

# Promising Practices

Ideas from winners of 2012–2013  
Champion Creatively Alive Children Grants

## **ARLETH ELEMENTARY SCHOOL PARLIN, NEW JERSEY**

*Timothy J. Byrne, Principal*

Students used the lens of multimodal design to brainstorm, prototype, problem-solve, and to connect art to core curriculum standards. Students and the creative leadership team collaborated to share best practices with professors and future educators.

## **ARTS SCHOOL NEWARK, NEW JERSEY**

*Lynn Irby-Jackson, Principal*

The creative leadership team partnered with Montclair State University to help students explore societal issues through art. Students formed thoughtful conclusions and connected projects to Common Core Standards.

## **BEDWELL ELEMENTARY SCHOOL BERNARDSVILLE, NEW JERSEY**

*Amy Phelan, Principal*

Grade-level creativity teams were organized to collaborate monthly on designing and implementing theme-based learning environments for arts-infused, schoolwide learning.

## **CHERRY VALLEY SCHOOL POLSON, MONTANA**

*Elaine Meeks, Principal*

The creative leadership team focused on increasing classroom teachers' understanding of art as a central integrating factor in the curriculum. Extensive professional development was provided in collaboration with Native American arts specialists and Salish Kootenai College.

## **DEERFIELD AND BEECHWOOD SCHOOLS**

### **MOUNTAINSIDE, NEW JERSEY**

*Kimberly Richards, Principal*

Focused on assessment and professional development, the creative leadership team demonstrated to language art literacy teachers how to develop arts-integrated curriculum and promote creative problem-solving via art, music, and movement.

## **EDGEWATER SCHOOL PINCOURT, QUEBEC, CANADA**

*Liz Rivard, Principal*

Students studied South American art, connecting directly with students at a sister school in Peru. The partnership involved an exchange of literacy-based visual arts.

## **EMMA G. WHITEKNACT ELEMENTARY SCHOOL EAST PROVIDENCE, RHODE ISLAND**

*Nadine Lima, Principal*

Students learned about “math in our world” as they researched and built models of significant art forms, such as the Rose Window of Notre Dame Cathedral, and discovered the cultural contributions of the peoples who created them.

## **FLOCKTOWN-KOSSMANN ELEMENTARY SCHOOL LONG VALLEY, NEW JERSEY**

*Michael Craver, Principal*

The creative leadership team focused on “Attitudes of Creativity” for professional development. The school now offers more open-ended assignments,

goals with unpredictable outcomes, and problems that foster innovative solutions—with a focus on time for personal reflection.

## **HOPE ACADEMY CHARTER SCHOOL ASBURY PARK, NEW JERSEY**

*DaVisha Pratt, Principal*

Students combined art and research with their original digital stories, inspired by local artists. The creative leadership team held professional development workshops.

## **IRVING ELEMENTARY SCHOOL DERBY, CONNECTICUT**

*Jennifer Olson, Principal*

Partnering with the Yale Center for British Art, Irving Elementary focused on using art to increase students' literacy skills. Students shared their visual decoding and interpretation skills during the school's literacy night.

## **JACKSON ELEMENTARY SCHOOL JONESBORO, GEORGIA**

*Donna Jackson, Principal*

Success at Jackson Elementary is measured as “100 percent of our teachers creating and implementing authentic, arts-integration lessons.” This schoolwide commitment was delivered through coaching and co-teaching collaboration between fine arts teachers and classroom teachers.

## **JANE PHILLIPS ELEMENTARY SCHOOL BARTLESVILLE, OKLAHOMA**

*Sandra Kent, Principal*

The “Art Smart” curriculum helped

parents and students explore the question, “How Am I Smart?” The grant deepened the partnership between art and classroom teachers, particularly on arts-literacy links.

### **MADRONA K-8 SEATTLE, WASHINGTON**

*Farah Thaxton, Principal*

Working with partners, teachers collaboratively developed a curriculum that is richly infused with the arts. Professional development strengthened classroom teachers’ capabilities and confidence.

### **MEADOWVIEW ELEMENTARY SCHOOL EAU CLAIRE, WISCONSIN**

*Delesa Boley, Principal*

Using Common Core English Language standards and Bloom’s Taxonomy, this school created arts-rich literacy lessons that reflected the community’s cultural diversity and was the focus of the school’s professional development.

### **PUBLIC SCHOOL 174 – WILLIAM SIDNEY MOUNT REGO PARK, NEW YORK**

*Karin Kelly, Principal*

This school created diverse student teams and examined the narrative behind a range of art forms linked to social studies. Teachers collaborated on inquiry teams that shared best practices and reflections.

### **RIDGEWAY ELEMENTARY SCHOOL COLUMBIA, MISSOURI**

*Ben Tilley, Principal*

The Ridgeway Boys Writing Project, developed in partnership with the University of Missouri Art Education Department, employed art and visual thinking strategies to help close the gap between boys’ and the girls’ basic literacy assessment scores.

### **RIDGEWAY ELEMENTARY SCHOOL HAMILTON, OHIO**

*Kathy Wagonfield, Principal*

A tree is the symbol of this school,

iconic to its belief that when students know their roots, it enables them to branch out. The branches include professional development on using art to build 21st century skills and helping families branch out by using art as a link to literacy during family reading nights.

### **SACRED HEART SCHOOL LAKE WORTH, FLORIDA**

*Candace Tamposi, Principal*

Sacred Heart collaborated with the Norton Museum of Art, the Marshall Foundation’s environmental center, and the local science museum to explore how humans’ relationships with animals and nature are portrayed through art.

### **SILVERTON PAIDEIA ACADEMY CINCINNATI, OHIO**

*Susan Bunte, Principal*

Silverton embraced the “museum school” concept and built partnerships with a dozen museums in Cincinnati. Students dove into content and built a historical and community context as they used art to convey meaning. The creative leadership team delivered arts-infused, cross-discipline professional development.

### **ST. ANTHONY OF PADUA CATHOLIC SCHOOL GREENVILLE, SOUTH CAROLINA**

*Catherine Noecker, Principal*

St. Anthony students studied Civil War history through the lens of black and Native American storytelling, poetry, and visual arts. Student journals recorded their personal reflections as they researched history through art.

### **SUMMIT ELEMENTARY SCHOOL SMITHFIELD, UTAH**

*Mark E. Daines, Principal*

Students linked art and literacy by creating a souvenir art project for each story they read. Then their art traveled around the city on bus placards. The Art in Transit program engaged the entire community in a deeper understanding of how art builds critical literacy skills.

### **TOMOKA ELEMENTARY SCHOOL ORMOND BEACH, FLORIDA**

*Julie Johnson, Principal*

Using design thinking and visual-lingual interpretations, students collaborated with peers and other schools to design literacy-learning games that were enjoyed at a school-wide carnival.

### **TRAVERSE MOUNTAIN ELEMENTARY SCHOOL LEHI, UTAH**

*David Stephenson, Principal*

The school’s collaboration with Brigham Young University design and technology students resulted in the creation of 112 books that are available as free downloads on iTunes.

### **VALLEY ELEMENTARY SCHOOL EDEN, UTAH**

*Dave Hales, Principal*

This school was transformed into a museum. Students created exhibits, murals, architectural reconstructions, and archeological publications as they explored ancient and modern civilizations. Students engaged in “visual debates” where art replaced spoken language.

### **VALLEY PARK ELEMENTARY SCHOOL VALLEY PARK, MISSOURI**

*Bryan Pearlman, Principal*

Students were introduced to Chinese culture through art, music, reading, history, language, and writing in both English and Chinese. Artist trading cards were shared when they connected with a school in China.

### **WESTMORE ELEMENTARY SCHOOL OREM, UTAH**

*John Shelton, Principal*

This Title I school serves families with significant financial needs. Yet, they adopted a school in Pachuca City, an impoverished community in Mexico, to establish a meaningful connection built on cultural awareness. 