

Goal 1: COMMUNICATION – Effectively communicate the work and purpose of Mississippi Whole Schools.				
PERFORMANCE OBJECTIVE	Emerging	Developing	Accomplishing	Sustained Practice
1a Create permanent and/or long term art displays and exhibits on the school grounds (indoors and outdoors) so it is visible and evident that the arts are valued and celebrated.	Developing and allocating resources to create permanent art displays and exhibits.	Permanent art displays/exhibits on the school grounds are limited or not student created .	Student created permanent art displays/exhibits are visible on the school grounds (indoors and outdoors) and it is evident that the arts are valued and celebrated.	Permanent art displays/exhibits on the school grounds (indoors and outdoors) follow a logical and intentional schedule , including strategies and plans for upgrades and upkeep .
1b Create hallway displays throughout the school as clear evidence of student learning through arts integration (The documentation shows student creations and how students engaged in the creative process.)	Hallway displays include academic and art form standards .	Hallway displays provide evidence of student learning through arts integration, yet are limited in discipline and scope .	Hallway displays throughout the school effectively documents evidence of student learning through arts integration in all art forms and engagement in the creative process (i.e. assessment, photos, process, or reflections).	Authentic displays rotate regularly illustrating the breadth of teaching and learning as an ongoing part of the school's culture. Displays across the school demonstrate evidence of student learning and engagement through all art forms and students can clearly articulate the process and goals of the lesson.
1c Collaborate with school stakeholders to effectively communicate the value of the arts and arts integration.	Recognizes the need to communicate with district leadership the value of arts and arts integration.	Communicates occasionally with district leadership and stakeholders about the value of arts and arts integration.	Engages in ongoing communication with district leadership and stakeholders about the value of arts and arts integration.	Prioritizes effective communication structures with all stakeholders about the arts and arts integration and engages in focused conversations about school goals and values.
1d Host public events annually for parents, families, and community members to engage and educate on HOW the arts are being integrated throughout the curriculum and WHY the arts are important.	The school hosts parent/family and community arts related performances and events .	The school hosts parent/family and community events and provides highlights on how the arts are being integrated throughout the curriculum and why the arts are important.	The school hosts a minimum of three annual events for parents/family and community members to engage in the artistic process and participate in arts integrated lessons.	Builds and creates a school wide culture in which all families/guardians, staff members, and community members effectively build a collective capacity to engage in conversations about how the arts are being integrated throughout the curriculum and why the arts are important.
1e Include specific information about arts	Identifying and developing formats and procedures for	Information about arts integration strategies is	Clear and effective information about arts	All printed and informational school documents communicate

	integration within the school's printed and digital information materials (newsletters, brochures, etc.).	including information about arts integration within printed materials.	included with the school's printed materials, however, procedural routines are still in development.	integration is consistently included within the school's printed informational material.	a clear commitment to the arts, arts integration and the participation in the MWS program.
1f	Ensure the school website and social media reflect the school's commitment to arts integration and participation in the MWS program.	The school website includes the MAC and MWS logos.	The school website includes information about their MWS membership in addition to the MAC & MWS logos.	The school website effectively reflects the school's commitment to arts integration and the participation in the MWS program.	The school website and social media presence communicates a clear commitment to the arts, arts integration and the participation in the MWS program.
1g	Include arts and arts integration in the school's vision and mission statements.	Beginning to recognize the need to connect arts strategies with the vision statement.	Communicates vision to the school and community while implementation is not clearly evident and there is limited consideration of the vision in decision making.	Implements a school wide vision that is adopted and embraced by the school's community and works with the leadership team to implement effective instructional strategies to achieve the vision.	Fully develops and implements a school wide vision and mission that includes arts/arts integration adopted and embraced by the school community and builds the capacity of the staff to ensure all instruction strategies and decisions support the vision.
1h	Include school stakeholders at MWS institutes and arts integration training events (community leaders, superintendents, parents, funders, etc).	Developing a plan and identifying resources to include school stakeholders at MWS institutes & arts integration training events (community leaders, superintendents, parents, funders, etc).	The school facilitates and includes minimal stakeholders at MWS institutes and arts integration training events (PTO Representative, Art's Committee Parent Member)	The school facilitates in the attendance of key stakeholders at MWS institutes and arts integration training events. (PTO president, Asst Superintendent, School Board Member, Potential Funders, Local Art Organization Partners, etc)	The school strategically facilitates in the attendance of key stakeholders at MWS institutes and arts integration training events. Evidence of the transfer of knowledge is apparent within events, agendas, and minutes. (PTO president, School Board Present, Asst Superintendent, Potential Funders, Local Art Organization Partners, etc)
1i	Participate in community events to communicate the work of arts integration on the school's campus.	Developing a plan to participate in community events to communicate the work of arts integration on the school's campus.	Identifies and participates in minimal community events to communicate the work of arts integration on the school's campus.	All students and teachers effectively participate in community events to communicate the work of arts integration on the school's campus.	Ongoing active participation in community events and partnerships are formed to communicate and provide resources in the work of arts integration both on and off campus is part of the school's climate and culture.

1j	Ensure all staff can clearly articulate the impact of arts integration for student achievement and success.	School staff members are beginning to understand the purpose of an arts integration instructional approach.	The school staff have the ability to share a general or applied understanding of arts integration and why it is important for student success.	All staff members can clearly articulate what arts integration is, and how the arts are being integrated throughout the curriculum to support student achievement and success.	Staff members clearly articulate the impact of the arts with all audiences, sharing knowledge about how the arts are being integrated, why the arts are important, and its impact on student achievement and success.
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Goal 2: PROFESSIONAL LEARNING – Provide high quality professional learning opportunities to increase skills and build knowledge.

PERFORMANCE OBJECTIVE		Emerging	Developing	Accomplishing	Sustained Practice
2a	Host school-wide professional learning workshops that focus on arts integration (not arts enhancement) each school year. This training should include demonstration lessons in the classroom with follow-up support for implementation.	Beginning to plan and allocate time for professional learning workshops focused on arts integration.	Facilitates and provides arts integrated professional learning opportunities during designated staff development times.	Facilitates and provides ongoing arts integrated professional learning workshops and demonstration lessons that provide follow-up support for implementation.	Develops, implements and facilitates multiple arts integrated professional learning and coaching opportunities that are effectively tailored to the individual needs of the staff
2b	Host school-wide professional learning opportunities that focus on best teaching practices to connect the ongoing work in arts integration with the school's improvement plan.	Plans and allocates time for onsite professional learning opportunities that focus on best practices teaching as directed by the district leadership .	Facilitates and provides onsite professional learning opportunities that focus on best teaching practices encouraging the connection of arts integration strategies.	Facilitates and provides onsite professional learning and coaching opportunities that focus on current best teaching practices tailored to the individual needs of the staff.	Develops, Implements and facilitates multiple effective professional learning and coaching opportunities tailored to the individual needs of the staff.
2c	Establish ongoing rotation of attendance for staff members and administrators to ensure that all participate at MWS Summer and Winter trainings.	Plans and allocates resources for attendance of the staff at MWS institutes.	Facilitates and provides for minimal attendance of staff at the MWS institutes and trainings.	Develops, implements and facilitates an effective rotational schedule of attendance for all staff members and administrators at the MWS institutes and retreats.	Implements an effective rotational schedule of attendance for all staff members and administrators at the MWS institutes and retreats. Evidence of peer to peer, teacher teach teacher and follow up workshops is noted within the professional development calendar .
2d	Allocate time at least once a month during staff meetings for peer-led demonstration workshops about arts integrated teaching and learning, as well as	Plans and allocates time for arts integration discussions within the school's professional development calendar.	Provides minimal time during monthly staff meetings to include discussions or sharing about arts integrated teaching and learning connections to other	Dedicates monthly staff meetings for discussions, trainings and sharing about arts integrated teaching and learning and the connections to	Develops, facilitates, and dedicates monthly staff meetings to effectively and seamlessly weave arts integrated discussions and practices into ongoing

	the connections to other educational topics (21st Century Skills, differentiation, UDL, multiple intelligences, educating the whole child, etc.).		educational topics and programs.	other educational topics and programs.	educational topics and programs.
2e	Participate in curriculum-based authentic arts experiences provided by outside sources (ex. field trips, assemblies, residencies, etc.).	Rarely participates in arts experiences provided by outside sources.	Identifies and provides traditional arts experiences to students and staff through outside sources.	All students and teachers participate in curriculum based arts experiences aligned to the current academic standards.	Ongoing active participation in arts experiences provided by outside sources both on and off campus is part of the school's climate and culture.
2f	Stay knowledgeable in research and readings about the impact of arts education and arts integrated classrooms.	Educators have limited opportunity to access current research about the impact of arts education and integration.	Educators have access to research and reading about the impact of arts education and integration, however the development of a plan is in process.	A plan is in place for educators to stay abreast of current research and readings about the impact of arts education and integrated classrooms.	Educators stay well-informed of current research and readings about the impact of arts education and arts integrated classrooms and consistently apply new research-based strategies within the classroom.
2g	Build and use arts vocabulary, skills, and knowledge in an authentic and accurate way.	Planning and building the staff's capacity to use arts vocabulary, skills and knowledge in an authentic and accurate way.	Provides opportunities and support in the use of arts vocabulary, skills and knowledge during lessons.	Effectively builds and uses arts vocabulary, skills, and knowledge during lessons in authentic and accurate ways.	Implements ongoing systems to review and improve lesson and unit plans in authentic and accurate ways.
2h	Collect data that shows student academic needs and create arts integration strategies to address those needs.	Uses summative data to evaluate instruction, identify student outcome trends, prioritize needs and inform continuous improvement.	Collects summative and formative data to provide arts integrated lessons to support the student's progress toward learning goals.	Consistently monitors and collects data to inform continuous improvement and leads the staff in analyzing disaggregated student specific data to determine appropriate differentiation and academic intervention utilizing the arts and arts integration.	Facilitates, supports, and builds the capacity of staff to analyze disaggregated student-specific data to determine appropriate differentiation and academic intervention utilizing arts integration.

2i	Collect data that shows staff development needs and develop a plan to address those needs.	Uses summative data to identify and evaluate staff development needs.	Collects summative and formative data to identify staff development needs and develops an annual professional development plan to address those needs.	Consistently monitors and collects data to identify staff development needs to develop and implement professional systems to support continuous improvement and growth.	Consistently monitors and collects data to determine the professional development needs of all staff members facilitating, supporting, and building the capacity of the staff through the implementation of multiple professional development systems.
2j	Teachers understand and effectively implement the current district and state standards.	Provides access to current district and state standards.	Provides limited support to staff in the understanding, development, and implementation of lesson and unit plans aligned to Mississippi academic and arts standards.	Leads staff in the development and implementation of lesson and unit plans aligned to Mississippi academic and arts standards.	Builds the capacity of the staff to effectively develop and implement lesson and unit plans aligned to Mississippi academic and arts standards, curricula and assessments.
2k	Establish rotational schedule for peer classroom observations to support reflective practice in arts integration strategies.	Peer classroom observations are available upon request or assigned in special circumstances.	Schedules and monitors peer classroom observations for teachers to observe and reflect on arts integration strategies being implemented within the school.	Implements a peer classroom observation schedule for teachers and reflects on arts integration strategies implemented.	Implements and facilitates an effective peer observation system tailored to individual staff needs to reflect on arts integration strategies being implemented within the school.
2l	Train and equip new staff members with the necessary tools for successful implementation of arts integration.	Includes arts integration information within new staff orientation procedures.	Arranges an orientation to inform new staff members of what arts integration is and why it is important and begins identifying the tools & training necessary.	Provides an orientation for all new staff in arts integration equipping them with the necessary tools & training for successful implementation.	New staff members are effectively equipped with the tools, training and support needed to incorporate arts integration strategies and are included in the decision making processes as valued members of the school's community.
2m	Effectively manage professional learning time to address instructional priorities and implement	Recognizes the importance to protect time for instructional leadership priorities.	Schedules time daily to address instructional priorities; effective policies and procedures are still in the development process.	Maintains a daily schedule to address priorities supporting the ongoing development of teacher quality, effective	Instructional priorities supporting the development of teacher quality, effective staff collaboration, and data analysis is ongoing and tailored

	professional learning strategies.			staff collaboration, and data analysis.	to the needs of each individual.
2n	Integrate the arts as an approach to teaching and assessing on a daily basis.	Learning opportunities are limited to the use of the arts in memorizing, reciting, parroting, and manipulative art activities.	Arts Integration strategies use minimal arts disciplines and limited to thematic units or semesters within campus learning environments.	Classroom learning environments consistently integrate arts disciplines as an approach to teaching and assessing on a daily basis.	Classroom learning environments consistently integrate the arts disciplines daily, tailoring and modifying teaching and assessment to meet individual learning needs .

GOAL 3: COMMUNITY RELATIONSHIPS – Enhance and sustain relationships and collaborations for Mississippi Whole Schools and its communities.

PERFORMANCE OBJECTIVE		Emerging	Developing	Accomplishing	Sustained Practice
3a	Hire certified arts specialists to teach the literacy of their art form and collaborate with classroom teachers to plan arts integrated lessons/units and serve as a resource and leader of their art form.	Beginning to locate resources to hire arts resource teachers and specialists.	Certified Arts Specialists are hired to teach the literacy of their art form and uses arts integration strategies within their classrooms. No evidence of collaboration is noted.	Certified Arts specialists effectively teach the literacy of their art form to the students and collaborate with classroom teachers to plan arts-integrated lessons/units and serve as resource/leaders within the school.	Certified Arts specialists consistently engage and collaborate with classroom teachers to plan and build authentic arts-integrated lessons and units of study within all regular and specialist classrooms , as well as community events .
3b	Hire an Arts Integration Resource Teacher/Coach to assist in teacher professional learning, classroom implementation, and program planning.	Begin developing teacher leaders/coaches to assist in the professional learning in arts integration through artist residencies.	Identifies qualified personnel and provides support and professional development training for an instructional leader.	Qualified and trained personnel serve as arts integration coaches to mentor and support classroom teachers in professional learning, classroom implementation and program planning.	Arts integration instructional coaches regularly and effectively assist in teacher professional learning, classroom implementation, and program planning.
3c	Include and engage in ongoing reflective practice for staff and students.	Teacher guided reflective practices are included within lesson closure discussions.	Staff and student reflective practices are inconsistent or limited in scope .	The staff and students engage in consistent and thoughtful reflective practices.	Ongoing reflective practices for the staff and students are an evident part of the school culture .
3d	Ongoing communication with school stakeholders to establish community support for sustainability.	Recognizes the need to communicate with the school stakeholders to establish community support.	Communicates occasionally with community members and school stakeholders to establish support for sustainability .	Engages in ongoing communication with the school's stakeholders about school goals and values to establish continual support and involvement for sustainability .	Implements effective communication structures with the school's community and engages stakeholders in focused conversations to establish continual support for the arts and arts integration.
3e	Participate in a variety of community arts-based events (museums, concerts, plays, musicals, ballet, etc.)	Rarely participates in arts experiences provided by outside sources.	Identifies and provides minimal arts experiences to students and staff through outside sources.	All students and teachers participate in arts experiences provided by outside sources both on and off campus.	Ongoing active participation in arts experiences provided by outside sources both on and off campus is part of the school's climate and culture.

3f	Consistently involve social collaborative experiences in the classroom environment in which students are engaged in the creative process.	Students engage in teacher directed collaborative discussions and activities within the classroom.	Classroom learning environments involve social, collaborative activities in which students problem solve and build their own understanding through product based art form experiences.	Classroom learning environments consistently involve social, collaborative experiences in which students are engaging in creative processes to problem solve and actively build their own understandings through an art form.	Classroom learning environments consistently involve social, collaborative experiences in which students are engaging in creative processes to problem solve and actively build their own understandings tailored to meet the needs of the individual learner through an art form.
3g	Ongoing collaboration and networking with other MWS schools.	Rarely collaborates with other MWS schools	Collaboration and networking with other MWS schools is limited to MWS events .	Engages in ongoing collaboration and networking with other MWS schools.	Engages in effective ongoing collaboration and networking with other MWS schools forming partnerships and sharing resources .
3h	Establishes an effective arts leadership team that meets monthly to discuss progress, identify needs, plan professional learning and community events.	Arts Leadership team includes administration and project directors .	Establishes a full arts leadership team with grade-level, specialists, administrative and community representation without a regular meeting schedule or with minimal administrative support.	Establishes an effective arts leadership team with full administrative support that meets monthly to discuss progress, identify needs, plan professional learning and community events.	Establishes an effective arts leadership team and builds the capacity of the team to plan professional learning and community events, oversee complex projects , and lead teacher teams .

GOAL 4: Operations – Refine school’s operations to ensure effective financial and infrastructural support of the work over time.

PERFORMANCE OBJECTIVE		Emerging	Developing	Accomplishing	Sustained Practice
4a	Ongoing communication with the school district is occurring to establish district support and involvement.	Recognizes the need to communicate with the school district to establish district support and involvement.	Communicates periodically with district leadership to establish support and involvement.	Engages in ongoing communication with the school district about school goals and values to establish continual support and involvement for sustainability.	Implements effective communication structures with district leadership and engages in focused conversations to establish continual support for the arts and arts integration.
4b	Align and manage school resources to support the ongoing growth and implementation of the program (ex. PTO, PTA, school fundraisers, etc.).	Begin conducting parent and community talent surveys and interest inventories to identify resources to support the growth and implementation of the program.	Identify and utilize parent and community talent resources to support the program.	Align and manage school resources to support the ongoing growth and implementation of the program (ex. PTO, PTA, school fundraisers, etc.).	Systematically identifies and maximizes all resources to fully support the school’s strategic plan and implementation of the arts and arts integration as an ongoing part of the school culture.
4c	Actively seeks external resources (ex. foundations, community partners, etc.) that align to strategic priorities.	Begin developing a system or a team to identify possible external resources.	A system and individuals are in place to locate and secure external resources for events and projects with minimal administrative structure and support.	External resources are actively pursued and partnerships are developed to support the priorities of the school’s strategic plan and support work within the arts and arts integration.	The active expansion of external resources and partnerships to support the priorities of the school’s strategic plan is ongoing and a part of the school’s culture .
4d	Develop and implement a comprehensive curriculum plan which supports rigorous and collaborative arts integration planning.	Curricular collaboration is limited to professional learning communities and district pacing guides.	A curriculum planning system is being explored in a practical stage of development , limited to grade-level or subject area coherence, with support for arts integration connected to district pacing guides.	Development and implementation of a comprehensive curriculum plan to improve coherence and support arts integration is ongoing.	The development, implementation and facilitation of a comprehensive curriculum plan seamlessly integrates the arts and rigorous arts integration strategies as part of the school’s culture .
4e	Policy and procedure handbooks include the importance of the arts and requirements for the	Foundational information about the arts and arts integration has been presented to the staff;	Information about membership within the MWS program is included within the policy and	Policy & Procedure handbooks include the importance of the arts and requirements for the	Campus expectations for the arts and the daily implementation of arts integration strategies is

	implementation of arts integration.	though not included within the school's policy and procedure handbooks.	procedure handbooks yet lacks specificity regarding methodology and campus implementation.	implementation of arts integration strategies.	embedded throughout all of the school's resource materials and is at the forefront of all decision making policies.
4f	Administration provides and facilitates weekly common planning time for arts and curriculum connections.	Administrator provides weekly common planning time; however, the connection to the arts is not evident.	Administrator provides minimal oversight and support in the use of the arts and arts integration strategies during weekly common planning time.	Administrator oversees and supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods during weekly common planning times.	Administrator implements ongoing systems and practices building the capacity of the staff to effectively collaborate and plan rigorous instruction strategies and pedagogical methods weekly.
4g	Administration expects teachers to integrate the arts daily as an approach to teaching, not as an isolated activity.	Administration recognizes the need for integrating the arts to address student needs and is beginning to develop a gradual system while building the staff's capacity.	The administrator provides support and begins setting expectations for the use of the arts and arts integration strategies in instructional settings.	Administrator oversees and supports staff in implementing a variety of rigorous instructional strategies and pedagogical methods to ensure that all students master both academic and arts content.	Administrator implements ongoing systems and practices building the capacity of the staff to effectively implement a variety of rigorous instruction strategies and pedagogical methods including the arts on a daily basis .
4h	Include arts and arts integration in the school's annual improvement/academic plan.	The administrator recognizes the need to include the arts and arts integration in the school's annual improvement/academic plan.	The administrator begins including strategies for effective instructional support for teachers and students with integrating the arts.	The administrator includes effective strategies for implementing classroom content and effective instructional practices to support teaching and learning within the school's academic plan.	The administration includes staff capacity building within the school's annual academic plan to implement strategies for rigorous classroom content and effective instruction practices through arts integration.
4i	Administration provides arts and arts integration training as an ongoing part of the school's professional development plan.	The administration recognizes the need to include the arts and arts integration strategies within the school's annual professional development plan.	The administration is beginning to provide time for arts and arts integration in the school's professional development plan.	The administrator develops and implements arts and arts integration training as an ongoing part of the school's professional development plan building staff capacity to	The administrator implements an ongoing professional development plan embedding the arts and arts integration to ensure all instructional strategies and decisions fully align with the school's academic improvement plan.

				achieve the school's goals.	
4j	Administration implements a coaching and/or partnership program for all teachers in arts integration.	The administrator recognizes the need for a coaching and/or partnership program for all certified and non-certified staff to support the arts and arts integration strategies within the classroom.	The administrator develops a plan for coaching and/or partnership program for all certified and non-certified staff, providing limited guidance, structure and opportunities for collaboration	The administrator provides and implements a coaching and/or partnership program for all staff to support the arts and arts integration strategies within the classroom.	The administrator facilitates and implements an effective and systematic schedule of professional learning and coaching opportunities in arts integration as an ongoing part of the school culture