RESOURCES & MATERIALS

artlook™ Map: An interactive tool that allows schools, arts partners, and the community to explore, share, and use arts education data from arts organizations and CPS schools. Data from the artlook™ Map can help partners and schools coordinate the distribution of arts resources and services, and identify schools’ arts needs.

School Quality Rating Policy (SQRP): The district’s policy for measuring annual school performance. Schools create goals for measuring their annual performance based on a broad range of indicators. Through this policy, each school receives a School Quality Rating and Accountability Status. Utilize this resource to understand student test score performance, student academic growth, school culture and climate, attendance, and graduation information.

Continuous Improvement Work Plan (CIWP): CIWP is a streamlined, strategic planning process for schools that meet the state and federal requirements of a school improvement plan. The CIWP uses previous goal and strategy setting processes completed by the school from the SQRP metrics. Utilize this resource to help determine how arts programming might support schools to achieve priorities and goals.

Multi-Tiered Systems of Support (MTSS): Provides a framework for delivering high-quality, differentiated instruction, and targeted support for students’ academic, social and emotional, and health/wellness needs in all school and classroom settings. The framework includes both instruction and interventions with targeted supports for those students who require additional, explicit, and more focused instruction to meet the academic and Social Emotional Learning (SEL) standards. Use this resource to develop common terminology as well as supports on how to implement and embed MTSS in your arts programming.

My Voice, My School Survey: A CPS survey collected from parents and guardians, students, and teachers about their school. Data is collected around school community, parent-teacher partnership, school safety, quality of facilities, and other items. Use this resource to better understand school culture and climate, and family/community perspectives.

Common Core State Standards (CCSS): Educational standards that detail what students in grades K-12 should know, understand, and do in English, language arts, and mathematics. These standards are aligned to the expectations of college and career readiness. corestandards.org

Illinois Social Emotional Learning Standards (SEL): A standard set that defines skills and content for social and emotional learning for students in grades K-12. www.isbe.net/lils/social_emotional/standards.htm

New Illinois Arts Learning Standards: Updated Illinois arts standards identify what students should know, understand and do in theatre, music, dance, visual art, and media arts. They reinforce best practices in the classroom and provide updated guidance on what constitutes quality arts education. cpsarts.org/news/new-arts-standards/

KEY TERMS TO KNOW

School Culture: The principles, values, attitudes, relationships, and written and unwritten rules that impact how a school operates.

Capacity: The resources, knowledge, and support, such as staff and leadership, needed to successfully execute and oversee a program.

HOW DO YOU BUILD EFFECTIVE, IMPACTFUL, AND SUSTAINABLE ARTS PARTNERSHIPS?

The Arts Partnership Process is an interactive tool designed to help build stronger partnerships and improve arts education programs between schools and arts partners. This five-step process is an iterative and designed process to help facilitate meaningful planning conversations.

The Arts Partnership Process:

1. Understand the context and needs of the school.
2. Develop a shared vision and goals.
3. Design and implement arts programs.
4. Evaluate and sustain the partnership.
5. Repeat the process.

ARTS PARTNERSHIP PROCESS:

STEPS FOR PROGRAM SUCCESS
1. KNOW BEFORE YOU GO

## ARTS PARTNER

**Ask Yourself:**
- What kind of educational programs do you offer?
- What is your mission?
- What is your story?
- What are your strengths and expertise?

**Resources & Materials:**
- Annual reports
- Program evaluations/quality outcomes

## SCHOOL/TEACHER

**Ask Yourself:**
- What is the culture and climate of the school?
- Does your school have an arts instructor?
- What partners do you already have?
- How do you determine partner quality?

**Resources & Materials:**
- Creative Schools Certification Category rating

### 1.1. School/Teacher

**School/Teacher Ask Yourself:**
- What are students looking for in a partner or in the skills they might learn from a partnership?
- What do students' families and the community want to see in a partnership?

**Resources & Materials:**
- School reports (e.g. School Quality Rating Policy (SQRP), My Voice, My School Survey, etc.)
- Continuous Improvement Work Plan goals
- MySSS School Action Plan

### 1.2. Arts Partner

**Arts Partner Ask Yourself:**
- How can this partnership support the school?

**Resources & Materials:**
- Program brochures
- Pictures and videos of your program in action

### 2. HAVE A CONVERSATION

**Ask & Share:**
- Does your organizational mission and vision align with, complement, and support the school’s culture and climate?
- What are your students looking for in a partner or in the skills they might learn from a partnership?

**Resources & Materials:**
- Program brochures
- Pictures and videos of your program in action

### 3. WORK IT OUT TOGETHER

**Ask & Share:**
- What program will align with the school's needs?
- How can this partnership support or develop the school’s plan for the arts?

**Resources & Materials:**
- Pre-plan materials: lesson plans, vocabulary, worksheets, etc.

### 4. MAKE IT HAPPEN

**Ask Yourself:**
- To gain a better understanding of the culture of the school and classrooms, how soon before the start of the partnership should you observe the culture of the school and classrooms?
- How can you prepare to be in a different space on different days for the partnership?
- How can you be adaptable when changes happen to the timeline or plan?
- How do you know that students are engaged and interested?
- How do you know if you are meeting the goals of the program?
- How should students, teachers, and their families expect to be supported by the partnership?

**Resources & Materials:**
- Shared schedules
- Logistic plans: technology and classroom resources and materials

### 5. REFLECT & EVALUATE

**Ask & Share:**
- Ask your students, teachers, and families about the partnership.
- Did we meet our goals?
- What went well?
- What needed improvement?
- What data supports your insights and conclusions?

**Resources & Materials:**
- Student and school surveys
- Student reflections, journal entries, pieces of writing, portfolios, works of art, etc.
- Share data that supports the success of the partnership with your Local School Council (LSC)