts plan.

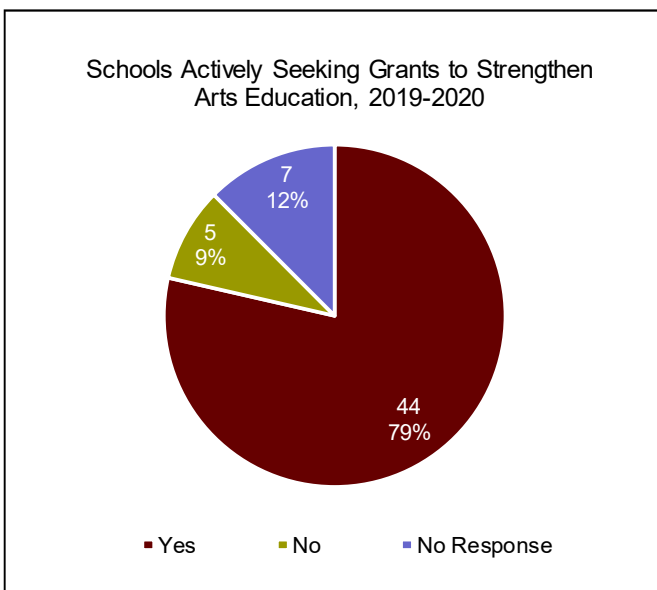


FIGURE 5.15

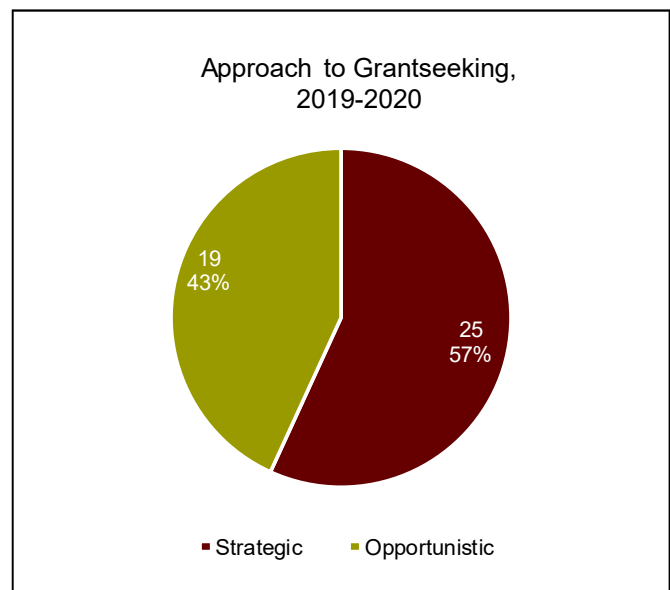


FIGURE 5.16

79% of the schools surveyed actively sought grants to strengthen arts education programs; 57% characterized their approach as strategic.

Private Philanthropy: Awards Received for the 2019-2020 School Year

Grant	Description
<p>Alvin Ailey Dance Residency—Full Year</p> <p>AileyDance Kids offers subsidized full-year residencies to three schools each year.</p>	<p>Recipients: Newark Public Schools—Arts High School, BRICK Peshine Academy, Hawkins Street School</p> <p>Past Recipients: Arts High, Barringer High School, First Avenue School, Ivy Hill, Sussex Avenue Renew School</p>
<p>Alvin Ailey Dance Residency—Short Term</p> <p>AileyDance Kids offers subsidized 8-week dance residencies each year.</p>	<p>Recipients: Newark Public Schools—Camden Street School, Elliott Street School, Harriet Tubman Elementary School, Hawthorne Avenue School, Mount Vernon School, Roberto Clemente Elementary School</p>
<p>ArtSmart Vocal Music (Michael Fabiano)</p> <p>ArtSmart works with professional musicians to provide middle and high schools with free vocal music instruction and coaching.</p>	<p>Recipients: East Side High School, Hawkins Street School</p> <p>Past Recipients: Abington Avenue School, Barringer High School, East Side High School, Hawkins Street School, University High School</p>
<p>ArtStart</p> <p>Newark Arts ArtStart Program offers mini-grants of up to \$3000 to community members, schools, non-profits and individual artists in Newark to transform lives through the arts.</p>	<p>Recipients: Central High School, <i>Botany, Horticulture and Art</i>; Lincoln School, <i>School Time Samba!</i>; Sharron Miller's Academy for Performing Arts, <i>Quitman Street School Dance Residency</i></p> <p>Past Recipients: BRICK Avon & Peshine Academies (w/Mobile Multi-Media Lab), Lincoln School, Quitman Street School (w/Sharron Miller), Rafael Hernandez School, South Street School, Thirteenth Avenue School</p>
<p>Disney Musicals in Schools (NJ PAC)</p> <p>NJ PAC and Disney Musicals in Schools offer competitive grant opportunities for 3-year Musical Theatre Residencies.</p>	<p>Recipients: Roberto Clemente School, Wilson Avenue School</p> <p>Past Recipients: Abington Avenue School, Branch Brook School, BRICK Peshine Academy, Camden Street School, First Avenue School, Hawkins Street School, Luis Munoz Marin, Mount Vernon School, Oliver Street School, Rafael Hernandez School</p>
<p>Jazz House Kids</p>	<p>Recipients: Abington Avenue, JFK School, Oliver Street School, Rafael Hernandez, Science Park High School</p>
<p>Lang Lang International Music Foundation—Keys of Inspiration</p> <p>Lang Lang International Music Foundation provides schools with a robust music education program including state-of-the-art piano lab, curriculum, teaching supports through competitive selection. Value- \$50,000 per school.</p>	<p>Recipients: Newark Public Schools- Lincoln School, Rafael Hernandez School, Thirteenth Avenue School</p> <p>Past Recipients: Dr. William H. Horton, First Avenue School, Wilson Elementary</p>
<p>Mercer Musical Theatre (NJ PAC)</p> <p>NJ PAC and The Johnny Mercer Foundation offer competitive grant opportunities for a 10-week Musical Theatre Residency Program.</p>	<p>Recipients: Belmont Runyon School, Quitman Street School</p> <p>Past Recipients: Abington Avenue School, Belmont Runyon School, BRICK Avon Academy, Cleveland Street School, First Avenue School, Harriet Tubman School, Park Elementary School, Rafael Hernandez School</p>
<p>Music and the Brain</p> <p>Music and the Brain offers full scholarships to bring music literacy curriculum and classroom keyboard instruction to schools by providing the equipment, scaffolded curriculum, and professional development.</p>	<p>Recipients: Cleveland School, Ridge Street School,</p> <p>Past Recipients: Avon Avenue School, BRICK Peshine School, Chancellor Avenue School, George Washington Carver School, Harriet Tubman School, Lafayette Street School, Louise A Spencer School, Quitman Street School, Rafael Hernandez School, Sussex Avenue School</p>
<p>National Endowment for the Arts</p> <p>The National Endowment for the Arts Grants for Projects offers Arts Education funding ranging from \$10,000-\$100,000 in Professional Development, Direct Learning, and Collective Impact.</p>	<p>Recipient: Newark Public Schools, <i>E3 Arts + Technology: Empower, Enrich, Expand Professional Development Program</i>, \$25,000.</p>

Private Philanthropy: Awards Received for the 2019-2020 School Year

Grant	Description
<p>Renew the Arts</p> <p>The Prudential Foundation and the Geraldine R. Dodge Foundation provide support to the district for Renew the Arts to pilot strategies that strengthen sequential arts education and community arts experiences to help inform a district strategy.</p>	<p>Recipient: Newark Public Schools</p> <p>Past Recipient: Newark Public Schools</p>
<p>Save the Music Foundation (VH1)</p> <p>Save the Music Foundation provides instruments, professional development and support to 38 schools through a five-year project to build music education programs in NPS. Value- \$60,000 per school.</p>	<p>Recipients 2019-2020: Newark Public Schools—<i>Band</i>-George Washington Carver, Hawkins Street School, Lafayette Street School, Roberto Clemente Elementary School, Quitman Street School, Sussex Avenue School; <i>Intro to Music</i>- Salome Urene Elementary, 14th Avenue School; <i>Music Technology</i>- Arts High School</p> <p>Recipients 2020-2021: Newark Public Schools—<i>Band</i>- Dr. William H. Horton Elementary School, Luis Munoz Marin School, Wilson Avenue School; <i>Keys + Kids</i>- John F. Kennedy School; <i>Music Technology</i>- Shabazz High School</p> <p>Past Recipients: Newark Public Schools—<i>Band</i>- Abington Avenue School, Cleveland Elementary School, Elliott Street School, First Avenue School, Hawthorne Avenue School, Ivy Hill Elementary School, Rafael Hernandez School, Thirteenth Avenue School; <i>Strings</i>- Belmont Runyon School, BRICK Avon Academy, BRICK Peshine Academy, Camden Street School, Lincoln Elementary School, Ridge Street School, South Street School; <i>Music Technology</i>- Barringer High School</p>
<p>Victoria Foundation Newark Public Schools Fund</p> <p>The Victoria Foundation Public School Grant Program provides grants to support innovative one-year pilot projects at Newark Public Schools in the following areas: Arts Education, STEAM, Social/Emotional Learning (SEL), and College Access & Success.</p>	<p>Recipients: 2019-2020: Total Arts Education Awards- \$164,000. Arts High School, <i>Newark Arts Pathways Project</i>, \$50,000; East Side High School, <i>A DanSing Act: ESHS Performing Arts Company</i>, \$35,000; Roberto Clemente Elementary School, <i>Strong Readers MADE in the Arts (Music, Arts, Dance & Enrichment)</i>, \$40,000; Science Park High School, <i>Ceramic Studio</i>, \$39,000.</p> <p>Recipients: 2020-2021: Total Arts Education Awards- \$170,000. Arts High School-<i>Newark Arts Pathways Project</i>, \$50,000; Barringer High School-<i>Barringer Auditorium Renewal</i>, \$45,000; East Side High School-<i>Addressing SEL Skills through the Arts</i>-\$35,000; Roberto Clemente Elementary-<i>Express Yourself Arts Afterschool Program</i>, \$40,000.</p> <p>Past Recipients: Arts Education Awards—Arts High School (with Rafael Hernandez School), <i>Newark Arts Pathways Project</i>, \$50,000; Lincoln School, <i>Double Up for Success</i>, \$32,000; BRICK Peshine Academy, <i>Building a Performing Arts Continuum</i>, \$22,500; East Side High School, <i>Building Our Rich Diversity through the Arts</i>, \$35,000; Roberto Clemente, <i>Fuerte Arts Program</i>, \$30,000.</p> <p>SEL & Arts Awards—South 17th Street, \$22,500; Sussex Avenue Renew School, \$20,000.</p> <p>STEAM/Arts Integration Awards— Barringer STEAM, \$30,000; First Avenue School, \$50,000; South Street School, \$39,000.</p>

INFRASTRUCTURE and SUSTAINING the ARTS

GOAL 5: INFRASTRUCTURE and SUSTAINING the ARTS

Establish an infrastructure and develop an operational budget and sustainability plan to support a thriving, world-class, data-driven arts education program that embodies equity, innovation, and community.

2020-2021	Publish NPS Baseline Arts Landscape Report.
2021-2023	<p>Develop a budget and sustainability plan.</p> <p>Publish annual report for district-wide and school-based arts progress.</p> <p>Operational Systems</p> <p>Create a sustainable system to collect, analyze, and disseminate standardized district-wide data on arts instruction, programming, and student participation.</p> <p>Refine NPS Arts Education Framework and Renew the Arts (RTA) Rubric for identifying school progress from foundation to exemplary arts classification and apply districtwide.</p> <p>Support 100% of schools to complete the Arts Planner (RTA) and develop a three-year arts action plan inclusive of capital improvements, additional staffing, etc.</p> <p>Require each school to maintain a budget for arts classroom instructional needs set at a minimum percent of each school's overall budget or per pupil formula.</p> <p>Promote collaboration between 100% of administrators and arts educators in making decisions for school arts plans and purchases.</p> <p>Identify strategic partnerships, collaborations, processes and procedures, to leverage relationships and resources.</p> <p>Evaluate existing approved arts vendors and identify new providers to fill gaps.</p> <p>Funding & Capital Investment</p> <p>Increase district funding for Arts Office staffing, operations, teacher professional development, curricula needs, district-wide initiatives, festivals, and opportunities for innovation.</p> <p>Maintain Arts Office funding to schools using the RTA process to support district priorities and build capacity.</p> <p>Coordinate with the Office of Facilities and district leadership to prioritize and allocate funds for capital improvements and repairs to arts classrooms and performance spaces.</p> <p>Assess conditions to prioritize and allocate funds for additional staffing, major equipment, instruments, and technology needs to strategically build art programs across all schools.</p> <p>Develop, plan, and identify resources for funding with grants and philanthropy in conjunction with the Grants Office to supplement targeted areas which may include capital projects, technology and professional development, student leadership, and innovation.</p> <p>Identify sponsorship opportunities and prospective sponsors for components of the plan (district-wide performances & exhibitions, <i>NPS Arts in the Neighborhood</i>, Arts Teacher Pipeline Program, Model Teacher Leader Program, Student Arts Leadership Team, website).</p> <p>Assess the viability of seeking a Newark arts education funding collaborative through the Newark Education Funders inspired by Boston and Chicago.</p>

INFRASTRUCTURE and SUSTAINING the ARTS

GOAL 5: INFRASTRUCTURE and SUSTAINING the ARTS

Establish an infrastructure and develop an operational budget and sustainability plan to support a thriving, world-class, data-driven arts education program that embodies equity, innovation, and community.

<p>2021-2023</p>	<p>Stakeholder Engagement, Communications & Advocacy</p> <p>Assess current constituent and stakeholder engagement and devise a plan to increase outreach and participation that includes an NPS Arts Newsletter, updated arts website, and social media platforms available in multiple languages.</p> <p>Work with the Office of Communications to promote and secure publicity of visual and performing arts in the district.</p> <p>Collaborate with Arts Ed Newark and Arts Ed NJ to engage community in arts education advocacy.</p> <p>Increase the profile of NPS Arts Education through participation on state and national arts education panels.</p>
<p>2023-2025</p>	<p>Maintain implementation of ongoing 2021-2023 actions.</p> <p>Operational Systems</p> <p>Assess school progress of arts action plans and support development of new three-year plans for continued success and growth.</p> <p>Recommend to executive leadership arts-focused K-8 schools in each city ward based on the NPS Arts Education Framework and RTA Rubric.</p> <p>Rebrand Renew the Arts to reflect a world-class arts education.</p> <p>Develop a strategy/process for engaging Newark’s individual artists in working with the schools (speaker series, workshops, master classes, etc.)</p> <p>Seek and aggregate arts scholarship opportunities for high achievers.</p> <p>Funding & Capital Investment</p> <p>Complete 50% of capital improvements and repairs to arts classrooms and performance spaces.</p> <p>Allocate district and school funds for students to participate in regional/national arts opportunities.</p> <p>Coordinate with executive leadership to connect and network with national arts education funders (Wallace Foundation, etc.)</p> <p>Stakeholder Engagement, Communications & Advocacy</p> <p>Implement constituent and stakeholder engagement plan to increase outreach and participation.</p>
<p>2025-2027</p>	<p>Maintain implementation of ongoing 2021-2025 actions.</p> <p>Operational Systems</p> <p>Assess school progress of arts action plans and support development of new three-year plans for continued success and growth.</p> <p>Support school-based implementation of newly branded RTA.</p>

INFRASTRUCTURE and SUSTAINING the ARTS

GOAL 5: INFRASTRUCTURE and SUSTAINING the ARTS

Establish an infrastructure and develop an operational budget and sustainability plan to support a thriving, world-class, data-driven arts education program that embodies equity, innovation, and community.

2025-2027	Funding & Capital Investment Complete remaining 50% of capital improvements and repairs to arts classrooms and performance spaces.
2027-2030	Maintain implementation of ongoing 2021-2027 actions. Assess and evaluate all benchmarks. Complete a new Arts Landscape Report and generate a new plan. CELEBRATE!!!

REFERENCES

Data Collection Tools: Principal and Arts Administrator Survey 2019-2020, PreK-8 Dance Survey 2019-2020, Survey 2019-2020 Spaces, Template.P-8 Arts Schedule Matrix.

<https://drive.google.com/drive/folders/1K85Fvv6b0x4U47jmxZROqJ97IDitlKGP?usp=sharing>

Executive Summary Citations

1. Arts Success and Achievement through Creative Practices (n.d.) NCCAS: A Conceptual Framework for Arts Learning. https://www.nationalartsstandards.org/sites/default/files/NCCAS%20%20Conceptual%20Framework_0.pdf, p. 19.
2. [10 Arts Education Fast Facts]. (n.d.). Americans for the Arts. <https://www.americansforthearts.org/by-topic/arts-education/10-arts-education-fast-facts>, <https://reports.collegeboard.org/pdf/total-group-2016.pdf>, p. 9.

The NPS Arts Landscape Baseline Report 2019-2020 is organized into five components of a high-quality arts education, each of which contains an overarching goal. The chart below depicts the direct alignment between each of the plan's five goals and the priorities identified in Newark Public Schools' 10-year strategic plan, *The Next Decade: 2020-30*.

ALIGNMENT CHART

NPS OVPA Arts Education Goal		The Next Decade: 2020-2030, NPS Priority
Goal 1: Student Access & Participation	Establish a world-class, sequential arts education for all students.	Priority 1: Unified and Aligned Systems Priority 2: A Rigorous and Relevant Framework for Curriculum & Instruction
Goal 2: Capacity Building	Ensure collaboration at every level of the organization to implement best practices in arts education and professional development; provide supports in the expansion of school-based arts programs; and sustain a pipeline of highly qualified arts educators to improve student learning in and through the arts.	Priority 4: Continuous Learning for All
Goal 3: Curriculum, Instruction & Assessment	Establish and implement consistent Prek-12 sequential arts curriculum, instruction, assessments, co-curriculars, and district-wide arts experiences across all arts disciplines, aligned with NJSLS-VPA.	Priority 2: A Rigorous and Relevant Framework for Curriculum & Instruction Priority 3: Strength-Based and Responsive Culture
Goal 4: Partnership and Collaboration	Pursue and support strategic arts partnerships and collaborations to enhance student learning, strengthen community connections, and celebrate and honor student voice, culture, and traditions.	Priority 3: Strength-Based and Responsive Culture Priority 6: Strong Reciprocal Partnerships
Goal 5: Infrastructure and Sustaining the Arts	Establish an infrastructure and develop an operational budget and sustainability plan to support a thriving, world-class, data-driven arts education program that embodies equity, innovation, and community.	Priority 1: Unified and Aligned Systems