



SY25/26 School Partnerships

Purpose:

Arts Every Day's School Partnership program provides a cohort of Baltimore City Public Schools with customized wrap-around support in creating and sustaining school-wide cultures of the arts where students, educators, and the broader community are able to experience the many benefits of arts-rich schools.

Goals:

Through partnership during SY25/26 with Arts Every Day, participating schools will:

1. Identify areas of strength and areas of growth towards creating an intentional culture of the arts within their school community by completing an [Arts Rich Schools Self Assessment](#).
2. Create an Arts Action Plan for how they will use existing resources and partnership from Arts Every Day to support identified areas of growth.
3. Gather a combination of qualitative and quantitative data to reflect on the efficacy of efforts carried out through their action plan.

Through ongoing partnership, participating schools will:

1. Examine ways that their school supports and promotes the arts among students, staff, and families.
2. Think critically about additional structures and supports that would better support and sustain the arts within their specific school community.
3. Implement sustainable structures/supports to better support teaching and learning through arts.
4. Reflect on the impact of the arts on students, staff, and families by examination of data.

Rationale:

The educational landscape continues to evolve, and as a result, programming intended to serve schools and educators must evolve in order to maintain relevancy. Previously, Arts Every Day's School Partnership program has focused on supporting schools in creating and sustaining school-wide cultures of arts integration. For SY25/26, this focus is shifted to supporting schools in creating and sustaining school-wide cultures of the arts. This change comes at a time when formal and informal data shows:

- Teachers are valuing their time differently and as a result are willing to do less outside of the regular paid school day
- Teachers and administrators continue to have full schedules and limited capacity for additional meetings
- Teachers and administrators continue to face ongoing pressure from the district level to teach core content area curriculum "with fidelity"
- Teachers, administrators, students, and families are feeling the stress of the local and global climate
- Many of the most effective supports for arts integration (administrative support, adequate planning and professional development time, engaged and active arts integration coaches) are supports that need to come from within a school as opposed to through involvement of an outside partner. (source: [SY24/25 Mid-Year check in data](#))

Shifting the focus of partnership to the arts more broadly instead of arts integration allows schools to:

- More flexibly implement broader creative teaching strategies (such as arts infusion and arts enhancement) as opposed to just arts integration, to work towards broader school goals.
- Empower arts educators within schools to become teacher leaders as masters of and advocates for their content.
- See first hand how an investment in the arts is an investment in school culture, including:
 - Providing students with opportunities to:
 - see their cultures and identities reflected in the curriculum and school environment through intentional arts experiences and content
 - build on their existing interests and strengths as access points to learning across other content areas

- engage in exciting and engaging hands on learning experiences across arts disciplines
- Practice collaboration in creative, productive ways
- Providing educators with opportunities to:
 - make meaningful connections between diverse artists/art forms and core content areas
 - Engage in creative learning side by side with their students
 - See their students through multiple lenses, not only as scholars but as artists, and to recognize and celebrate their diverse strengths
- Providing the broader school community with opportunities to:
 - Experience the inherent joy present in celebrating student voice and creativity

This shift in focus to infuse the arts into school culture at large will still allow schools with the interest and means to pursue quality arts integration efforts while also allowing schools with different arts priorities to pursue those as well.

Metrics:

Through Partnership, schools will use at least two data sources to measure impact and growth.

All schools will complete the Arts Rich Schools Self Assessment at the start of the school year to support reflection on areas of strength and of growth in a variety of areas that support a school-wide culture of the arts, including:

- Student access to continuity of arts education and diversity of arts disciplines
- Student access to arts experiences during the regular school day
- Student access to arts resources that both reflect their cultures and expose them to new and diverse perspectives
- Educator access to arts professional development
- Compliance with district budget guidance for student-to-certified full time educator rations
- Representation of arts educators within the school's Instructional Leadership Team

All schools will be required to use at least one additional tool as a metric measuring school stakeholders' perception of school culture. Schools may choose from the following options:

- Caregiver and Family Survey

- Staff Survey
- Student Survey
- Stakeholder [empathy interviews](#)

Note, AED is working to support equitable access to these tools through:

- Providing surveys translated into other languages prominent within school communities
- Providing surveys in both paper and electronic formats depending on school need
- Connecting with Partner School's Community Site Specialists to support dissemination
- Joining school events, such as back to school night and staff meetings, to provide direct support in administering surveys

Partnership Supports:

As a Partner School, schools will receive:

- Enrollment-based funding at a rate of \$12/student, with a minimum grant of \$6,000 and a maximum of \$10,000, to support efforts outlined in the school's action plan, such as:
 - School-day student arts experiences provided by Arts and Cultural Partners, booked through Arts Every Day's [Arts Directory](#)
 - Arts professional development for educators, including stipends for professional development occurring outside of teacher contract hours
 - Arts experiences to support family and community engagement events, such as "Family Arts Nights"
 - Arts supplies, such as arts integration supply kits meant to make arts materials and standards accessible to educators school-wide
- Individualized planning support from Arts Every Day Staff, including:
 - Support in completing the Arts Rich Schools Needs Assessment and identifying areas of strength and growth
 - Support in using accessible stakeholder surveys to gather valuable perspectives from families/caregivers, staff, and students
 - Support in identifying artists and programs to meet the unique needs of the school community
 - Support in planning and implementing staff professional development
 - Support in accessing professional development tied to teaching in and through the arts as offered through AED's Baltimore Arts Integration Project Library

- Support in exploring ways to mitigate barriers to meeting COMAR arts guidance (ie, access to sample schedules to support continuity of study)

Partner Schools:

For SY25/26, Partnership will focus on a cohort of 11 schools Arts Every Day has already established partnerships with in order to leverage existing relationships and support data collection. As existing and former Partner Schools, these schools have already identified a desire to strengthen the arts within their school communities and committed to active administration and educator involvement. Through their current partnership, Arts Every Day has engaged in ongoing conversations with these schools to better understand each school's unique assets and challenges. The SY25/26 partnership model allows space for schools to intentionally reflect on these variables and create an action plan that addresses their community's unique needs and goals around the arts.

Partner Schools for SY25/26 are:

- Bay-Brook Elementary/Middle School
- Belmont Elementary School
- City Neighbors Charter
- City Neighbors High School
- Clay Hill Public Charter
- Curtis Bay Elementary School
- Hamilton Elementary Middle School
- Elmer A. Henderson: A Johns Hopkins Partnership School
- Fallstaff Elementary/Middle School
- Roland Park Elementary Middle School
- Western High School

Partnership Responsibilities:

Partnership responsibilities for SY25/26 will include:

1. Completion of Arts Rich Schools Needs Assessment during Spring or Summer 2025.
2. Creation of an Action Plan during Spring or Summer 2025 based on Needs Assessment.
 - a. Action Plans will include specific, actionable steps intended to increase school-wide culture of the arts.
 - i. Action steps may include both leveraging existing school resources and additional resources provided through partnership with Arts Every Day, such as those outlined in the "Partnership Supports" section.
3. Completion of quarterly check ins with Arts Every Day Schools Manager.

4. Collection of SOY and EOY data from at least one additional source (staff survey, family/caregiver survey, student survey, and/or staff/family/caregiver/student empathy interviews)