

Moorhead Area Public Schools



Comprehensive Arts Planning Program Five-Year Plan: 2008-2013

A Five-Year Plan from the Comprehensive Arts Planning Program Committee of the Moorhead Area Public Schools submitted to Dr. Larry P. Nybladh, Superintendent

MAY 2008

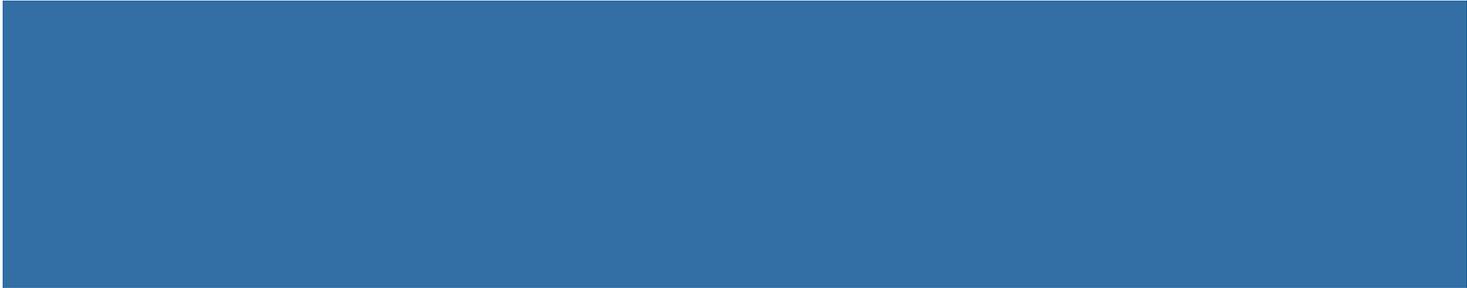


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Introduction

Moorhead Area Public Schools has a long-standing reputation of access and excellence in arts education. While there is much to celebrate, there are also ways to strengthen learning in and through the arts for student success in the Moorhead Area Public Schools.

In 2006-07, the Moorhead Area Public Schools conducted a strategic planning process that led to a strategic plan with six priority areas. As part of the process, input was received from district employees through the Chainsaw Planning process and from community members through a survey. This Comprehensive Arts Planning Program (CAPP) plan addresses Priority Area 5: Promote arts and 21st century learning, thinking and life skills. One of the strategies identified was to conduct a comprehensive arts planning program process and develop a five-year plan for arts education in the district.

The CAPP committee met monthly during the school year to generate this plan. Committee members engaged in discussions about the strengths and needs of arts education in the district as well as district challenges related to student needs, diminishing resources, declining enrollment, and state and federal requirements.

Research reviewed by committee members highlighted the need for arts education. In a May 2005 Harris Poll commissioned by Americans for the Arts, 93 percent of Americans polled agree the arts are vital to providing a well-rounded education for children. Committee members also read and discussed Daniel Pink's book "A Whole New Mind." Pink writes, "The future belongs to a very different kind of person with a very different kind of mind — creators and empathizers, pattern recognizers, and meaning makers. These people — artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers — will now reap society's richest rewards and share its greatest joys."

The CAPP plan presents a vision for K-12 arts education and a five-year action plan toward achieving this vision. The plan is flexible to adjust and align with the district's strategic plan as it evolves and is implemented.

For Moorhead Area Public Schools to maintain its position as an arts leader, it is important to advocate for a strong, comprehensive arts program, incorporating best practice instructional strategies.



CAPP Mission, Vision and Belief Statements

Mission Statement

Moorhead...Cultivating a Culture of Creativity through the Arts

Vision Statement

Moorhead Schools will provide opportunities to appreciate, participate in and create arts to nurture creativity, innovation and imagination.

Belief Statements

- We believe the arts are core disciplines that are a vital aspect of our human experience.
- We believe the arts have far-reaching potential to help students achieve education goals.
- We believe all subjects are enriched by arts integration.
- We believe the arts are a profound way of reaching students and encouraging their self-worth and their development as caring people.
- We believe the arts offer a set of core competencies including creativity, problem solving, individual responsibility and communication skills that are necessary to compete in the job market.
- We believe that our school district and all of its comprehensive programs must strive to be technologically competent to prepare students to thrive in the 21st century.
- We believe that our school district must exist dynamically within the community, continuing to tap the resources that the community offers to enrich our arts programs. In turn, we are committed to preparing students to positively affect our community.
- We believe that arts service-learning should be an integral part of serving students and meeting community needs.



Current Trends

The Moorhead Area Public Schools, located in Clay County, Minn., includes the cities of Moorhead, Georgetown and Sabin. The district, which covers 216 square miles along the Red River, is 34 miles long and 9.5 miles wide.

The demographic composition of Moorhead's population according to the City of Moorhead Web site is:

Moorhead Population 2000 (U.S. Census) 32,177
Fargo-Moorhead Population 2000 174,367

Age Distribution

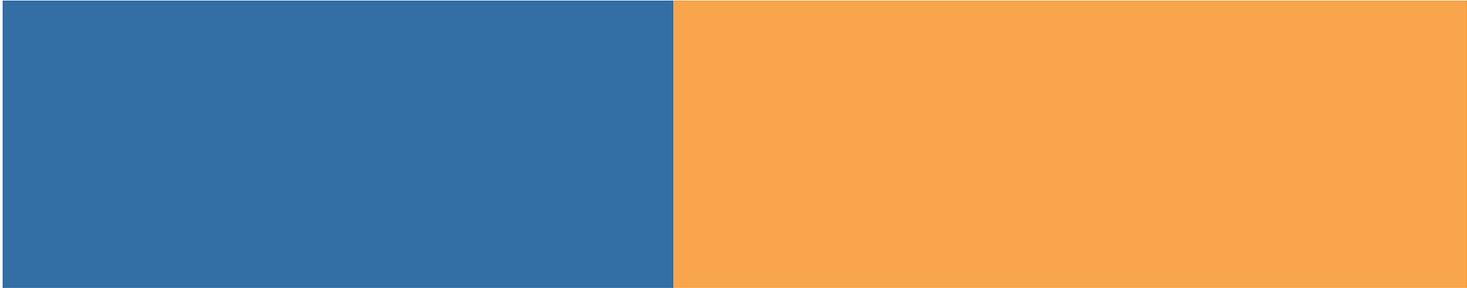
Age 0-19.....10,000
Age 20-44.....12,527
Age 45-64.....5,546
Age 65+.....4,104

Median Age28.7

U.S. Census figures for the area show that the median family income in 1999 was \$50,671 and 7.6 percent of families fall below poverty level.

In 2006-07, opening day enrollment numbers for Moorhead Area Public Schools increased, reversing a trend of enrollment decline seen in the district since 1995. For 2007-08, opening day enrollment stabilized with five more students than the 2006-07 opening day enrollment. At 353 students, grade 4 is the smallest grade level in the district. The tenth grade is the largest with 483 students.

Projections for 2008-09 are for a slight decrease in enrollment (approximately 10 students). Enrollment is projected to fluctuate slightly in the coming years.



Program Analysis

As part of the arts planning process, CAPP committee members identified strengths of arts education in the Moorhead Area Public Schools (Appendix A). The committee also reviewed the district community survey information, focusing specifically on comments and feedback related to arts education. That information is summarized in Appendix B. Members also identified their wants / dreams for arts education (Appendix C), which were used in developing the goals and strategies identified in this plan.

Each of the three elementary schools has a full-time visual arts teacher. There are a total of eight elementary music teachers providing daily music to students in grades 1-5.

Learning Bank, a cooperative effort with the Fargo and West Fargo (N.D.) school districts, provides fine arts performances to students in grades K-6. Each grade level attends an arts performance during the school year. In 2007-08 students have seen performances by the Sun Ergos, Concordia College Percussion Ensemble, Fargo-Moorhead Symphony, Jazz Arts Group, and Thalgahagoda Dance Troupe from Sri Lanka.

Horizon Middle School requires arts education each year. Students in grades 6-8 currently have daily music and a trimester of art each year. Theater arts is offered for grade 8 students.

Moorhead High School offers band, choir and orchestra, visual arts, creative writing, film and theater courses. Students are required to complete one credit of an arts elective to graduate. Students have participated in local, state and regional competitions, earning individual and group recognition.

The district currently does not offer dance and has limited extracurricular opportunities in the arts for students.



Five-Year Plan Overview

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Target: Within five years, a comprehensive arts curriculum will be aligned and sequential and integrated across curricula.

Strategies:

- Music teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Visual arts teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Theater arts teachers work together with a state expert to develop, align and assess K-12 curriculum.
- Organize campaign for hiring arts education coordinator; identify possible partners in community; investigate funding and grants.
- Increase knowledge about CAPP for all arts teachers in the district.
- Increase media arts opportunities by applying for Art Courses for Educators (ACE) media arts grant.
- Increase dance education opportunities by applying for ACE dance grant.
- Review and revise arts as part of the curriculum cycle.
- Hire an arts education coordinator and continue fund raising to support position.
- Media arts integrated by sharing information from ACE training.
- Dance integrated by sharing information from ACE training.

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Target: Visibility of arts education will be increased through advocacy and communication in the district and community.

Strategies:

- Establish CAPP committee as an ongoing district arts advisory and advocacy committee that develops an annual work plan, benchmarks and evaluation process that are summarized through a “State of the Arts” presentation.
- Communicate student achievement in the arts.
- Design a logo for the arts programs for Moorhead Area Public Schools.
- Create an arts booster organization called Friends of the Arts.
- Educate stakeholders on the impact of the arts related to student achievement.



- Summarize work of CAPP through annual “State of the Arts” presentation.
- Establish gallery space at Moorhead High School.
- Friends of the Arts will organize a collaborative arts celebration.
- Provide preK children with digital and written arts information.

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Target: Students learn in creative, resource-rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Strategies:

- Write grant to Minnesota State Arts Board for dance artist in residency for elementary schools; expand residency to middle school and then to high school.
- Assess current partnerships through an electronic survey, and develop a list of potential partnerships.
- Conduct a needs assessment for facility, equipment and technology for arts education to determine priorities.
- Conduct a needs assessment / survey of students and families for class schedule options and after-school programming.
- Using partnership directory, create partnerships with arts organizations by asking them to be part of CAPP committee.
- Develop an improvement plan utilizing the data gathered from the Year 1 needs assessment.
- Work with administration for input into scheduling and after-school opportunities.
- Enrich arts learning opportunities through community partnerships.
- Secure additional funding sources to support and implement improvement plan.
- Provide creative scheduling options and after-school programs for students.
- Establish community partnerships K-12.



Evaluation Plan

At the end of each academic year, the Moorhead Area Public Schools' CAPP committee will write a "State of the Arts" report and a work plan for the next year. This document will be shared with district stakeholders as appropriate.

Specific activities within the plan will be measured through surveys, participant evaluations, self-evaluations, demographic data, achievement data, audience counts, financial gains or losses, and tangible products. Each year's work plan will further outline these evaluation methods.

Action Plan

Action Plan: Planning Year					
<i>Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.</i>					
Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Write five-year arts education plan.		All	CAPP	Five-year plan written	
Music teachers meet with state expert.		Music	Music teachers, Perpich	Music teachers attended	
Plan for all arts teachers to meet with facilitator during fall professional development days.		All	CAPP, administrators	Meeting set on calendar; facilitator selected	
<i>Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.</i>					
Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Communicate student achievement in the arts.		All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	



Year 1 Action Plan: 2008-2009

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Organize campaign for hiring arts education coordinator; identify possible partners in community; investigate funding and grants.	1	All	Steering committee, CAPP	Data collected	
Increase knowledge about CAPP for all arts teachers in the district.	1	All	CAPP, arts teachers	All arts teachers meet with facilitator during during fall professional development	
Visual arts teachers meet with state expert.	1	Visual	Visual arts teachers, Perpich	Visual arts teachers attended.	
Music teachers meet with state expert.	1	Music	Music teachers, Perpich	Write K-12 vertically aligned curricula; align with state standards	
Increase dance opportunities.	1	Dance	CAPP grant writing team	Artist residency grant submitted to MSAB	
Increase media arts opportunities by applying for ACE media arts grant.	1	Media	CAPP grant writing team	Grant submitted	
Media arts person chosen to attend ACE training at Perpich Center beginning August 2009.	1	Media	CAPP	Media arts person selected to attend training	

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Establish CAPP committee as an ongoing district arts advisory and advocacy committee that develops an annual work plan, benchmarks and evaluation process that are summarized through a "State of the Arts" presentation.	1	All	Assistant superintendent of teaching and learning	CAPP committee is established	



Year 1 Action Plan: 2008-2009

Create an arts booster organization called Friends of the Arts.	1	All	CAPP committee	An arts booster organization is created with organizational plan.
Design a logo for the arts programs for Moorhead Area Public Schools.	1	All	CAPP committee, high school art teacher	Unified logo used on district arts programming publications
Continue to communicate student achievement in the arts.	1	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Write grant to Minnesota State Arts Board for dance artist in residency for elementary schools.	1	Dance	CAPP grant writing team	Dance artist in residency for elementary schools funded
Assess current partnerships through an electronic survey.	1	All	Assistant superintendent of teaching and learning, CAPP, director of information systems and instructional support	A list of current partnerships are developed into an electronic directory
Develop a list of potential partnerships.	1	All	Assistant superintendent of teaching and learning, CAPP, building administrators	Directory expanded for potential partnerships
Conduct a needs assessment for facility, equipment and technology for arts education to determine priorities.	1	All	CAPP, assistant superintendent of business services	Needs assessment completed
Conduct a needs assessment / survey of students and families for class schedule options and after-school programming	1	All	CAPP, assistant superintendents of teaching and learning and business services, director of information systems and instructional support	Schedule and class options to engage students in the arts are examined and established



Year 2 Action Plan: 2009-2010

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Theater arts teachers meet with state expert.	2	Theater	Theater teachers, Perpich, elementary representative	Theater teachers attended
Visual arts teachers meet with state expert.	2	Visual	Visual arts teachers, Perpich	Write K-12 vertically aligned curricula; align with state standards
Music teachers complete K-12 curriculum.	2	Music	Music teachers, administrators	Music curriculum sent to Perpich for evaluation; changes made
Media arts person attends first year of ACE training.	2	Media	CAPP	Media arts person attends training
Increase dance education opportunities by applying for ACE dance grant.	2	Dance	CAPP grant writing team	Grant submitted
Dance person chosen to attend ACE training at Perpich Center beginning August 2010.	2	Dance	CAPP	Dance person selected for training
Begin fund raising for an arts education coordinator.	2	All	Steering committee, CAPP grant writing team	Committee is formed; plan generated; grants written
Review and revise arts as part of the curriculum cycle.	2	All	Arts teachers, administrators, elementary teachers	Research in available curriculum completed by music, visual arts, theater arts, dance and media arts

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Educate stakeholders on the impact of the arts related to student achievement.	2	All	CAPP, communications coordinator	Research is shared in district publications
Further develop Friends of the Arts booster organization.	2	All	CAPP, Friends of the Arts	Friends of the Arts meets regularly and begins implementing plans

Year 2 Action Plan: 2009-2010

Continue to communicate student achievement in the arts.	2	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	2	All	CAPP	"State of the Arts" presentation completed	
<i>Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.</i>					
Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Write grant to Minnesota State Arts Board for dance artist in residency for elementary schools and middle school.	2	Dance	CAPP grant writing team	Dance artist in residency for elementary schools and middle school funded	
Using partnership directory, create partnerships with arts organizations by asking them to be part of CAPP committee.	2	All	CAPP	Partnerships created with arts organizations	
Develop an improvement plan utilizing the data gathered from the Year 1 needs assessment.	2	All	CAPP, department chairs, central office and building administrators	An improvement plan is developed utilizing the data from Year 1	
Work with administration for input into scheduling and after-school opportunities.	2	All	CAPP, department chairs, building administrators	Scheduling and after-school options understood and organized	



Year 3 Action Plan: 2010-2011

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Theater arts teachers meet with state expert.	3	Theater	Theater teachers, Perpich, elementary representative	Write K-12 vertically aligned curricula; align with state standards
Visual arts teachers complete K-12 curriculum	3	Visual	Visual arts teachers, administrators	Visual arts curriculum evaluated by Perpich Center; changes made
Music teachers complete K-12 curriculum	3	Music	Music teachers	Music curriculum is adopted by board
Hire a .5 FTE arts education coordinator	3	All	CAPP, administration	Coordinator is hired
Theater teachers complete K-12 curriculum	3	Theater	Theaters arts teachers, administrators	Theater arts curriculum evaluated by Perpich Center; changes made
Visual arts teachers complete K-12 curriculum	3	Visual	Visual arts teachers, administrators	Visual arts curriculum is adopted by board
Review and revise arts as part of the curriculum cycle.	3	All	Arts teachers, administrators, elementary teachers	Curriculum and materials chosen and ordered
Media arts person continues ACE training.	3	Media	CAPP	Media arts person attends training
Dance person attends first year of ACE training.	3	Dance	CAPP	Dance person attends training
Continue fund raising for arts education coordinator	3	All	Steering committee, arts education coordinator	Grants written

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Establish gallery space at Moorhead High School.	3	Visual, Music, Theater	Arts teachers, activities director, high school administrators	Gallery space is established
Friends of the Arts begins planning a district arts celebration.	3	All	CAPP, Friends of the Arts	Planning for arts celebration begins



Year 3 Action Plan: 2010-2011

Continue to communicate student achievement in the arts.	3	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	3	All	CAPP	"State of the Arts" presentation completed	

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Write grant to Minnesota State Arts Board for dance artist in residency for elementary schools, middle school and high school.	3	Dance	CAPP grant writing team	Dance artist in residency for elementary schools, middle school and high school funded	
Enrich arts learning opportunities through community partnerships.	3	All	CAPP	Additional arts opportunities created	
Seek additional funding sources to support improvement plan.	3	All	CAPP, department chairs, central office and building administrators	Funding sources sought; grants written	
Provide creative scheduling options and after-school programs for students.	3	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided	



Year 4 Action Plan: 2011-2012

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Theater arts teachers complete K-12 curriculum.	4	Theater	Theater teachers, administrators	Theater arts curriculum is adopted by the board
Increase arts education coordinator position to .75 FTE.	4	All	CAPP, administrators	Shared arts coordinator is hired
Media arts integrated.	4	Media	Media arts ACE trainee, administrators	Information presented to arts people
Dance person continues ACE training.	4	Dance	CAPP	Dance person attends training
Music teachers review curriculum with state expert.	4	Music	Music teachers, Perpich	Music curriculum is reviewed and analyzed
Visual arts curriculum implemented.	4	Visual	Visual arts teachers	Visual arts curriculum taught across district
Continue fund raising for an arts education coordinator	4	All	Steering committee, arts education coordinator	Grants written

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Friends of the Arts will organize a collaborative arts celebration.	4	All	Arts teachers, CAPP, Friends of the Arts	An event celebrating all arts is established creating collaboration among the arts; continue as yearly event
Continue to communicate student achievement in the arts.	4	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.



Year 4 Action Plan: 2011-2012

Summarize work of CAPP through annual “State of the Arts” presentation.	4	All	CAPP	“State of the Arts” presentation completed	
<i>Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.</i>					
Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Continue dance residency program at elementary schools, middle school and high school.	4	Dance	CAPP grant writing team	Dance artist in residency for elementary schools, middle school and high school funded	
Continue to enrich arts learning opportunities through community partnerships.	4	All	CAPP	Additional arts opportunities created	
Secure funds and begin implementing improvement plan.	4	All	CAPP, department chairs, central office and building administrators	Funding sources secured; grants written	
Provide creative scheduling options and after-school programs for students.	4	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided.	

Year 5 Action Plan: 2012-2013

Goal 1: Within five years, review, align and unify district arts curricula, including standards, essential learning and common assessments K-12.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Dance integrated.	5	Dance	Dance ACE trainee, administrators	Information presented to arts people
Increase arts education coordinator position to 1.0 FTE.	5	All	CAPP, administrators	Shared arts coordinator is hired
Visual arts review curriculum with state expert.	5	Visual	Visual arts teachers, Perpich	Visual arts curriculum reviewed and analyzed
Theater arts curriculum implemented.	5	Theater	Theater arts teachers	Theater arts curriculum taught across district
Theater arts review curriculum with state expert.	5	Theater	Theater arts teachers, Perpich	Theater arts curriculum reviewed and analyzed
Continue fund raising for an arts education coordinator.	5	All	Steering committee, arts education coordinator	Grants written

Goal 2: Within five years, the visibility of arts education will increase through advocacy and communication in the district and community.

Strategies	Year	Arts Area	Responsible	Target / Outcomes
Provide preK children with digital and written arts information.	5	All	CAPP, art teachers, communications coordinator	Every Moorhead child before entering kindergarten receives arts information
Friends of the Arts will organize a collaborative arts celebration.	5	All	Arts teachers, CAPP, Friends of the Arts	An event celebrating all arts is established creating collaboration among the arts; continue as yearly event



Year 5 Action Plan: 2012-2013

Continue to communicate student achievement in the arts.	5	All	Arts teachers, building leadership, communications coordinator	Student achievement in the arts is acknowledged in district communications, recognition by School Board, through the media, and through performances / exhibits.	
Summarize work of CAPP through annual "State of the Arts" presentation.	5	All	CAPP	"State of the Arts" presentation completed	

Goal 3: Within five years, Moorhead students will have arts learning experiences in creative, resource rich environments with adequate professional staff, supplies, instruments, facilities, equipment, technologies and community partnerships.

Strategies	Year	Arts Area	Responsible	Target / Outcomes	
Continue dance residency program at elementary schools, middle school and high school.	5	Dance	CAPP grant writing team	Students K-12 receive creative dance experiences through residency program.	
Establish community partnerships K-12.	5	All	CAPP	Community partnerships are established K-12	
Implement improvement plan.	5	All	CAPP, central office and building administrators	Improvement plan is implemented	
Provide creative scheduling options and after-school programs for students.	5	All	CAPP, department chairs, central office and building administrators	Creative scheduling options and after-school programs provided.	



Acknowledgments

Funding for the Comprehensive Arts Planning Program was, in part, granted by the Perpich Center for Arts Education and the Minnesota State Arts Board. CAPP committee members attended state CAPP planning meetings four times during the year as part of the planning process. Dave Beaman, CAPP representative, attended the January 2008 Moorhead CAPP meeting.

CAPP Committee Members

Grady Carlson
Brian Cole
Gay Galles
Sue Geihl, *co-chair*
Pam Gibb
Ross Hilgers
Sue Knorr
Lynne Kovash
Trevor Larson
Jakob Lindaas
Rebecca Meyer-Larson, *co-chair*
Jen Nelson
Chris Olson
Dr. Mary Jo Schmid

District Administration

Dr. Larry P. Nybladh, *Superintendent*
Lynne Kovash, *Assistant Superintendent for Teaching and Learning*
Wayne Kazmierczak, *Assistant Superintendent for Business Services*

School Board

Karin Dulski
Lisa Erickson
Cindy Fagerlie
Carol Ladwig
Mike Siggerud
Kristine Thompson
Bill Tomhave

Appendix A: Program Strengths

Arts program strengths were identified by committee members at the CAPP committee meeting on Oct. 24, 2007. Items were grouped into categories.

In the District

- Lots of kids with lots of interests – talented, loves activity classes, actively involved, better education than in past, understand value, encouraged to work at or over the edge.
- Educators, administrators, staff - quality staff - teachers. Art teachers at each school. Understand importance. Motivated, committed educators, active at state and national level. Practicing professional artists are teachers in our schools. Encourage students to take risks in safe, school setting.
- Supportive parents – parent support and involvement. Support for the 3 AAAs (Arts, Athletics and Academics), PTAC support.
- Facilities – elementary art classrooms in each school. High school art shop. Space in all schools. Improved in past five years.
- Music – orchestra, band, choir. Orchestra starts in 5th grade. Chorale. Music at all levels. Perform together, many different opportunities. Music every day at elementary schools.
- Elementary schools – K-5, active program, music every day.
- Horizon Middle School – art and theater opportunities. 8th graders take theater. Visual arts in each grade, strong middle level orchestra program (very visible in community). Arts are required classes.
- Moorhead High School – Offers a variety of advanced visual arts courses, Fine Arts Day, musical productions, one-act play, very successful, theater involves many students and doing well, art show in the spring is fun.
- Variety of visual arts offerings at high school.
- Opportunities in district – trips (school), theater at high school and middle school, international travel, speech, visiting artists. Parents learn when students are active.
- Administration supportive of arts.
- Funding – budget, supplies, instruments, curriculum materials, opportunities for budgetary support since tied to funding.
- Arts are a core subject.
- Programs create interest in the arts.

In the Community

- Museums – opportunities for elementary students to visit once per year, connections beyond the classroom.
- Opportunities in community – Trollwood, Gooseberry, dance studios, students have major roles in area productions, community has many venues for experiencing art, higher education connections, private lessons, create extended learning opportunities for adults (family learning experiences).
- Community support of arts – Community provides many venues for artists: museums, galleries, symphonies, theater, dance, high community interest, PR, displays at post office and Probstfield. Much pride in the orchestra program (example: “Friends of the Orchestra”). Community gets opportunities to experience musical groups such as Apollo and Carolers.
- Diversity.
- Graduates go on to pursue arts, do impressive things.
- Community interests – Theater program sets standards in the community, arts are great PR, perception is that Moorhead arts is a respected model program, there is high community interest and support.

Appendix B: District Survey Summary Information

Committee members reviewed the arts-related feedback from the community survey (random sample and self-selected sample). Items are summarized here.

Community Survey Random Sample

- Publicity needed for students' accomplishments
- Impressed with music and theater programs (*more than 30 comments*)
- Horizon lacks adequate performance facilities
- Need for middle school extracurricular opportunities
- Perception that there is not support from administration for non-athletic programs
- Music choices at middle school – required classes seen as less than positive
- Concerns with block schedule – scheduling music and AP classes
- Art program could receive more attention from the ground up
- More AP classes
- Fees could be a limitation to participation
- Band program – poorly represented at All State Band, needs more offerings
- Disproportionate number of physical education teachers vs. arts teachers at elementary level
- Art, music and physical education in elementary schools

Community Survey Self-Selected Sample

- More opportunities for ALL students
- High school looks dated – needs more polish, better maintenance outside auditorium door
- Impressed with music and theater programs (*more than 12 comments*)
- Band program needs improvement. Allow students to participate in solo and ensemble competitions. Need jazz band program.
- Pit Orchestra – should be students only
- Concern with charging for 101 Dalmatians at Hopkins
- Middle school performance space a concern
- Should be room for more electives in the schedule
- Exploring Music class at Horizon – three years is too many
- Music every day at Horizon, but no study hall offered
- Concerns with block schedule – scheduling music and AP classes

Appendix C: Future Goals / Strategies and Wants / Dreams

Arts program wants / dreams were identified by committee members at CAPP committee meeting on Oct. 24, 2007. Items were grouped into categories. Additional goals and strategies considered by the committee are included here for future use or reference.

Future Goals / Strategies

- Support arts integrated learning, the creation of natural and meaningful connections between the arts and non-arts disciplines as a strategy for instruction.
- Use the arts to create a safe and respectful learning community by bridging age, economic and cultural differences.
- Develop opportunities for students to work with peer mentors and mentors of all ages.
- Provide students with access to community resources and exposure to career opportunities and real-life community connections through arts service-learning.
- Develop additional arts opportunities. This could include before school, after school and summer programs.
- Develop a program of study for the arts to serve as a guide of suggested courses for arts careers.
- Establish professional learning communities in arts disciplines in which teachers collegially support one another in continuous professional improvement.

Wants / Dreams

- Community – Greater collaboration – Trollwood, Gooseberry Park Players, Dance; exploring and expand community resources; student success recognized in all areas; strong arts appreciation in all areas; wherever you go, you see a culture of the arts
- Mentorship programs – sharing
- Expanded learning opportunities
- Dance – Classes at high school; classes at middle school; tap, jazz, ballet, modern
- Media arts – Media taught in art capacity, not technology/ business
- Classes – Alternative learning for at-risk; more opportunities; offer jazz band and other music opportunities; technical courses in lighting, sound, construction, design and scenic painting
- Arts curriculum specialist – district position
- Curriculum integration, scope and sequence, Fine Arts Department – Kids teaching kids; strong comprehensive program; engaging for all students; portfolio based assessment; all work together and support each other; integrating with general curriculum

- Professional development – Money available to teachers to learn and grow; conference and meeting time; meet and work with other professionals; arts instruction professional development for general education teachers; greater involvement with community artists and residents; students would have opportunities to “mentor” with local artists
- Presentation – Arts Day K-12 to showcase our students and their work; use of our buildings to make them look and feel more creative, warm and artistic; Film Festival; chances for students to show their work; recognition of student artists; district-wide arts celebrations; display areas at the high school for visual arts
- Funding – Equal to other after-school programs (ex: athletics); equal funding of materials for programs (ex: music and physical education)
- Facilities – Performance spaces; middle school auditorium space; shop tools (lighting instruments, a pit, a fly system, appropriate OSHA approved); lots of counter space and storage
- Music technology – Offer jazz band and other music opportunities; Pro Tools and Digital Performer classes (music software classes); we need to be teaching MIDI & computer generated music courses
- Arts magnet – Arts instruction and professional development for general education teachers; development of arts curriculum that pulls together literacy, math, social studies; children would be able to be involved with the arts without schedule conflicts; education credit for students participating in community art endeavors.
- Creativity – Celebration of creative talents – Appreciation / encouragement of creativity in staff and students; allow student expression; after school programs available to all kids with some funding
- Theater arts courses – Tech design, lighting, expansion of curriculum
- Courses at high school – physical education credit for Trollwood classes

Appendix D: Published Articles about CAPP Process

Article published in *The Forum* on Sept. 23, 2007.

Moorhead receives grant for arts

By Melinda Rogers
mrogers@forumcomm.com

The Moorhead School District wants to expand its palette of arts education opportunities.

Along with seven other Minnesota school districts, Moorhead has received an \$8,000 grant through the Golden Valley, Minn.-based Perpich Center for Arts Education to develop a framework to expand arts education.

School leaders will establish a five-year arts education plan, drawing input from the community on where the district can improve or strengths it can build upon, said Dave

Beaman, coordinator for the state Comprehensive Arts Planning Program. Education opportunities for music, dance, theater, visual arts, media arts and literary arts are discussed in the arts plan, Beaman said.

Those areas are subjects in

which Moorhead already has solid offerings but can always get better, said Lynne Kovash, the district's assistant superintendent for teaching and learning.

"We have a strong arts program in a day when so many districts are cutting programs," Kovash said.

"I don't see a lot of opportunities to expand, but I really want to keep the program strong for students K-12."

She said the planning grant

will help the district learn how to sustain solid arts opportunities and discover options for new offerings.

Moorhead High School teacher Rebecca Meyer-Larson and Horizon Middle School teacher Sue Geil will travel to Minneapolis on Monday to participate in leadership training for the project.

Geil, a sixth-grade art teacher, said the grant will allow the district to take a closer

look at arts programs as it watches enrollment grow.

"Our whole district has changed with all the new buildings and new emphasis on different projects. I think it's great the arts will have time and funding to improve their programs," Geil said.

The Moorhead School Board on Monday will vote to formally accept the grant.

Readers can reach Forum reporter Melinda Rogers at (701) 241-5524

Article published in Messages, the district employee newsletter, in October 2007.



Messages

from the Moorhead School District

Volume 10 Issue 2 • A staff briefs publication for ISD 152 employees • October 2007

Moorhead Area Public Schools receives state grant for arts education planning

Moorhead Area Public Schools will create a comprehensive arts education plan for the district using an \$8,000 grant from the state of Minnesota through the Perpich Center for Arts Education. Moorhead is one of eight Minnesota school districts selected to participate in the 2007-09 Comprehensive Arts Planning Program 13.

CAPP is a partnership of the Perpich Center and the Minnesota State Arts Board. The program supports and assists local planning teams in creating a districtwide, five-year plan to address arts education policies, programs and partnerships for children in the district and community.

According to Lynne Kovash, assistant superintendent of teaching and learning, "This will allow for comprehensive planning and evaluation of our arts program. The two-year grant will give us the opportunity to plan quality arts education for our students."

In year one, Moorhead's CAPP committee will develop a five-year plan to improve arts education in the district and community. In year two, the district will be-

gin to implement its CAPP plan.

Moorhead's CAPP team will examine six areas that have an impact on arts education: school arts curricula and assessment; professional development and leadership; arts education facilities, equipment, supplies and material; partnerships with artists/arts organizations; arts in community; and local CAPP committee operation/arts policies.

Rebecca Meyer-Larson, Moorhead High School theater/language arts teacher, and Sue Geihl, Horizon Middle School art teacher, will serve as co-chairs for the district's CAPP committee. They will participate in leadership training for the project throughout the two years of the grant.

Although the school district has integrated the Minnesota Academic Standards and national arts standards in classroom instruction, there is not a comprehensive program of arts instruction in the district, Kovash said. Since the district reorganized its grade configuration and implemented the middle school model in 2004-05,



CAPP committee members identify strengths of the district's arts programs and group similar strengths together.

there has not been time or professional development to implement a unified arts curriculum K-12.

"With all the changes in our district, this grant will provide funding and time to improve the arts in our community," Geihl said. "We have a strong arts program, and we are excited about this opportunity to enhance it."

A key aspect of CAPP is connection to the community. The school district's arts programs receive strong support from community members and businesses.

"Our community is very supportive of the arts," Meyer-Larson said. "As part of the planning, we will look for additional opportunities to partner with arts organizations throughout the community."

According to Kovash, the goal of CAPP is to develop a comprehensive arts curriculum with integration at all grade levels. "Our district has had a history of a quality arts program, and we want to keep the program strong for students K-12," she said.

*Article published on the Moorhead Area Public Schools' Web site,
www.moorhead.k12.mn.us, on Dec. 12, 2007.*

Moorhead Public Schools - News Item

News

Moorhead School District receives state grant for arts planning

12/12/2007

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A key aspect of CAPP is connection to the community. The school district's arts programs receive strong support from community members and businesses.

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[Back to News](#)

Article published in the Winter 2007-08 issue of the ArtsForum, the quarterly publication distributed in Fargo-Moorhead by the Lake Agassiz Arts Council.

Moorhead School District receives state grant for arts planning

By Pam Gibb

Moorhead Area Public Schools will create a comprehensive arts education plan for the district using an \$8,000 grant from the state of Minnesota through the Perpich Center for Arts Education. It is one of eight Minnesota school districts selected to participate in the 2007-09 Comprehensive Arts Planning Program 13.

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Rebecca Meyer-Larson, a Moorhead High School theater instructor and language arts teacher, and Sue Geihl, a Horizon Middle School art teacher, will serve as co-chairs for the district's CAPP committee. They will participate

in leadership training for the project throughout the two years of the grant.

Although the school district has integrated state and national arts standards in classroom instruction, there is not a comprehensive program of arts instruction in the district, Kovash said. Since the district reorganized its grade configuration and implemented the middle school model in 2004-05, there has not been time or professional development to implement a unified arts curriculum in grades kindergarten through 12.

"With all the changes in our district, this grant will provide funding and time to improve the arts in our community," Geihl said. "We have a strong arts program, and

we are excited about this opportunity to enhance it."

A key aspect of CAPP is connection to the community. The school district's arts programs already receive strong support from community members and businesses.

"Our community is very supportive of the arts," Meyer-Larson said. "As part of the planning, we will look for additional opportunities to partner with arts organizations throughout the community."

According to Kovash, the goal of CAPP is to develop a comprehensive arts curriculum with integration at all grade levels. "Our district has had a history of a quality arts program, and we want to keep the program strong for students K-12," she said.



Moorhead Area Public Schools
Independent School District 152

2410 14th St. S., Moorhead, MN 56560
www.moorhead.k12.mn.us