



ABC PROJECT

Arts in Basic Curriculum

SC Arts
Commission

SC Dept of
Education

Winthrop
University

Arts in Basic Curriculum School Certification Guidelines and Application

JUNE 2020

ARTS IN BASIC CURRICULUM PROJECT

Arts in Basic Curriculum Project

Mission. The ABC Project provides leadership to achieve quality, comprehensive arts education for all students in South Carolina.

Vision. The ABC Project supports educators and communities that actively invest in arts education as a vital contribution to student development and cultural transformation within a learning environment.

- **We believe** all students deserve equal access to quality, comprehensive, standards-based arts education, which is essential to the educational promise and social well-being of South Carolina's children.
- **We believe** the arts are a powerful teaching and learning tool that contributes to the development of every student.

The ABC Project achieves its mission through three interdependent goals of influence:

- identify, promote, increase, and support best practices in arts education and arts in education,
- conduct, publish and advance research on the influence and impact of arts in education,
- inform advocacy efforts to ensure education policies that provide and protect equitable access to quality, comprehensive arts education for all SC students.



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General Information

Resolution to Participate

The arts are core to the human experience and necessary for human development, therefore, should be an integral component to the education of all students. Schools who choose to participate in the Arts in Basic Curriculum (ABC) Certification process understand the significance of the arts, not in competition with other subjects, interests, or technological advances but in concert with them.

ABC Schools share the belief that all students deserve equitable access to a quality, comprehensive, and standards-based arts education, which is essential to the educational promise and social well-being of South Carolina's children. Based on research, and in alignment with the *Profile of the South Carolina Graduate*, we believe that education in the arts provides students with:

World-class Knowledge

- Standards-based arts education sets achievable, measurable goals that build foundational knowledge and skills in preparation for future college and career opportunities.
- The arts enable learners to be creative in their approach to problem solving and to visualize concepts in new ways.

World-class Skills

- The arts teach a diverse and transferable set of learning skills.
- Artistic processes develop critical thinking and problem-solving skills as learners create, refine, and reflect on their work and the work of others.
- Through collaborative arts experiences, learners acquire skills necessary to communicate effectively as a team.

Life and Career Characteristics

- Learning history and culture in and through the arts broadens global perspectives.
- Quality arts experiences require learners to persevere through experimentation, repetition, and mastery of their arts discipline.
- The arts require learners to be disciplined, dedicated, and demonstrate a strong work ethic.

Arts in Basic Curriculum

The History of the ABC Model Site

“The Arts in Basic Curriculum (ABC) Project was initiated in 1987 with a statewide plan designed to inform educators, government leaders, artists, and the general public about the importance of arts education.” (Graybeal, 1995) The ABC plan was designed with the premise that the arts are an indispensable part of a complete education and arts education complements learning in other disciplines, thus promoting arts integration as a transformative teaching approach. As part of the plan, the ABC Model Sites program (Doughty, 2007) funded schools and districts to serve as laboratories for development of unique approaches to art education and arts integration and were charged with the responsibility to develop and implement art curricula

that could be taught by qualified arts teachers and reinforced by other subject area teachers, professional artists, arts organizations, and community resources. (Graybeal, 1995)

Reflection of Historical Findings

An evaluation of the initial model sites program produced many findings but one of the most important was the significance of strategic planning (Graybeal, 1995). It was important to engage and communicate with a broad group of stakeholders in the planning process in order to make significant advances to arts education programs and influence school climate. A ten-year evaluation of ABC Sites reported that ABC Schools with the strongest arts programs shared internal and external characteristics (Seaman, 1999). Those characteristics were:

Internal

- Support of school administration
- Adequate funding levels
- Additional funding through grants
- Teachers who were involved in their profession and were familiar with state and national initiatives in the arts

External

- Parental support
- District support
- Support of community arts organizations

The 20-year evaluation (Arts in Basic Curriculum Project, 2009) further clarified, sites with widespread engagement had higher levels of support for arts education programs and were more likely to sustain progress if plans were regularly reviewed and updated.

A New Definition of an ABC School

During the 2019-20 academic year, ABC Project underwent a restructuring process. This process was informed by widespread engagement and input from arts advocates, arts educators, administrators, and leaders in the arts at the state, regional, and national levels (See *Appendix A*). As a result of the process, it was determined the ABC Advancement Grant offered by South Carolina Arts Commission (SCAC) would remain a reserved grant for ABC Schools. Moving forward, however, the designation of an ABC School would be a certification status with its own application and review process.

Due to the separation of grant award and ABC Certified School status, determining the process and requirements for certification became the responsibility of the ABC Project. An ABC Certification Task Force, composed of active practitioners from within the current ABC Network, representing all arts disciplines, various leadership levels, and every geographic region in SC (See *Appendix A*), was formed in spring 2020 to advise ABC Project leadership staff. The following guidelines and application are a result of the collective consensus and recommendations from ABC Certification Task Force.

Certification Status

Philosophical Framework of ABC Schools

For over 30 years, ABC Project has guided schools across SC that have committed funds, time, and resources in order to provide students access to a quality arts education. ABC Schools have grown beyond the foundational step of access to arts education; they clearly understand the role and power of the arts in education and their beneficial contributions to student development. ABC Schools embrace teaching and learning through the arts for the transformative influence on and in the school community.

Regardless of specific actions or efforts, or how each ABC school achieves their unique vision, schools that have sustained their vision as an ABC School share certain philosophical commitments:

An ABC School believes the Arts are an essential component in the Basic Curriculum and are central to student development achieved through making connections, inspiring creativity, and defining culture.

These shared commitments are hereby referred to as the “Framework.”

Student Development

The phrase student development is intentionally broad in order to encompass all aspects of the whole child. It is expected that ABC Schools address any number of pedagogical student development theories and research, such as (but not limited to) cognitive, creativity, emotional, language, physical, and social.

Connecting the Framework to a School’s Vision

Each school determines its unique vision for arts in education and how the arts contribute to student development as a part of the school’s mission. The resources, training, and financial commitments required to achieve that vision are outlined in the arts education strategic plan. While an arts education strategic plan outlines specific goals, objectives, and actions, it is limited and often does not contain all intentional efforts, especially ones that reflect the intangible assets upon the whole school learning environment.

The Framework creates a bridge to communicate the relationship between all efforts, both stated in a strategic plan as well as the intangible assets as a result of those efforts, to the school’s vision as an ABC School.

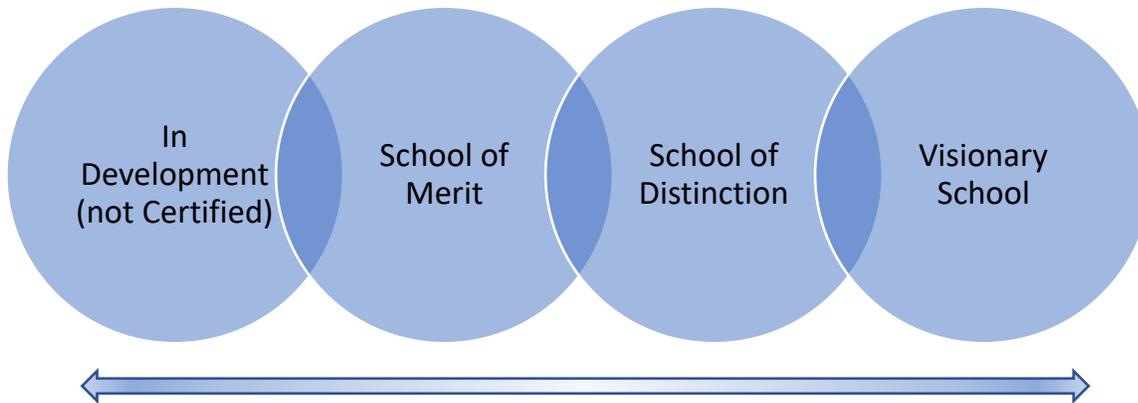
Certification and the Continuum Model

Just as each student has a unique learning path, skills, and strengths, so too does each ABC School. There are innumerable factors that influence a school’s commitment and growth trajectory (state regulations, district capacity, families and students served, personnel and faculty, regional resources, and more), most of which are ever-changing and beyond the control of the individual leadership.

To honor the exceptional work required to develop, sustain, and grow the commitments of being an ABC School, the ABC School Continuum Model (see *Figure 1*) serves as a testament to the persistent mindfulness required to become and remain an ABC School. Schools are in constant

flux, thus the attention given to an ABC School’s vision and strategic plan must be continuously examined and refined. It cannot be assumed that success achieved within one set of factors will remain successful as those factors change. Thus, ABC School certification is a three-year designation and schools must reapply to maintain certification. Continuum designation may change to reflect the changes of influential factors.

Figure 1
ABC School Continuum Model



Finally, “In Development” are schools who may not have the depth and complexity of commitments required for certification. Most schools seeking ABC Certification typically require 6-18 months to secure the necessary commitments. The goal of the ABC Certification Application process is to provide reflective feedback to every school, including those “In Development”. This means that a school may leverage the ABC Certification Application process as a professional learning opportunity in preparation for future applications.

Application of the Framework in Context of the Continuum Model It is the responsibility of the applicant school to determine how the sum of all efforts support the philosophical commitments that define an ABC School. As mentioned, those efforts can be the specific objectives and actions within a strategic plan and/or the intentional efforts to the whole school learning environment not listed within the strategic plan.

The Framework was intentionally designed upon philosophical commitments in order to maintain the historical flexibility extended to ABC Schools and be applicable within the ABC Continuum Model. Therefore, how a school engages with the Framework may change in relationship to the school’s trajectory on the continuum model.

Schools may choose to sort all specific actions and efforts according to the philosophical commitments, as is illustrated in *Table 1*. An ABC School with sustained support and increased capacity may further examine all actions for common traits and determine emergent themes such as *Figure 2* illustrates.

Table 1

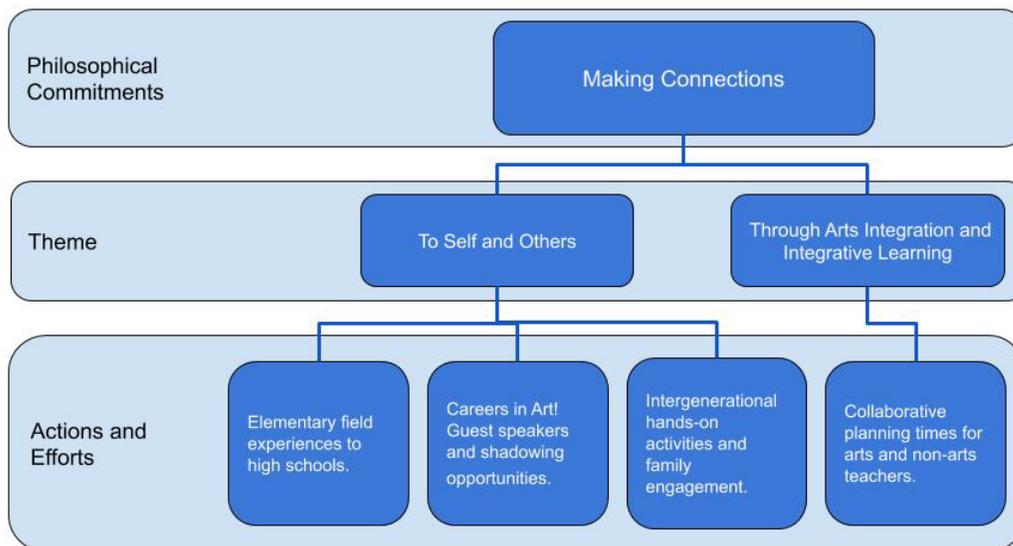
Sample ABC School Philosophical Alignment by Specific Actions and Efforts

ABC School Philosophical Commitment Framework		
We, as an ABC School, believe the Arts are an essential component to the Basic Curriculum and are central to student development achieved through		
Making Connections	Inspiring Creativity	Defining Culture
Elementary field experiences to high schools.	Creative use of student art work as fundraisers.	Schoolwide performances include every student (SPED, ELL).
Careers in Art! Guest speakers and shadowing opportunities.	Creative use of arts staff as artist-in-residence within a school and from school to school. Greater exposure for students.	Evidence of professional equity between academics and arts is apparent in planning time, duty responsibilities, space, number of students per class.
Networking and collaborating with fellow art schools, instructors, administrator, etc.	Use of common areas and times to showcase students, ex: gallery in school lobby, string quartet in courtyard during common time, etc.	Curriculum content reflects the diverse arts and cultural traditions of student population.
Collaborate with community partners.	Student designed school letterhead, greeting cards, and any other school “products” used.	Attendance at performances & festivals are available to all families (not cost prohibitive).
Intergenerational hands-on activities and family engagement.	Creative environment, such as flexible room designs and authentic assessments.	Arts awards as well as academic ones are presented at appropriate school events.

Note: See Appendix B for an elaborated list of actions and efforts.

Figure 2

Sample Emergent Theme from a Set of Specific Actions and Efforts



A thematic approach to the Framework is a strategy to organize the numerous actions. Themes provide clarity to the complex and various purposes contained within a singular philosophical idea. *Table 2* provides an example Framework based on themes rather than all individual actions demonstrated.

Table 2
Sample ABC School Philosophical Alignment by Themes

ABC School Philosophical Commitment Framework		
We, as an ABC School, believe the Arts are an essential component to the Basic Curriculum and are central to student development achieved through		
Making Connections	Inspiring Creativity	Defining Culture
Through Arts Integration and Integrative learning	In Students	That Reflects our Families and Heritages
With Community Organizations and local resources	Among Professionals	That celebrates Diversity, ensures Equity, expects Inclusion
To Self and Others	Through Leadership Solutions	That Exercises Character and Skills
Through developmentally appropriate pedagogy	Throughout the Community	That Collaborates and projects an Open Mindset
To educational research		

Note: This is just one example of how a school might organize the commitments to achieve their vision by themes. See *Appendix D* for additional examples.

Benefits and Responsibilities

Access to ABC Advancement Grants

For over 32 years the SCAC has offered the ABC Advancement Grant, intended to financially support schools and districts that have courageously prioritized arts education as a means to student development. Beginning fiscal year 2021, the ABC Advancement Grant became a reserved grant fund, available only to ABC Certified Schools. Thus, creating two distinct processes.

First, a school must successfully demonstrate the priority to arts education as a means to student development through its philosophical commitments and be designated an ABC Certified School. As an ABC Certified School, the school is eligible to receive ABC Advancement Grant funds for the next three fiscal years (See *Appendix E*), or the effective duration of certification. In order to remain eligible to receive ABC Advancement Grant funds, a school must maintain ABC Certified School status which requires a reapplication for certification every three years.

Although the eligibility process has changed, the intention of the grant remains the same. ABC Advancement Grants provide financial support, that may otherwise be unavailable, to supplement the expenses required to achieve the highest quality and comprehensive arts education practices. Individual ABC schools maintain the responsibility to request funds from the SCAC on a yearly basis (See *Appendix E*) and fulfill all terms and conditions of a grant recipient as determined by SCAC.

Support Services by ABC Project

ABC Project is a resource-oriented organization, charged with providing leadership to achieve a quality, comprehensive arts education for all students in SC. As such, the organization convenes and engages with numerous groups around issues of education, arts education, and arts in education at both the state and national level. Consequently, the ABC staff provides unique support services to ABC Certified Schools which have included but are not limited to:

- providing academic and intellectual resources, such as books, white papers, etc.
- informing practitioners on state and national resources
- representing arts education communities in educational policy arenas
- facilitating professional learning opportunities
- coaching on leadership, advocacy, and collaborative strategic planning
- providing individual assistance and guidance to schools.

ABC Schools are Model Schools

Among the Profession

ABC Schools serve as models for others to learn from, both in-state and across the country. Commitment to the arts is strategic in nature and often against popular trends, meaning it requires courageous and creative leadership. Accepting ABC Certification is accepting the responsibility of a professional learning community and agreeing to provide professional learning opportunities to others. This may be accomplished in various ways:

- allowing teachers, administration, policymakers, and other interested parties to schedule school visits
- allowing members of your school's team to provide professional development to other schools
- contributing to state and national conferences and sharing best practices as an ABC School

To the Public

As a model, your school will be celebrated in as many public arenas as possible. For example, a recognition ceremony celebrating ABC Certified Schools will be held every spring. Also, the ABC Project and the SCAC periodically send press releases and feature ABC Schools on social media stories.

In turn, being an ABC Certified School should be a source of pride. It is an accomplishment which the school should mindfully celebrate in as many ways as possible, such as a website banner, on printed programs, announcements at parent/family events, etc. Furthermore, ABC Certified Schools should consider themselves an advocate partner, providing models that transform the words and ideals of our shared beliefs into reality.

A Resource to the ABC Network

Within pre-K - 12

The ABC Network is a community defined by the unifying vision that all students in SC deserve quality, comprehensive arts education as part of the basic curriculum. For ABC Certified

Schools, the ABC Network is both a benefit and responsibility. It is beneficial because of the potential to share resources, professional learning opportunities, and mentorship support. It is a responsibility because the ABC Network includes other organizations, teaching artists, and art educators who may need guidance and can learn from the wisdom and experiences of an ABC School.

In Connection to pre-K-12

ABC Schools agree to serve to advance the study and promotion of arts in education.

The ABC Network is a vast community that includes organizations and institutions that inform, influence, and innovate best practices. The ABC Project often initiates and is approached for partnership opportunities explore and promote practices of the ABC Network. These partnership opportunities vary from research studies (USC's Research, Evaluation and Measurement Center) to shared resources (SCETV Learning Why) and can range from brief, one-time encounters to on-going relationships. Opportunities for state partnerships, projects, and research are always emerging; therefore, ABC Schools agree to participate in at least one state partnership program every certification cycle.

ABC School Certification

The Application Process

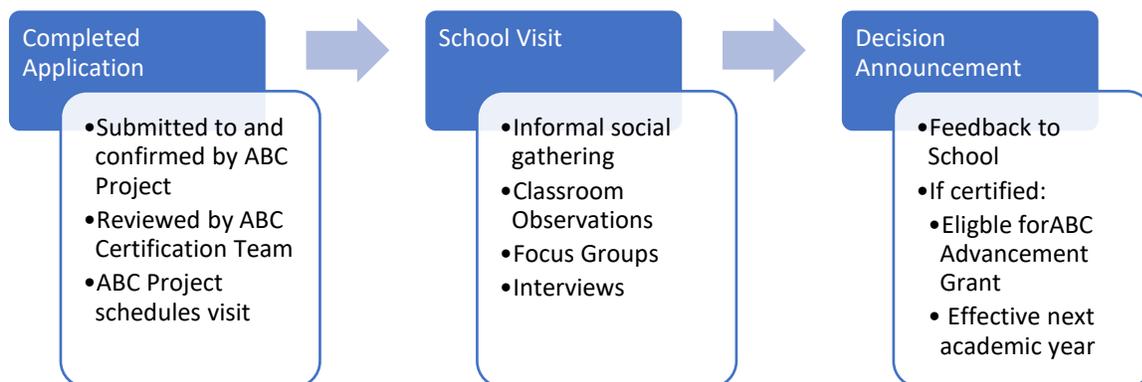
Initial Certification

Any school that intends to apply for certification for the first time should contact the ABC Project. Typically, schools require 6 to 18 months to secure the strategic commitments required in preparation to apply for certification.

The overall ABC Certification Process can be seen in *Figure 3*. More specifically, the steps and general dates for initial certification are as follows:

1. Applications are accepted between August 1 and October 1 each year.
 - a. Applications are for the following three academic years. In short, an application is required one year prior to effective certification.
2. The review process is conducted between October 15 and December 1.
3. Decisions are announced by December 15.
4. Certified ABC Schools are eligible to apply for SCAC ABC Advancement Grants before May 15 each year. (See *Appendix C*.)
 - a. ABC Advancement Grants are yearly grants. In order to continue to receive funding, an ABC School must complete the ABC Advancement Grant application each year.
5. A recognition ceremony will be conducted to honor ABC Certified Schools in the spring. Additional promotion occurs throughout the year.
6. Certification is effective for the following three academic years.

Figure 3
Certification Review Process



Renewal Certification

ABC School certification is effective for three academic years. Any school that intends to maintain certification must reapply. The ABC Certification Process remains the same (See *Figure 3*), however, the general dates for renewal certification are as follows:

1. Applications are accepted between August 1 and December 15.
 - a. Applications are for the following three academic years.
2. The review process is conducted between January 15 and March 15.
3. Decisions are announced by March 31.
4. Certified ABC Schools are eligible to apply for SCAC ABC Advancement Grants before May 15 each year. (See *Appendix C*.)
 - a. ABC Advancement Grants are yearly grants. In order to continue to receive funding, an ABC School must complete the ABC Advancement Grant application each year.
5. A recognition ceremony will be conducted to honor ABC Certified Schools in the spring. Additional promotion occurs throughout the year.
6. Certification is effective for the following three academic years.

The Application

The application (See *Appendix F*) requires the following:

1. An updated, five-year arts education strategic plan.
2. A school profile description
3. Statements of support
4. A list of members from the governing ABC stakeholder group.
5. A collection of evidence showing adherence to ABC Philosophical Framework
 - a. Evidence Checklist with self-assessment notes.

Although an application will contain the same basic five requirements, the contents should be unique to each applicant school. This is because each school determines the appropriate collection of evidence and data that best communicates its commitment to the arts and certification as an ABC School.

The Application Review

The ABC Project is responsible for overseeing the application and application review process. This includes, but is not limited to

- the collection and management of school certification applications,
- the selection and training of ABC Certification Team members
- the assignment of ABC Certification Team members to specific school applicants
- the distribution of application contents to assigned ABC Certification Team members
- the coordination of the application review among ABC Certification Teams
- the coordination of school visits
- the delivery of ABC Certification Team feedback to applicant schools

The ABC Certification Team

ABC Certification Teams will be composed of ABC Project leadership staff and retired and current practitioners familiar with the ABC School process and philosophical framework. ABC Certification Teams will review applications, observe practices, and conduct interviews during school visits, and determine certification designation.

To protect anonymity, autonomy, and unbiased feedback, all aspects of the review process will be communicated through ABC Project staff. No member of the applicant school may contact any member of the assigned ABC Certification Team to discuss the application review process (See *Figure 3*).

A School Visit

Once complete applications are submitted, the ABC Project staff will work with each school's Certification Team to prepare for a school visit. School visits will be arranged between ABC Project staff and each school's designated certification liaison. Any specific requests of the ABC Certification Team will be communicated through ABC Project staff. No member of the applicant school may contact any member of the ABC Certification Team to discuss the school visit.

School visits will be scheduled in consideration of each school's requests. Schools will be informed of school visit with as little as one-week notice.

- School Visits will include:
 - An informal school community gathering after school the day before the official school visit for introductions and basic overview of school visit schedule.
 - Classroom Observations
 - Focus Groups and Interviews conducted with different stakeholders
 - Students
 - Parents and Community Stakeholders
 - Teachers
 - School Leadership

The purpose of a school visit is for the ABC Certification Team to experience the intangible assets upon a school learning environment influenced by the tangible commitments contained in the application packet.

Certification and the Continuum Model

Each school will be reviewed on the relationship to its own development as an ABC School according to the ABC continuum model (See *Figure 1*) by the ABC Certification Team.

Throughout our rich history, ABC Schools have demonstrated creativity and ingenuity in order to overcome challenges in providing quality, comprehensive arts education to their students. Challenges are often driven by influences beyond a school's control, such as the unique cultural and economic resources within a geographical location. Consequently, most solutions are influenced by those same factors. Due to the innumerable combinations of challenges and solutions, assessing all ABC schools by one singular measurement standard is disingenuous and arguably inequitable.

Scoring and Designation

Both the tangible evidence submitted in the application and the intangible evidence during the school visit are assessed for authenticity and complexity based on the scoring rubric (See *Appendix G*).

The scoring rubric is an objective guide to both applicant school and the ABC Certification Team. Although the rubric provides objective descriptors, the evaluation process will, inevitably, be vulnerable to subjectivity because no two schools are the same. Both the applicant school (in the application) and the ABC Certification Team (in the review process) will be tasked to interpret the best descriptor after analyzing the application, actions, and efforts of the school in context to the circumstances and influences beyond the school's control.

ABC Certification Team members are carefully selected for their trustworthy wisdom, expertise, and leadership. The self-assessment of the applicant is considered in the review process, yet the decision of the ABC Certification Team is final.

Feedback and School Development Continuum

Above all, the ABC Certification process is intended to be a reflective, meaningful experience for the applicant school. The ABC Certification Team is responsible to contribute to the applicant's reflective experience through feedback. Each ABC Certification Team member will examine and evaluate all evidence presented, first individually and then collectively with the team for designation determination. Throughout the process, there are many opportunities to provide feedback on individual items as well as holistic impressions.

ABC Project will collect, transcribe and deliver all feedback to the applicant school in written format during a closing consultation. The closing consultation will be conducted by ABC Project leadership staff with applicant school certification team once the ABC Certification Team has concluded the review process and determined certification status.

Certification Renewal

Certification is effective for three years. To maintain certification status, a school will need to apply every three years. The ABC Project is committed to maintaining a meaningful relationship with ABC Schools during certification years through a variety of communication and support services.

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Appendix A: ABC Restructure Working Group and Certification Task Force Members

2018 -2019 ABC Restructure Working Group Members

Joanne Anderson, retired (former Director, SouthArts)
Jeff Bellantoni, Dean, College of Visual and Performing Arts, Winthrop University
Ashley Brown, Art Education Programs Specialist, South Carolina Arts Commission
LaToya Dixon, Director, Office of Transformation, South Carolina Department of Education
Sharon Doyle, Music Educator, Woodland Heights Elementary School
Ken May, retired Director, South Carolina Arts Commission
Kayla Jennings, Dance Educator, Saluda River Academy for the Arts
David Platts, Director, South Carolina Arts Commission
Carrie Ann Power, Visual and Performing Art Education Associate, South Carolina Department of Education
Chris Swetckie, Principal, Howe Hall Arts Infused Magnet School
Kim Wilson, Director, Arts in Basic Curriculum Project
Bradley Wingate, Fine Arts Coordinator, Greenville County School District

2020 ABC Certification Task Force Members

Christopher Crabb, Dance Educator, Mossy Oaks Elementary School
Indira Cureton-Cummings, Director, Palmetto Center for the Arts
Sharon Doyle, Music Educator, Woodland Heights Elementary School
Kellianne Floyd, Dance Educator, New Prospect Elementary School
Kelly Hall, Programs Specialist, Arts in Basic Curriculum Project
Carole Ingram, retired (former Principal, Beaufort Middle School)
Allison Kirby, District Grant Writer, Lexington-Richland School District 5
Gary Seaboldt, Educator, Alston-Bailey Elementary School
Dana Swartzel, Magnet Arts Coordinator, League Academy of Communication Arts
Chris Swetckie, Principal, Howe Hall Arts Infused Magnet School
Gloria Turner, Theatre Educator, Southside Middle School
Whitney Washington, Music Educator, Crestwood High School
Kim Wilson, Director, Arts in Basic Curriculum Project

ABC Certification Draft Reviewers

Deb Adams, Theatre Educator, White Knoll Middle School
Meisha Adderley, Music Educator, Holly Springs-Motlow Elementary School
Emily Glass, Art Educator, OP Earle Elementary School
Stephanie Hucks, Principal, Busbee Creative Arts Academy
Kayla Jennings, Dance Educator, Saluda River Academy for the Arts
Mckensie Revels, Art Educator, New Prospect Elementary School
Cheryl Taylor, ABC Business Operations Manager
Stephanie Walker, Theatre Educator, Saluda River Academy for the Arts

Appendix B: Alignment of Actions to ABC Philosophical Framework

ABC School Philosophical Commitment Framework		
An ABC School believes the Arts are an essential component in the Basic Curriculum and are central to student development achieved through		
Making Connections	Inspiring Creativity	Defining Culture
Artist-in-Residence Programs	Creative collaboration throughout the curriculum	Including every student (SPED, ELL) in school wide performances.
Elementary field experiences to high schools for behind-the-scenes tours of performing arts shows and working alongside high school students. This could also include schools' "co-performances" such as concerts, plays, art shows, etc.	Creative use of arts staff as artists-in-residence in the school, from school to school (perhaps for specific units of study).	All teachers having access to arts integration PLO (non-arts teachers attend Palmetto Arts Education Conference); arts PLO being a part of the overall PLO plan for the school. Note: Art specialists in the school are the artists who provide the PLO as part of the PLO rotation. (Example: every 5th Tuesday of the year is Arts PLO)
Field experiences to shows, venues, performances, etc.	Flexibility to modify school schedules to support arts programs	Performances/festivals available to all families (not cost prohibitive)
Family engagement events that provide opportunities for intergenerational hands-on activities to bridge home-school connections	Finding ways to incorporate the arts into all areas of the school (media center, gymnasium, cafeteria, academic and behavior interventions, playgrounds, etc.)	Common language, mission, and vision visible across the school - student artwork "interprets" and accompanies this.
Student performances at civic groups, nursing homes, etc.	Ensuring PLO meets teachers' artistic needs: guitar lessons, painting class, pottery, designing/home decor, etc.	"Arts Data" published regularly as part of the school's Points of Pride and on school media.
Careers in Art! Guest speakers and shadowing opportunities	Hiring practices that align with ABC School vision and strategic plan.	"Featuring" any students that are engaged in the arts in the community in school media
Evidence of academic & arts teachers co-planning	Creative use of student art work as fund raisers	Allowing student voice & choice in arts electives (for middle & high school)
Collaborative planning times with arts- and non-arts teachers	Creative opportunities for all school community to be a part of the arts, working collaboratively.	Evidence of professional equity in academics and arts, such as planning time, duty responsibilities, space, & number of students per class.
Connections with virtual arts community. Examples could be through any of the arts areas for "technique or style;" artists in residence; museum visits; attending concerts; etc.	Student-designed school letterhead, holiday greeting cards, notecards, annual calendar and any other school "products" that are used. Student artwork is given as "gifts" when recognizing adults in the school and community for their connections, support, etc.	Publishing, producing, performing, presenting complete creative works from authentic classroom instruction – not always elaborate productions.

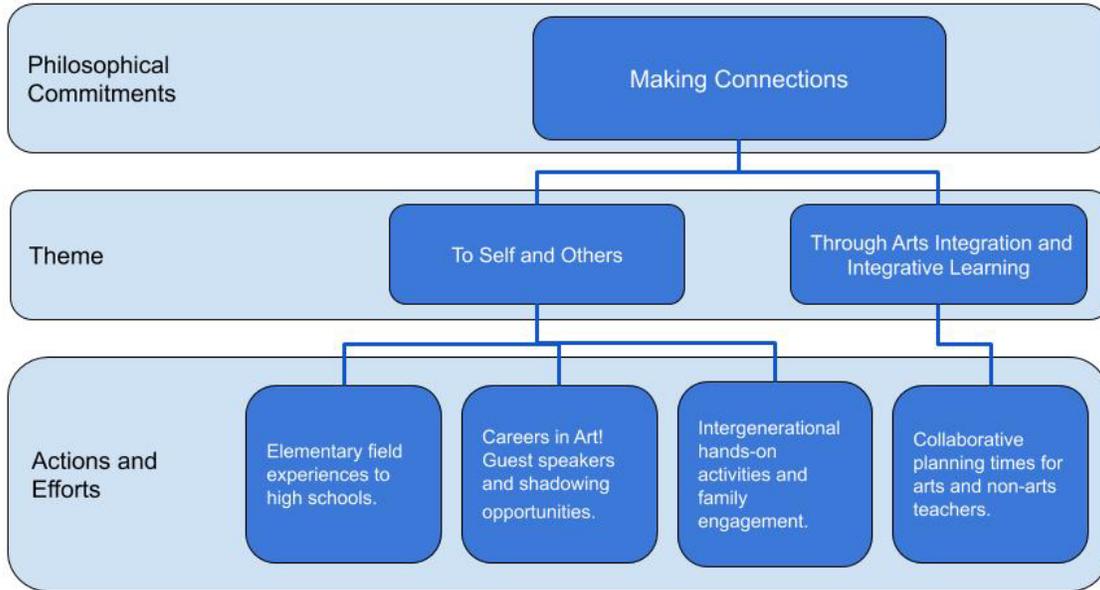
ABC School Philosophical Commitment Framework

An ABC School believes the Arts are an essential component in the Basic Curriculum and are central to student development achieved through

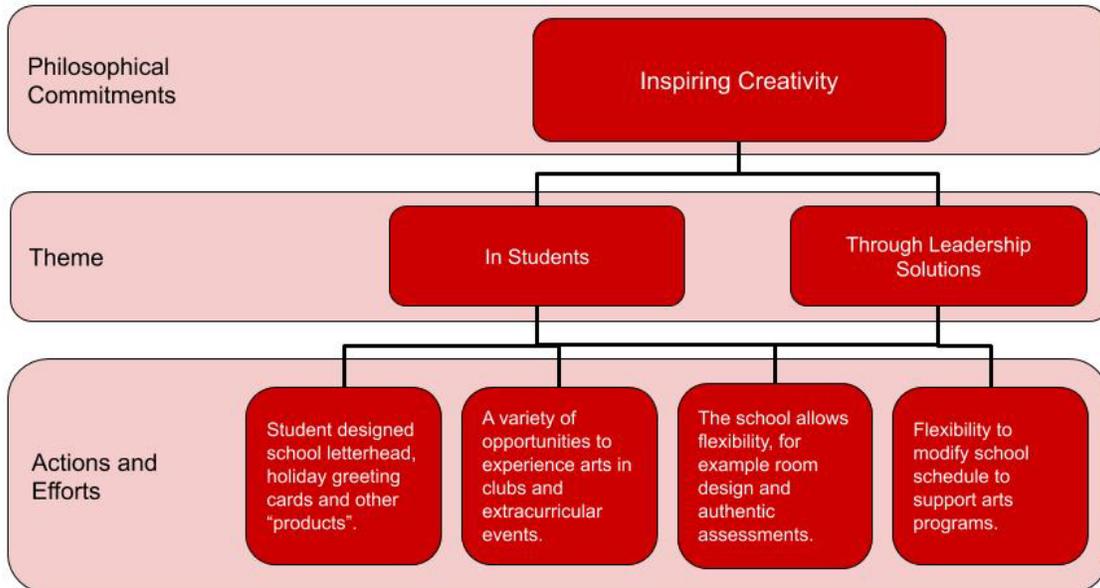
Making Connections	Inspiring Creativity	Defining Culture
Networking and collaborating with fellow arts schools, instructors, administrators, etc.	Innovative use of common areas to make the arts visible & accessible throughout the school: string quartet in courtyard during Common Time, art gallery outside of gym, women's ensemble in stairwell, etc.	Curriculum content reflects the diverse arts and cultural traditions of student population.
Collaboration with community partners; working with organizations within the school community, such as local arts organizations, non-profits, artists in residence, etc.	A variety of opportunities to experience the arts in clubs and extracurricular events: writing a 2nd verse to alma mater and singing it, basketball team choreographing a "walk up dance" when they enter home games, chorus students sing the National Anthem for home games, etc. (all following the Arts Big 5 - standards)	Highlighting artists of the month identified in each art area. Including to the following: an artist statement written by student and featured on school marquee, highlighted on feature bulletin board, on website, on social media, on morning news show, etc.
Parent and grandparent volunteers to share talents and skills. Ex: Playing guitar, demonstrating wood working skill, folk storytelling, etc.	Opportunities for teachers and staff to participate in arts experiences: teachers' artwork displayed in gallery alongside students, teacher sings duet with student at concert, etc.	Administrative support through explicit verbal and written communication and implicit support of grading and assessment practices, scheduling for performances, etc.
Panel assessment review. Student products, performance or presentations are assessed by panel.	The school working within a framework that allows teachers & staff to be creative in lesson planning, room design (i.e. - flexible seating, what's written on board), authentic assessment, etc.	Using displays in the building to achieve strategic goals. For example, displays are accompanied by the standards integrated, taught, and assessed and include student reflections; all accompanied with name plate and an artist statement.
Evidence of arts advocacy in community, district, state	Developing creative ways to raise funds and/or donations for the arts.	Giving Arts awards, as well as, academic ones, during school awards programs.
A percentage of staff actively connected to a professional arts or arts education organization	Combining financial resources to support arts programming (Title One, competitive grants, school revenues from afterschool programs, PTO, etc.)	Featuring the arts on school website, publications, etc. (Points of Pride published quarterly that feature the awesomeness of the arts at <i>example</i> school.)

Appendix C: Examples of thematic organization of strategic actions

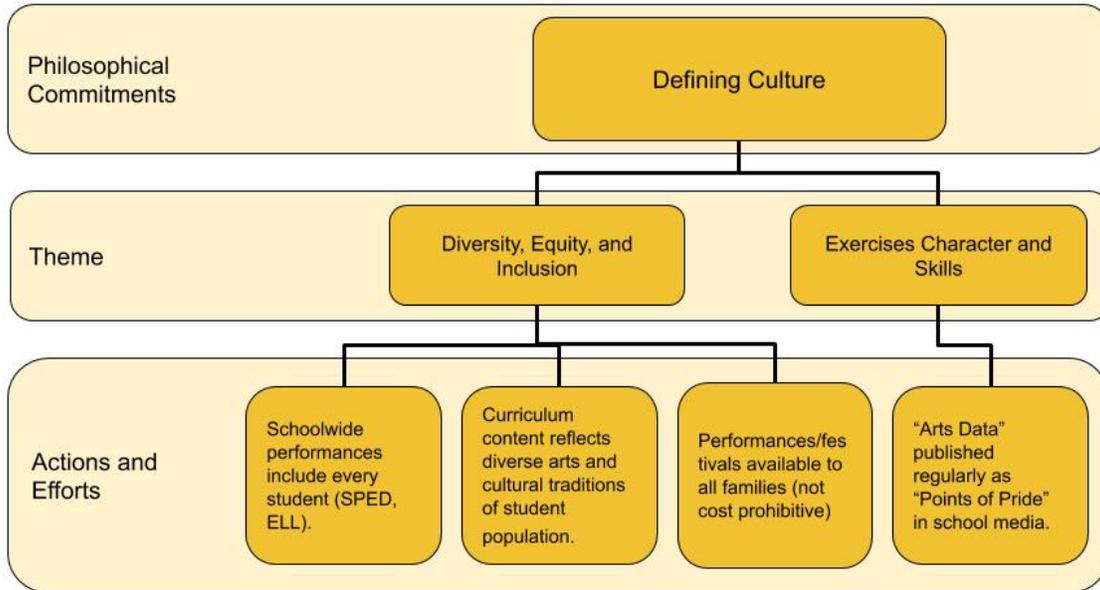
Making Connections



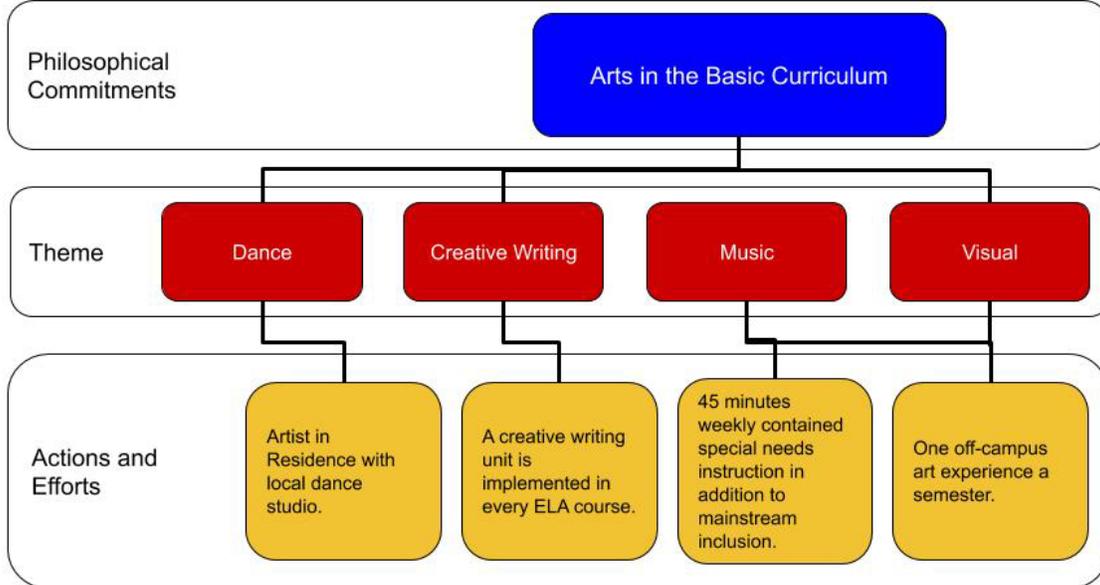
Inspiring Creativity



Defining Culture



Arts in Basic Curriculum



Note: Arts in Basic Curriculum as a philosophical commitment and its corresponding actions and efforts do not appear in the tables previously presented within this document. Historically, the arts has been the sole philosophical commitment evident in an ABC School, with actions and efforts outlined in the arts education strategic plan.

Appendix D: Additional Thematic Examples within Philosophical Framework

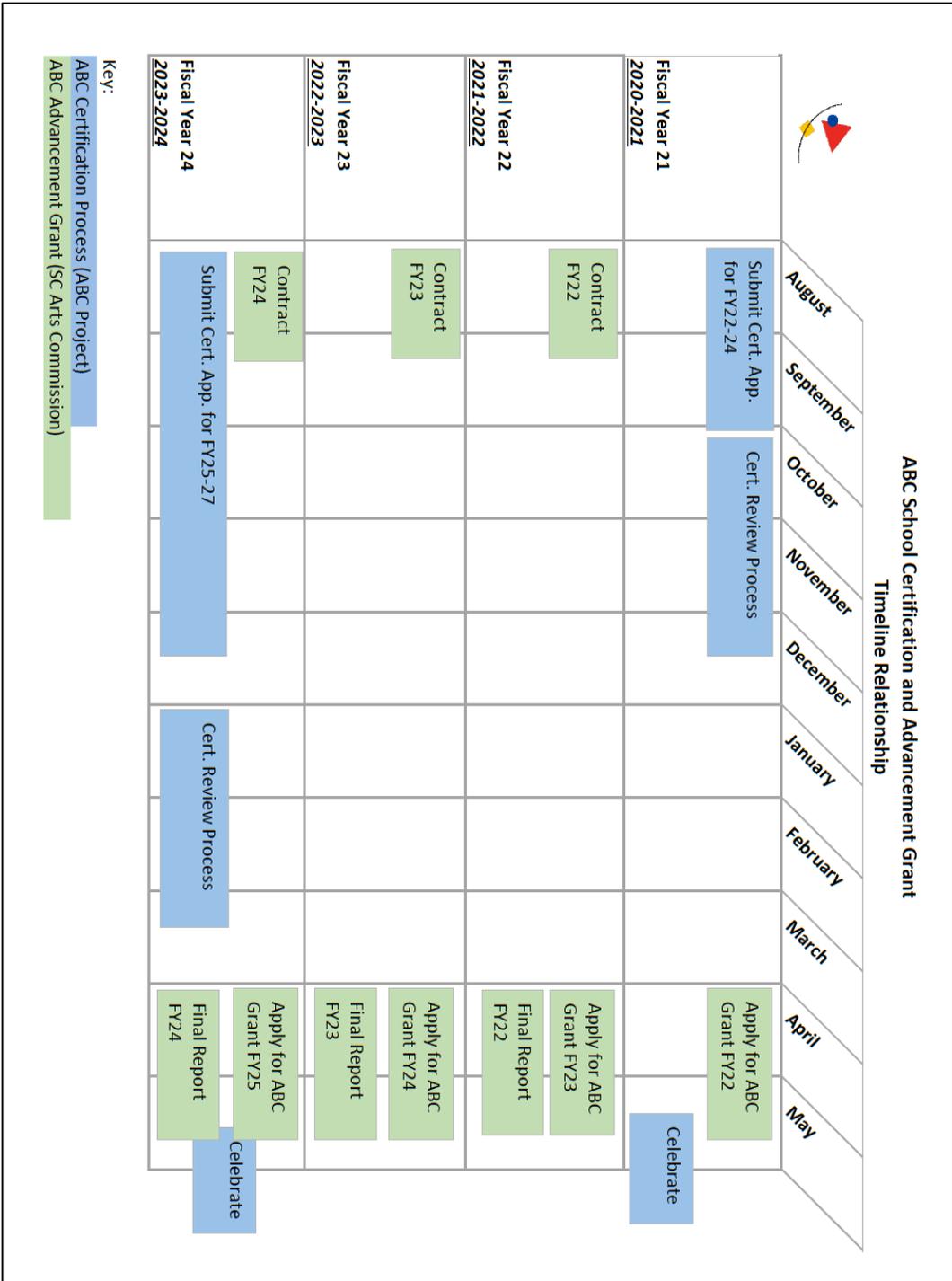
A possible set of themes if a school were also a Transform SC School:

ABC School Philosophical Commitment Framework		
We, as an ABC School, believe the Arts are an essential component to the Basic Curriculum and are central to student development achieved through		
Making Connections	Inspiring Creativity	Defining Culture
Characteristics and Skills of Profile of SC Graduate	Creative people, process, product, and work place	That Reflects our Families and Heritages
Collaboration with Community Organizations and local resources	Innovation and Design	That celebrates Diversity, ensures Equity, expects Inclusion
Creative Economy and Career Opportunities	Entrepreneurship and Creative Industries	That Exercises Character and Skills of SC Graduate

A possible set of themes if a school were a STEAM school:

ABC School Philosophical Commitment Framework		
We, as an ABC School, believe the Arts are an essential component to the Basic Curriculum and are central to student development achieved through		
Making Connections	Inspiring Creativity	Defining Culture
Through Arts integration and integrative thinking <ul style="list-style-type: none"> • Science: Cross-cutting concepts • Technology: Media • Engineering: Aesthetics & utility • Math: Numeric concepts 	In Students, individually and among teams	That prepares students for professions and careers <ul style="list-style-type: none"> • Exploration & Experimentation • Publish/ Present/ Perform
With Community Organizations and Businesses	In Teachers, individually and among teams	That celebrates Diversity, ensures Equity, expects Inclusion
To College & Career opportunities	In practices that encourage innovation and advancement	That exercises shared Characteristics and Skills of SC Graduate

Appendix E: ABC School Certification and Advancement Grant Timeline Relationship



Appendix F: ABC School Certification Application



ABC PROJECT

Arts in Basic Curriculum

SC Arts
Commission

SC Dept of
Education

Winthrop
University

ABC Strategic Plan

Submit an updated, arts education strategic plan.

- a. The first year of the submitted strategic plan should reflect the current academic year.
- b. Five-year strategic plans are recommended with a minimum of three years.
- c. For all renewing ABC Certified Schools, please provide an overview of the major accomplishments achieved since your last strategic plan submitted.
 - i. Capital/Long-term investments
 1. Year,
 2. Item
 3. Notes/Description
 - ii. On-going/Sustained efforts
 1. Year (s)
 2. Item
 3. Notes/Description

School Profile Description

Narrative

1. Describe the unique profile of your school.
2. Elaborate on your school's vision for serving its students.
3. Explain how your arts education strategic plan supports the uniqueness and how it drives decisions.

Categorical Demographics

Share the profile demographics of your school: (Schools can opt to use SIC report or other required document in lieu of this form if it contains the same information requested and was generated within the last three months.)

- Enrollment
 - Total
 - by grade
- Ethnicity of school (number and percentages)
 - Include all that apply
- Free/Reduced Lunch
 - % Free
 - % Reduced

- Poverty Index
 - percentage
- Student/Teacher Ratio
 - Of certified teachers to number of students
- Faculty/Staff Numbers
 - Total of faculty
 - % certified
 - Total arts faculty
 - % certified
 - Administration and Support Services
 - Certified principal and assistant principals
 - guidance counselors
 - Instructional coaches
 - other: (please explain)
- Special Education (number and percentages of any/all subpopulations)
 - Number per subpopulation
 - Percentage of total student body
- Gifted and Talented (numbers and percentages)
 - Number of students per subpopulation receives Academic GT services
 - Number of students per subpopulation receives Artistic GT services
 - Percentage of total student body

Statements of Support

A statement of support should be provided for each stakeholder listed below. Statements can take the form of a formal letter of support or recorded video statement. Statements should be current (within six months of submission), specific, and demonstrate knowledgeable involvement in the school's arts education strategic plan and/or vision for being a certified ABC School.

- District Superintendent,
- School Principal,
- PTO/PTA member,
- A student
- A community stakeholder of the school's choice.

Governing ABC Stakeholders

Each school should have a governing stakeholder group that contributes to a school's vision and mission. A list of the governing stakeholder group members is required. This can be the traditional ABC Steering Committee, School Improvement Council, Magnet School Committee, etc.

A Governing Stakeholder Committee form will be provided by ABC Project, which requires the following information

- Name of Committee
- All Committee members
 - Role/position of each member on the committee
 - Which stakeholder group each member represents (teacher, parent, community, etc.)

Collection of Evidence to ABC Philosophical Framework

Each ABC Certified School is unique in its vision of how the arts will contribute to student development and corresponding strategic plan. The ABC Philosophical Framework connects the strategic plan to the shared experiences of how each school plans instruction and defines its culture.

Artifacts of Evidence

Applicants provide a collection of artifacts as evidence to how the philosophical commitments are supported. Evidence can be a variety of media, such as documents, photographs, videos, audio files, etc.

Requirements

There is no maximum number but there should be at least five separate pieces of evidence for each of the three of the four philosophical commitments.

- Making Connections
- Inspiring Creativity
- Defining Culture

Artifacts of student learning must accompany submitted lesson plans. Lesson plans (without supporting artifacts) will not be counted as evidence.

The arts education strategic plan serves as the artifact of evidence to the philosophical commitment, Arts in Basic Curriculum.

Catalog and Self-Assessment of Evidence

A corresponding Catalog and Self-Assessment of Evidence document must also be completed. The document must contain an entry for each artifact of evidence uploaded in the application. A blank Catalog and Self-Assessment of Evidence document is provided by ABC Project.

The document is sectioned according to the Framework. Applicants determine which section each artifact is to appear based on which commitment the evidence is intended to support. For each artifact of evidence, the following information should be provided in the Catalog and Self-Assessment of Evidence document.

- a corresponding *theme* (optional) based on *Appendix C*
- the title of the artifact of *evidence*
- a reference to the specific *strategic plan* goal/objective/action that the artifact supports/serves as evidence.
- a *description* of the artifact
- a title for the specific group that contributed the artifact
- a self-assessment from the contributing group of the specific piece of evidence (per the scoring rubric)

As listed, the example provided does include themes (based on *Table 1* of the guidelines document). Because thematic organization of philosophical commitments is an optional strategy

(p. 7-9), this information is not required. However, should a school exercise thematic organization, it is highly encouraged to communicate such in the Catalog and Self-Assessment of Evidence document, as it informs the ABC Certification Team.

Entry examples for the Catalog and Self-Assessment of Evidence document

Philosophical Commitment: Arts in the Basic Curriculum							
<i>Theme: Creative Writing</i>	<i>Connection to Strategic Plan: Goal 1, Objective 4, action B</i>	<i>Reflective Assessment by: Applicant Certification Team</i>					
<i>Evidence: Literary magazine</i>	<i>Description: Magazine is culminating celebration of creative writing unit incorporated into each grade level ELA curriculum</i>	<i>Continuum Rating:</i> <table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <i>Notes/ Feedback:</i> Only published for two years. Traditional print is expensive to produce, meaning limited accessibility. Need to review selection process.	0	1	2	3	4
0	1	2	3	4			
Philosophical Commitment: Making Connections							
<i>Theme: With Students</i>	<i>Connection to Strategic Plan: Goal 1, Objective 4, action B</i>	<i>Reflective Assessment by: ABC Certification Team</i>					
<i>Evidence: ABC Image 01</i>	photograph of bulletin board created by students explaining their group projects	<i>Continuum Rating:</i> <table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <i>Notes/ Feedback:</i> Student-driven design and execution is appreciated. Do students know the learning objective? Not evident that students understood arts-integration learning goals.	0	1	2	3	4
0	1	2	3	4			
Philosophical Commitment: Inspiring Creativity							
<i>Theme: Creative Leadership</i>	<i>Connection to Strategic Plan: Goal 2, Objective 1, action A</i>	<i>Reflective Assessment by: Faculty Meeting</i>					
<i>Evidence: ABC Schedule</i>	<i>Description: our principal and vice principal designed a schedule to allow common planning time between grade-level team and fine arts team members</i>	<i>Continuum Rating:</i> <table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <i>Notes/ Feedback:</i> Modeled after another ABC School but a breakthrough in our efforts to integrate the arts. Has improved collaboration and ownership of A-I lesson ideas.	0	1	2	3	4
0	1	2	3	4			
Philosophical Commitment: Defining Culture							
<i>Theme: Engagement and Hope</i>	<i>Connection to Strategic Plan: Goal 3, Objective 2, action C</i>	<i>Reflective Assessment by: Leadership Team (admin and grade level reps)</i>					
<i>Evidence: Mindfulness Referral</i>	<i>scanned pdfs of students' mindfulness reports (renamed office referrals)</i>	<i>Continuum Rating:</i> <table border="1"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table> <i>Notes/ Feedback:</i> This shift from punitive office referral to mindfulness has shifted our conversations with students to	0	1	2	3	4
0	1	2	3	4			

		consciousness of behavioral triggers. Collecting data in a whole new way!
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Rating and Continuum Designation

Your school’s continuum designation (see *Figure 2*) will be determined on the evidence provided. The intention of the certification application process is to promote reflective and mindful practices. Therefore, applicants should use the column on the right as a self-assessment tool. Submitted checklists with self-assessment comments will be considered “In Development” according to the ABC Continuum Model.

Appendix G: ABC Certified Schools Program Scoring Rubric

Arts in Basic Curriculum Certified Schools Program Application Evidence Scoring Rubric

4 points: **Visionary**

- Effort is innovative and provides insightful new approaches to educational practices.
- Definitive connection to school-wide initiatives and student development.
- Actions are unequivocally supported with clear, consistent explanation to team, school and community.
- Involvement in and contributions to philosophical commitments (Arts in Basic Curriculum, Making Connections, Inspiring Creativity, and Defining Culture) is very strong among all stakeholders and team members; everyone understands the vision and how they contribute to it.
- Longevity is evident and sustainability is secured.

3 points: of **Distinction**

- Excellent efforts that balance best practices and creative professionalism.
- Consistent and strong connections to school-wide initiatives and student development.
- Actions are aligned with all stakeholders (team, school, community)
- Involvement in and contributions to philosophical commitments is evident among all stakeholders and team members; however, the degree to which everyone understands the vision and how they contribute to it is inconsistent.
- Sustainability is intentionally addressed.

2 point: of **Merit**

- Efforts exemplify best practices, supported by efforts among few who demonstrate creative professionalism.
- Strong connections to school-wide initiatives and student development.
- Actions are aligned with all stakeholders (team, school, community)
- Involvement in and contributions to philosophical commitments is evident among most stakeholders and team members; however, the degree to which everyone understands the vision and how they contribute to it is inconsistent.
- Sustainability is acknowledged with inconsistent attempts to address.

1 point: in **Development**

- Effort is basic in nature, expected behaviors for state requirements and adequate education experience.
- Actions are haphazardly aligned with individual stakeholders.
- Appears to be an isolated task, situation, or effort.
- Involvement in and contributions to philosophical commitments relies on a relatively few, key stakeholders and team members; the vision is not common knowledge and most stakeholders do not understand how they connect or contribute to it.
- Lacks sustainability, appears to be an isolated task, situation, or effort

0 point: Missing/Inadequate

- Effort is not documented or does not meet state mandates for providing arts education experiences.
- Actions have no connection to individual stakeholders or there is no stakeholder involvement.
- Task, situation, or effort documented is over two years old and/or performed by stakeholder no longer associated with school.
- Involvement in and contributions to philosophical commitments relies on a singular individual, with no involvement of key stakeholders and team members.
- Unsustainable due to reliance upon singular individual's knowledge, skill, and capacity.