



**Arts for All Magnet School White Paper**  
**Arts Integration and Visual & Performing Arts Pathway**

**Introduction**

***“The arts and arts integration simply make classrooms and schools more desirable places to be.”***

*Creating and Sustaining Arts-Based School Reform  
The A+ Schools Program*

Humans live in a unique condition that allows us to learn and develop while expressing a range of emotions. Throughout time as the human brain developed, so did the human capacity to share ideas through stories, music, movement and the visual arts. The inherent need for human expression through the arts contributes to the development of culture, allowing and accentuating people's ability to develop cultural and self identity, and connect to our environment and the people with which we interact. The experience of learning through artistic expression and research that supports arts-based learning, allows us to respond to the rapidly increasing pace of intellectual capacity and the need to respond to social-emotional well being. The arts will be key to student success inside and outside of the classroom. Research supports this assertion and ultimately anecdotal experience inherently tells us that schools with arts are just better places to be.

**Vision:**

*Innovative educational spaces ensure equity, social justice, and inclusion while honoring the integrity of the entire community.*

**Mission:**

*Arts integration is an approach to learning and teaching, deeply rooted in cognitive and social intersectionality which empowers students, staff and communities to have voice and vision in the educational process.*

**Purpose:**

*Arts integration promotes personal development, active citizenship, mental, physical, spiritual, and emotional well-being of self and others; as well as, self-sustainability, and an understanding of competitiveness and employability.*

As a sub-committee of the District 11 Academic Master Plan, we put forth the above vision, mission and purpose statements and seek to elaborate upon the methodology and next steps outlined in our preliminary recommendations. These tenets fully align with the D11 Graduate Profile. In order to fully embrace the philosophy, one must examine the definition of arts integration, the rationale, a lens into equity, a model that will guide its implementation, and specific components that must be addressed to ensure its success. In addition, the arts landscape in our own district and the Pikes Peak region is explored.

## What is Arts Integration?

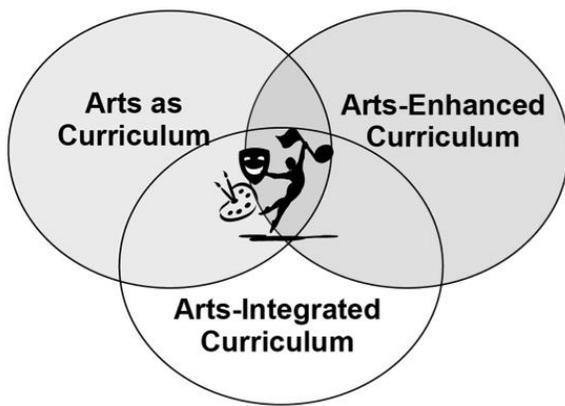
*Arts integration is NOT A PROGRAM. Arts integration is an essential change in the way we engage and guide students. It's a reimagining of the classroom experience.*

The approach of arts integration is beneficial to students, teachers, families and communities. It provides a deeper and richer learning experience that fosters cognitive connections and emotional intelligence. Professional development and community support are key elements to educational success in an arts integration school. Research demonstrates arts integration enhances all student achievement as well as serving as whole-school reform in low-performing schools which not only raises state test scores and reduces the achievement gap, but improves student engagement and attendance. [Embracing the Burden of Proof: New Strategies for Determining Predictive Links Between Arts Integration Teacher Professional Development, Student Arts Learning, and Student Academic Achievement Outcomes](#). Also see data summary of arts integration and reading achievement here: <https://www.proquest.com/docview/2010554787> and arts integration and cognitive executive brain function: [Academic Achievement and Executive Function](#)

The Kennedy Center has established a definition of arts integration that will serve as a compass in seeking a way to navigate the path to a school that advocates **Arts for All**.

Arts Integration is an **approach to teaching**  
in which students construct and demonstrate **understanding**  
through an **art form**.  
Students engage in a **creative process**  
which **connects** an art form and another subject area  
and meets **evolving objectives** in both.

Please take a moment to learn more about this approach to teaching and learning in this video produced by the Kennedy Center. Video: [Defining Arts Integration](#)



**Arts-Enhanced Curriculum** uses an art form as a mechanism to extend learning into other cognitive domains. For example, learning the alphabet with the ABC song.

**Arts as Curriculum** is the study of various art forms including visual, media and performing arts as well as design and technical disciplines for the sole purpose of understanding and developing skills in that art form taught by certified arts teachers. For example, a theatre class or lighting design course.

According to the Kennedy Center **Arts-Integrated Curriculum** is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form with another subject area and meets evolving objects in both. For example, choreographing a movement piece for the life cycle of a butterfly.

## Why Arts Integration?

*Arts integration provides a safe space for all learners which enhances cognitive development as well as encourages healing.*

Being that we exist in a time where student achievement is a focus for many D11 stakeholders, it is critical to note that when arts are integrated into the curriculum, the reading and math gain is higher than those students who do not experience curricula with the integration of arts. According to the Arts Education Partnership, the reading gain is 1.02 points, and 1.08 in math. Similar statistically significant growth is present across grades in reading and math. Not to be ignored is the fact that engagement and retention of material is significantly increased with an arts integration approach.

[Arts for Academic Achievement: What does arts integration do for students?](#)

Trauma informed care is another consideration when looking at educational approaches for all, but especially Title I schools as adverse childhood experiences (ACEs) are disproportionately higher in economically underserved communities. Children who experience or have experienced traumatic events tend to have higher irritability, temper flares, apathy, and high anxiety; however, the largest concern is how concentration, memory, organization and language skills are diminished. The collaborative and creative nature of an arts integration approach builds resilience, creates identity, fosters positive relationships with peers, and sharpens problem-solving skills. In this way, an arts integration approach fosters skills that benefit children with ACEs in ways a traditional classroom is unable to provide. [Using the Arts to Address Adverse Childhood Experiences | NAESP](#)

When an innovative space is created where all students belong, all students succeed. As the D11 Mission states, **“We dare to empower the whole student to profoundly impact our world.”**

## Equity, Diversity and Inclusion

*Art is the vessel through which one can express the world from a unique lens. The creative process elevates all perspectives, including every child in the narrative of a classroom.*

It is important to emphasize that by adopting an arts integration approach, a school is able to embed the framework for equity, inclusion and social justice. Every student is given a voice and vision through arts integration.

*Social justice in the field of creative youth development (CYD) means working with youth from multiple identities to expand and nurture their analytic sensibilities, creativity, self-reflection, and critical thinking skills to engage them in... visibility, inclusion, and intersectional justice. It also means promoting and supporting youth culture as a mechanism to drive youths' understanding of and ability to challenge racial violence, and structural and systemic oppression. (Dr. Bettina Love, Creative Youth Development Toolkit Series in Social Justice, 2021). [Bettina Love](#).*

To learn more about creative youth development, click here:

<https://www.creativeyouthdevelopment.org>

Research supports this assertion indicating that arts integration creates a community of educators and learners open to the empowering possibilities of diversity in the classroom. Early practitioners of arts integration identified disparities in the classroom and developed this approach as a methodology to address exclusion. The answer to this issue of inclusivity inherently resides in the arts.

*Arts integration strategies are gaining recognition for their ability to foster creative and critical thinking as well as to create a classroom community that encourages kindness and fairness as students work collaboratively to solve problems. Arts integration strategies also encourage more equitable access to content for diverse learners including English Language Learners. [At The Crossroads of the Arts and Equity](#)*

An intentional belonging is created in the arts integration classroom and school. Equity is not a tool to be passed on, but rather a practice embraced when all teachers are called to be innovators of a space where everyone is seen and engaged. Every voice is heard. Consider this analogy by Hip Hop arts educator Olmeca, “**Each person has a loud voice, but we just need space with good speakers. Education has old, outdated speakers that don’t pick up all frequencies.**”

## Recommended Model: A+ Schools

*It is critical to adopt an established model with a track record for success in a variety of communities and with schools from K-12.*

Embracing the concept of arts integration is only the first step. In order for intentional, sustainable implementation, a strong established model is necessary. **The A+ Schools Program is the recommended model.** District 11 will lead the way adopting the first A+ Schools program in the state.

A+ Schools of North Carolina began in 1993 with two pilot schools that were the inspiration for the development of the current statewide network. With over 25 years of real-world application in schools across the country, A+ has proven to be the structure that allows the benefits of an arts integration education to flourish. The original model was conceived by and supported by the Kenan Institute for the Arts and currently resides in the office of the North Carolina Arts Council. Learn more about the history of the A+ Model: [Our History](#).

A+ North Carolina is in the process of publishing a 25 year longitudinal study, but has already published findings of success in [Creating and Sustaining Arts-Based School Reform: The A+ Schools Program](#). The authors' opening statement is simple and clear, "The arts in schools can play a central role in both improving teaching and learning." (Noblit, Corbett, Wilson, McKinney, 2009). Their research provides a definitive roadmap for arts integration as the cornerstone of school reimagination. There are now A+ Networks of schools in multiple states.

A+ is founded on the following [A+ Essentials: A Set of Commitments™](#). These Essentials are Arts, Curriculum, Multiple Learning Pathways, Experiential Learning, Enriched Assessment, Collaboration, Infrastructure and Climate.

Students, teachers and administrators from A+ Schools explain how the program looks and feels different from the moment you enter the building. **Video:** [A+ Schools of North Carolina: Informational](#)

The Oklahoma A+ Schools Institute shares research directly on its site including a Five Year Research Report that resulted in the following conclusions:

## Oklahoma A+ Schools Institute Research Results are Clear

- **Higher** achievement
- **Better** attendance for students and teachers
- **Fewer** disciplinary problems in schools
- **Happier**, more effective educators
- **Joyful**, engaged students
- **More** parent and community involvement
- **Creative**, focused instruction



See full report here: [What the Research Tells us: Our Five-Year Research Report](#)

## Structure and Networking

*The success of implementing the A+ model is dependent upon a design that will foster continuity for students as well as rich and ongoing professional development for all staff and administration.*

Continuity and networking are key components of success in the A+ model, therefore we advocate for the following structure for District 11:

- **Two Elementary Schools (East/West Model):** All students will engage in learning through an arts integration approach supported by artists residencies, arts experiences and community engagement. Specific arts instruction will also be delivered by certified arts teachers in dance, drama, media arts, music and visual arts. It is required by A+ Schools that at least two elementary schools participate in order to create a network of educators. The Arts for All Committee strongly recommends at least one of these schools be defined as a Title 1 school by the State of Colorado Standards because of the extraordinary success of arts integration in low-performing schools. [ED570150 - Arts Integration: A Strategy to Improve Teaching and Learning, Promote Personal Competencies, and Turn Around Low-Performing Schools, Center on School Turnaround at WestEd, 2015](#)

- **One Middle School (initially, but open to eventual East/West model):** All students will continue to learn all subject areas through an arts integration approach as well arts education courses. In addition, at this level students may elect to enter a training path in preparation for a pre-professional track. Students have the option to audition for the artistry pathway at the end of 8th grade. Connections to the arts within the community continue to strengthen and support the school mission.
- **One High School (preferably centrally located):** Learning through arts integration continues in all subject areas for all students providing a rich foundation for the high school curriculum. All students continue to have access to arts courses taught by certified arts teachers. In addition, students may choose to dedicate themselves to in-depth training through an artistry pathway beginning in 9th grade or remain on an art integration pathway. Community arts organizations and experiences remain vital components of the school. The arts integration approach supports the competencies for high school graduates recommended by U.S. Department of Labor research. <C:\My Documents\scans.wpd>

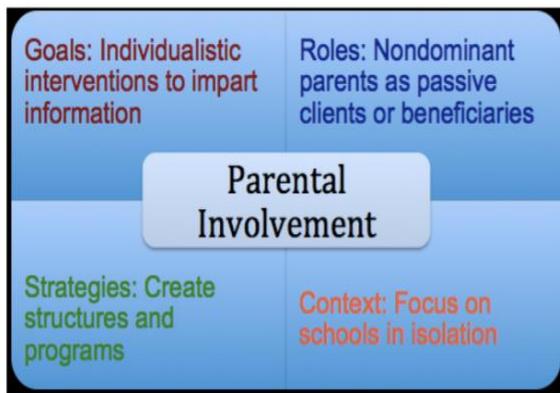
*The inclusion of an artist's pathway will be addressed later in this document.*

## Elements Required for Success

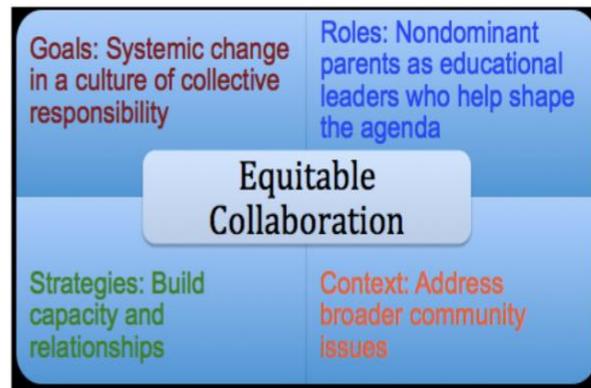
*If a district is to successfully implement an arts integration model, it is vital that the process be seen as an entirely different approach to teaching and learning.*

Based on the committee's research there are other key factors that are vital to the success of an **Arts for All** A+ model school:

- In order to serve the community equitably and to create buy-in, the A+ **Arts for All** planning committee should include classroom teachers, ESPs, arts specialists, administrators, community members, arts organization representatives and teaching artists. It is particularly important to include families as well as community members in the creation of the local school model as we value equitable school-community collaborations and see the role of these contributors as experts on their own children and communities.



VS.



College of Education--University of Washington

- The **Arts for All** A+ model must be embraced with complete fidelity with an *All or Nothing* approach including all staff as well as a strong, dedicated leadership team. Michelle Marzan Burrows, Director of A+ Schools-North Carolina Arts Council, highly recommends that for success when founding an A+ School, administrators commit to at least three years in the beginning. In order to even begin the application process, 85% of a school staff must be in agreement. *See A+ budget section for more information on this process.*
- The instructional curriculum in designated art forms should be open to development based on the community and culture. Key findings from the 2017 Hanover Research [Best Practices in Educational Equity](#) report highlight the importance of connecting to what students already know culturally and from their heritage. The development of an arts curriculum must be cognizant of this approach.
- Facility design, components and maintenance must be a key consideration in the success of an A4A school. In addition, in a recent survey Visual and Performing Arts teachers have specifically cited the need for up-to-date and well-maintained facilities are critical to teaching arts courses. [Facilities Master Plan: Arts.](#)
- D11 should consider outside donors/grants to support A4A schools. This model has been successful for schools in the A+ Network. Multiple A+ Schools have sought donors and grants as a mechanism for ensuring ongoing professional development for staff as well as sustainability for the school within a community.
- Networking with local and state arts organizations and artists will be critical to A4A's success. "By spanning organizational boundaries and activities, networks can help keep alive programs that may have been in danger of being lost were an individual institution attempting to change independently." ([Creating and Sustaining Arts-Based School Reform: The A+ Schools Program](#), 2009).
- Success of A4A schools will be dependent on embracing flexibility and creativity in scheduling within school hours and the school day itself.

- Part of the D11 A4A plan should be rich data collection in order to produce short-term and longitudinal studies. It is critical that we know how our specific implementation of the A+ model is impacting our student achievement and growth as well as student engagement and social-emotional health.
- In the committee research and conversations with arts integration practitioners as well as leaders, the role and commitment of staff and administrators has been emphasized repeatedly. Below are the committee's findings:
  - Staff engagement is a critical element for success. Staff should...
    - *have to apply specifically to teach at an A4A school*
    - *be willing to participate in extra professional development*
    - *have some connection to the arts as a hobby, supporter or audience member*
    - *be willing to radically change their teaching mindset*
    - *be willing to have frequent visitors and observers in their classrooms*
    - *be willing to collaborate across disciplines and grade levels*
    - *be willing to team teach*
    - *be willing to advocate for A4A within the community*
    - *Be willing to participate in data collection and arts based research*
  - Strong leaders dedicated to the A4A concept are vital to the success of the model. Administrators should...
    - *be willing to make a 3-5 year commitment to the school*
    - *be willing to apply for the position*
    - *have some connection to the arts as a hobby, supporter or audience member*
    - *attend all professional development with the staff*
    - *agree to be a community advocate for A4A*
    - *spend time promoting A4A with local arts organizations*
    - *arrange for consistent, ongoing professional development*
    - *support artist residencies and trips to arts venues*
    - *initiate and support grant writing efforts and seeking outside donors*
    - *schedule creatively to allow for collaboration and team teaching*
    - *Be willing to participate in data collection and arts based research*

## An Artistry Pathway

*Being stuck in a battle over whether it should be “arts for art’s sake” or “arts in service of learning other subjects,” has limited the thinking about the role of arts education....A+ took a both/and approach.*

*Creating and Sustaining Arts-Based School Reform  
The A+ Schools Program*

**Arts for All** was chosen as the conceptual name for this K-12 school pathway because an arts integration model perfectly aligns with providing a pre-professional rigorous pathway for those students interested in pursuing a **career in the performing, media or visual arts as well as technical arts and design**. There is no need to separate the two concepts.

This committee strongly believes in the power of both arts integration and the study of arts as a professional pathway to hold space in the same innovative school. Teachers from Booker T. Washington High School for the Performing and Visual Arts in Dallas explain the connection between an arts approach to academic topics fused with the intense study of arts and design.

**Video:** [Innovation through Collaboration--Booker T. Washington High School for the Performing Arts](#)

In order to create accessibility for all interested students in this pre-professional track, the committee recommends an opportunity for students in the seventh and eighth grades to take electives in preparation for an audition/portfolio experience; to be held at the end of eighth grade for placement in the high school pre-professional track.

All students attending the high school following an arts integrated approach will continue to learn through arts integration as well as have access to arts/design courses. Those selected for the pre-professional track will experience a level of high rigor in their arts classes. All students will still benefit from collaborations with local arts organizations and teaching artists.

## **A+ Schools: How It Will Work**

*A+ Schools will support the D11 Arts for All schools with their system of training and professional development in addition to their outstanding network of resources and experts.*

Initial implementation is a three-year process, after which schools continue to work with A+ staff to collaboratively plan professional development to sustain and strengthen their A+ school over time. A+ also works with other states to develop large statewide A+ Networks, or to develop one or two schools as pilot A+ schools for their district, region or state. A+ staff will assist in planning the scope and development of the D11 initiative.

### **A+ Key Components of Implementation**

- **Fall Leadership Meeting in North Carolina:** All interested stake-holders (staff, administrators, district leaders, community members, parent representative, arts organization representative and donors) are invited to attend this annual workshop to learn about the A+ model. This investigative visit will be the basis for preparing an application.
- **Application Process:** All interested schools must submit an application to the A+ Schools program. Upon acceptance the next steps in implementation take place.
- **A+ Institutes:** While becoming an A+ school is a process that involves the entire school over several years, the key event that launches a school into their first year of A+ implementation is a five-day A+ Institute for all staff members. The Institute is conducted by the A+ Schools staff and designed to prepare a new staff, including teachers, administrators, special area teachers and teacher assistants, to begin implementing the eight A+ Essentials™, the key philosophical commitments made by all A+ schools. **More than twenty years of program evaluations from teams of researchers and from participants have identified the five-day Institute as a transformative process and the primary change agent in becoming an A+ school.**
- In **Years Two and Three**, each school attends a three-day, whole-school summer **A+ Conference**. In subsequent years schools attend one, two or three-day summer conferences as need and resources indicate.
- **Virtual and On-site Professional Development:** During the three years of implementation, A+ Schools staff offer on-site professional development designed specifically for schools new to A+ practices and philosophy. After the implementation period, schools are offered on-site professional development as needed that is planned collaboratively with individual schools. Throughout the process, A+ schools learn to conduct self-assessments to determine their level of implementation and growth as well as their particular needs and goals for each year.
- **A+ Network:** One of the benefits of being an A+ school is the networking that occurs that provides mutual support and opportunities for resourcing and shared practice as each school works to develop their unique creative, engaging learning environment. In North Carolina, and in other states, there are strong A+ Networks that include A+ principals, A+ coordinators, A+ teachers and A+ Fellows (professional development facilitators) who offer mentoring, support, connections and resources on a wide range of A+ practices and challenges.
- **A+ Network Events:** It is expected that the Principal and A+ Coordinator(s) attend two bi-annual A+ Leadership Meetings which take place in North Carolina. A+ also offers a New Teacher Training for staff who have been unable to attend A+ PD. These dates are provided well in advance and A+ covers the costs of substitutes and hotels. Out-of-state schools cover the cost of travel. Schools are also expected to maintain regular communication with A+ staff

and participate in twice annual A+ Liaison visits, occasionally allow pre-scheduled visitors to their school, and keep abreast of current happenings in the A+ Network.

**Estimated A+ Costs (Years and cost to be adjusted to 2023 start)**

Below is a timeline and overview of the estimated costs for professional development and participation in the A+ Schools Network. Note that multi-year contracts are acceptable as needed.

<b>Planning &amp; Pre-Application</b>	
<ul style="list-style-type: none"> <li>• Planning meeting(s) with senior A+ Schools staff via phone or on-site as needed</li> <li>• Potential half-day of observation at A+ virtual Summer Institute for 1-3 school leaders</li> <li>• Attendance at fall A+ Leadership Meeting in NC (or potentially virtual)</li> <li>• Pre-application support as needed</li> <li>• Note: out-of-state travel costs are paid for by potential school for both visits to NC and visits by A+ staff from NC.</li> <li>•</li> </ul>	<p><b>Estimated Total Planning Cost \$0</b></p>
<b>Year One 2022-2023</b>	
<ul style="list-style-type: none"> <li>• Five-day 2022 A+ Summer Institute for the entire school staff (in school's home state). Does not include cost of meeting space, meals, stipends or other travel costs for school staff. School provides supplies and copies. <b>(\$30,800)</b></li> <li>• Two in-person full day (non-consecutive) professional development sessions during the 2022-2023 school year <b>(\$8,400)</b></li> <li>• Spring and Fall A+ Leadership Meetings <b>(Cost of Travel)</b></li> <li>• Fall New A+ Teacher Training <b>(Cost of Travel)</b></li> <li>• A+ Liaison <b>(No Cost)</b></li> <li>• Resources, updates and on-line opportunities <b>(No Cost)</b></li> <li>• Pre-Conference Survey – Spring <b>(No Cost)</b></li> </ul>	<p><b>Estimated Total Year One \$39,200</b></p>
<b>Year Two- Year Three 2023-2025</b>	
<ul style="list-style-type: none"> <li>• Three-day A+ Summer Conference for the entire school staff (in school's home state), summer 2023, 2024. Does not include cost of meeting space, meals, stipends or other travel. Costs</li> </ul>	

<p>for school staff. School provides supplies and copies.  <b>(\$25,500)</b></p> <ul style="list-style-type: none"> <li>• Two half or full days of onsite follow-up at school during school year (<b>\$8,400</b>)</li> <li>• Spring and Fall A+ Leadership Meetings (<b>Cost of Travel</b>)</li> <li>• Fall New A+ Teacher Training (<b>Cost of Travel</b>)</li> <li>• A+ Liaison (<b>No Cost</b>)</li> <li>• Resources, updates and on-line opportunities (<b>No Cost</b>)</li> <li>• Pre-Conference Survey – Spring (<b>No Cost</b>)</li> </ul>	<p><b>Estimated Total  Year Two and  Year Three  (\$33,900 per year)</b></p>
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**North Carolina Network Activities**

<ul style="list-style-type: none"> <li>• A+ Schools of NC covers the following meeting costs.</li> <li>• Costs of the network meetings, including facilitation by program staff (Program Director and A+ Fellows), meeting space, materials and lunch</li> <li>• Professional development costs of the New Teacher Training, including trainers, meeting space, materials and lunch</li> <li>• Costs for substitute teachers so staff can attend network meetings (maximums in place)</li> <li>• Costs for overnight accommodations (double occupancy) for those traveling long distance (maximum 2 nights)</li> <li>• <b>** A+ Schools contributes approximately \$15,000 per school in services, events and materials over the three-year implementation period.</b></li> <li>• <i>When training a 2<sup>nd</sup> school simultaneously, there will be an 18% discount on the costs. © 2003 A+ Schools Program, Revised 2017 A+ Schools of NC</i></li> </ul>	<p><b>Estimated Total  three-Year  Implementation  **\$107,000</b></p>
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***Timeline for a Fall 2022 Arts for All A+ School Opening:***

<ul style="list-style-type: none"> <li>• <i>Letter of Intent June 2021</i></li> <li>• <i>Leadership Visit Fall 2021 (likely virtual)</i></li> <li>• <i>Application December 2021</i></li> <li>• <i>Training in CO by A+ Fellows Summer 2022 (A+ Essentials)</i></li> </ul>
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## District 11 and Local Competition

*District 11 will be a state leader in creating a K-12 arts integration and pre-professional artistry pathway.*

Currently in D11 we have opt-in opportunities for arts integration training and quality arts programming across the district, but nothing that a whole-school has embraced with fidelity. Individual teachers and administrators from Bristol, Columbia, Taylor, Scott, Rudy, Russell, North and Mann have opted into arts integration training hosted by the Pikes Peak Arts Integration Collaborative--a Kennedy Center Partner in Education.

In the Pikes Peak Region, the following is a comprehensive view of what our competitors are offering:

- **The da Vinci Academy** (District 20) TdVA is an elementary school founded in 2003. While it has many individual arts integration practitioners, it is not affiliated with a specific model such as A+. One of the challenges in the D20 model is location. TdVA is located in the Northgate area while the arts integration middle school (see below) is on the other end of the district in Rockrimmon.
- **Eagleview Middle School** (District 20) The Academic Arts Academy is a track within the larger school design. One team per grade level (approximately 120 students) is designated AAA. The program has become highly successful in the past decade drawing students to choice-in from around the Pikes Peak Region. An application/interview/performance task process was required at the end of fifth grade for placement. Currently demand for seats is so high that the school has moved to a simple lottery system. The EMS AAA is arguably the most successful application of arts integration in our community.
- **Widefield Elementary School of the Arts** A new affiliate with the Pikes Peak Arts Integration Collaborative.
- **Denver School of the Arts** (DPS) This is strictly a pre-professional program (not arts integration) located in metro Denver.
- **CIVA** (District 11) This is a college prep school that balances academic rigor with a unique emphasis on the Visual & Performance Arts that is authorized by Colorado Springs District 11. Over the years, CIVA has become the highest performing high school in Colorado Springs District 11 and has been voted Best of Colorado Springs several years in a row. The main focus for students here are smaller class sizes and a commitment to advanced academic opportunities.

By fully embracing the recommended plan, District 11 would stand apart from the rest of the competition in the Pikes Peak Region. Affiliation with an established school model, a clear progression between schools as well as the blend of arts integration with an artist pathway will offer unique options for families in the area.

## Conclusion

*The arts mean that students become engaged in noticeable ways in their education. As students come to understand themselves and their learning in new ways, they become more enthusiastic and committed to learning. Classroom teachers also gain new understandings of the curriculum and of their students.*

*Creating and Sustaining Arts-Based School Reform  
The A+ Schools Program*

Arts integration changes communities one teacher, one student and one family at a time. Initially developed as a strategy to address the excluded voices in education, it has flourished and become a driving force behind best practices and inclusion in schools across the country and the world. Our brains innately seek connection and thrive on the ability to make meaning in our world. Education has too long compartmentalized this integrated process. In addition, personal expression through the arts provides every student a space in a classroom of creativity. We, the **Arts for All** AMP committee, passionately recommend arts integration and an artistry pathway based on the A+ Schools model. We look forward to the next steps as D11 boldly makes classrooms and schools better places to be while *daring to empower the whole student to profoundly impact our world.*

Respectfully submitted on behalf of the **Arts for All** Magnet Academic Master Plan Committee