

# (FOOTHILLS FINE ARTS ACADEMY)

shaping the future by  
developing

**OPTIMISTIC** students  
who are **CREATIVE** &

**PERSISTENT**, and who will **EXPLORE** their own  
potential & **DREAM** of solutions to create  
a better world.

♥ We **RESPECT** each  
other and recognize each other's contributions  
with an **OPEN MIND** and **PRAISE**. ♥ We make a  
**COMMITMENT** with individual **CONTRIBUTIONS**  
and understand how they affect the entire  
family ♥ We value our **TRADITIONS** and desire to  
maintain them ♥ We understand the value of  
**RELATIONSHIPS** and spend time with each other  
to make them **STRONGER** ♥ We are **HELPFUL**  
and not hurtful to each other ♥ We demonstrate  
a deep sense of **EMPATHY** for each other ♥ We  
recognize challenges and **WORK TOGETHER** to  
solve them.

## **FAMILY**

**ARTFUL**  
**TEACHING**  
**ARTFUL**  
**LEARNING**

## **QUALITY**

*community*

## **QUALITY**

*assessment*

## **QUALITY**

*instruction*

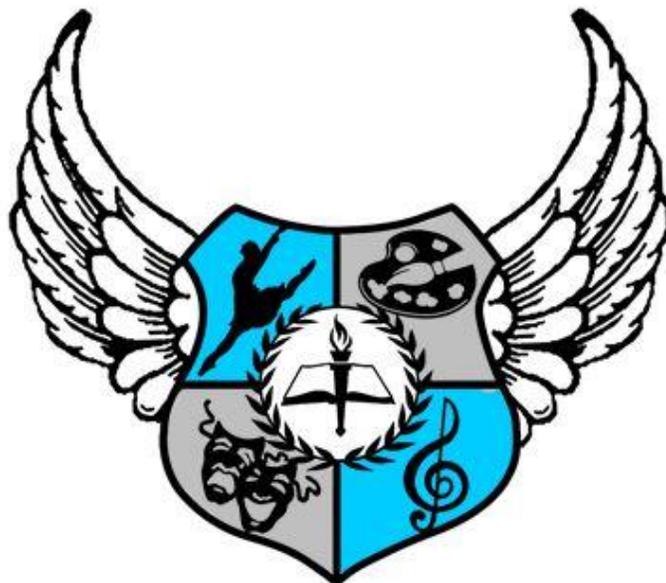
## **QUALITY**

*environment*

# THE FOOTHILLS MANIFESTO

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- This manifesto reflects the Foothills mission and vision of the education we desire to provide our students and community. It is also a reflection of our role as educators and how we contribute in the most productive ways.
- This manifesto reflects the ethos of our school and how it has attained itself over the course of time.
- The manifesto is a rationale of being a signature school in a large unified school district. We need to be different but also work in alignment with many of the districts needs.
- The manifesto is a means to understand our focus on making the staff, our community, our students, and our education system better.
- The manifesto is a way to see betterment and consistent forward movement, not a 360° different way of doing things in light of change in staff, community, or school administration.
- The manifesto is a way to realize the focus of the best ways to attain our work with students, our environment, instructional decisions, and our community. It allows all Foothills educators to make a commitment to make things the best it can be for a quality school.
- We would like the manifesto to be shared with other schools connected to the arts to inspire collaborative cultures and generate better ideas.



## **MISSION**

Artful Teaching, Artful Learning

## **VISION**

Foothills Fine Arts Academy: We commit to shaping the future by developing optimistic students who are creative & persistent, and who will explore their own potential & dream of solutions to build a better world.

## **FAMILY**

- we respect each other and recognize each other's contributions with an open mind and praise.
- we make a commitment with individual contributions and understand how they affect the entire family.
- we value our traditions and desire to maintain them.
- we understand the value of relationships and spend time with each other to make them stronger.
- we are helpful and not hurtful to each other.
- we demonstrate a deep sense of empathy for each other.
- we recognize challenges and work together to solve them.

## **KEY PARTS**

The key parts of the Foothills Manifesto are concepts we have discussed over the past 5 years. Will there be other key parts? Maybe. These parts are always open to change. These ideas help us focus on the many things we believe in.

## THE ARTS/ARTS LEARNING

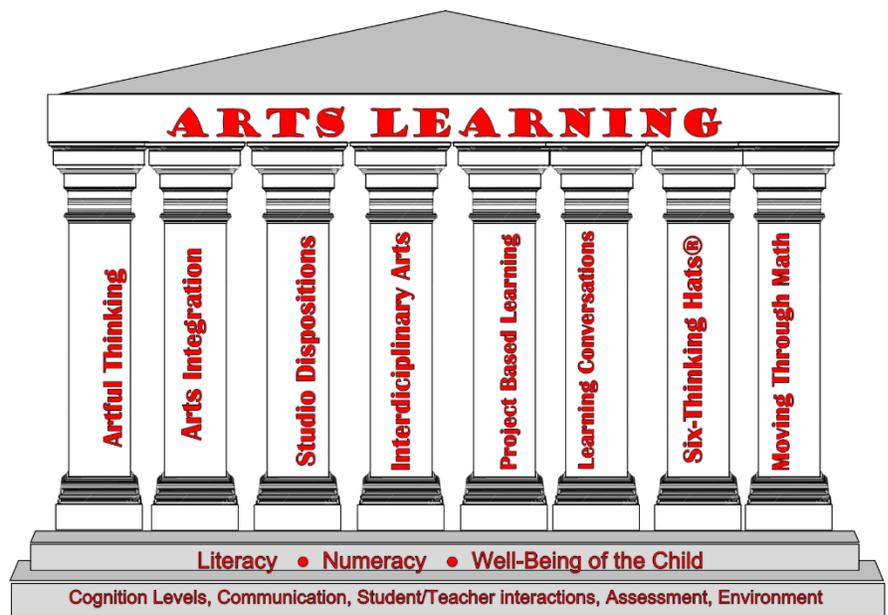
The arts are the core of our way of doing things. The arts have been a great pathway to helping our school stay focused on the work we do with children. In the general sense, the arts (dance, drama, visual, music) is not just a course of study. The arts is a mindset for educators and a pathway for connecting to quality aspects of 21<sup>st</sup> Century learning (creativity, collaboration, communication, and critical thinking) and quality instruction.

We see the arts in three ways: Arts Education; Arts Academy; Arts learning in the classroom.

**Arts education** is provided to our K-4 students. Our children in these grade levels will be provided dance, theater, music, and visual art. The key in this “quality” perspective is to develop important agency skills that lend themselves to a productive life. Through art skills and expression, these students learn about things such as their bodily and kinesthetic control, their ability to work with others kindly and collaboratively, quality product, and connections to their life and moments of creative expression. Quality arts education stimulates the brain in productive ways.

**Arts Academy** is a focus on an art form for 5<sup>th</sup>-8<sup>th</sup> grade. This opportunity allows students to connect with a particular interest aligned to potential passions and challenges for future work. Studio focus allows for the expansion of specific skill development and ways to express themselves. Focusing on an artform provides time and student effort to get better and develop a pathway for future work. Higher levels of expectations exist, and we view all students with the potential to grow in their art form of focus.

**Arts Learning** is a classroom mindset that allows opportunities to use the arts within the district's curriculum standards. The concept of “arts learning” is a flexible idea that encompasses



2013, 2018

numerous ways to incorporate the arts into all curriculum and classrooms. Some are easier, others are harder. The structure provides an opportunity for a staff to try artful teaching in their classroom. You can see some of our accepted ideas in the school's visual image. Arts learning pillars has a foundation of quality instruction, literacy, numeracy, and the well being of the child. We conduct professional development for learning strategies OR teachers can think of adding a pillar for our arts learning structure.

Arts Integration is defined in many ways, we utilize the Kennedy Center's Partners in Education definition to build clarity around our arts learning structure:

***Arts Integration is an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.***

***We commit to learning about and utilizing the arts as a pathway for our focused mission of "Artful Teaching, Artful Learning".***

## **RISK TAKING**

This is not about dangerous life activities. This idea is for both students and our staff. An essential life skill revolves around growing when you fail. Having a great idea (*I can make my own backpack*), trying to accomplish it (*researching materials, sewing, putting things together, carrying things to school*), and failing (*part of the seam tore, and it sagged too much*) is connecting risk taking to learning. This is a key learning moment to an appropriate level of academic success. It can be attached to any problem a student has to accomplish in your classroom. Trying things, improving, making other/better decisions, collaborating, as well as reflecting on failing and accomplishments leads to a positive effect for our Foothills culture.

***We commit to teaching kids how to be risk takers and understand failure as a learning moment. We as teachers are willing to take risks to do something different, face change in positive ways, accept failure, and grow to a point of personal achievement.***

## **OUR HOUSE**

Foothills HOUSE program was built from staff experiences at the Ron Clark Academy in Atlanta, Georgia. The program entails great opportunities to heighten our climate and culture of Foothills through student and staff membership of five different groups. It is developed to create mentoring, quality competitiveness, traditions, positive relationships, skill recognition, positive behavior, and student leadership. The best ways this will work is aligned to consistency and effort by the adults and their focus that will ripple into the students' motivation.

Every student and staff will spin themselves into a HOUSE. Kindergarten conduct this in January.

***We commit to ensuring a productive participation in all fundamental HOUSE activities that motivate our students and community to the HOUSE tradition.***

## **S.O.A.R**

This school driven work has developed the idea that we teach, expect, reward, and celebrate our students' opportunities to focus on being **S**afe, **O**wning their choices, having positive **A**ttitude, and **R**espect for others. We have a S.O.A.R chip program that provides opportunities for the adults to recognize S.O.A.R behavior and students to reward themselves and their HOUSE. Expectations revolve around the classrooms, restrooms, walkways, playgrounds, office, bus, and cafeteria.

***We commit to utilizing S.O.A.R daily to communicate a positive behavior school and student culture. We will utilize this concept in not only behavior and discipline moments but learning and reflection moments as well.***

## **“STUDIO” CLASSROOM**

The classroom can be a creative place. In many schools, it is not. Our classrooms are “studios”. The word studio means "study" and/or "zeal" (diligence). It is a space where artists do their work. Through their work, they are also learning. At Foothills, all classrooms are “studios”. We don't believe in just a few rooms on campus holding all the opportunity for a student to be creative. All our classrooms should! There is a mindset and characteristics that artists use in their studios through the process of making creative artistic products and learning. These *Studio Habits of Mind* can connect to any subject area and, above all, are good for the well-being of the child. This research-based concept is based on student achievement and the quality arts environments they had as an opportunity to be in during school (J.A. Bellanca, R. J. Fogarty, B.M. Pete (2012); Hetland, L., Winner, E., Veenema, S. & Sheridan, K. M. (2007)).

### **STUDIO HABITS OF MIND**

**Engaging and Persisting, Stretching and Exploring, Reflecting, Expressing, Developing Craft, Observing, Understanding Community, Envisioning.**

***We commit to being as artistic as we can as a teacher in our classroom and using these studio habits of mind to influence our best practices of quality instruction and quality assessment.***

### **IMPROVEMENTS**

Each year we will develop an improvement plan based on a variety of data from parents, students, and staff. Along with this, we will utilize testing data to encourage better practices and ideas for all teaching staff to reach a desired and realistic result for our students and school.

Improvements that are needed are developed on non-negotiables for PUSD, Foothills mission and vision, our shared values and beliefs, and teacher's efforts with their Student Learning Objectives (SLO). We will have different layers of focus/levels of priority based on the task itself and the effort it will take to accomplish them as a staff.

***We commit to take advantage of opportunities to contribute feedback for the betterment of our school and to take positive action toward making our school better in the areas we focus on annually.***

## **DIVERSITY**

Diversity within a workplace (that includes our Foothills students and community) encompasses race, gender, ethnic groups, age, religion, sexual orientation, citizenship status, military service and mental and physical conditions, as well as other distinct differences between people. We are all different!

***We commit to ensuring all Foothills Family members are a true member of our family, through our acceptance of a diverse environment. We all deeply connect to the “P” in Peoria... PEOPLE! The most important aspect of this school and school district.***

## **COLLABORATIONS**

Working together is important. The walls of our classroom, and ourselves as family members, should never contain our knowledge, our ideas, and our passion for ALL our children. We should work together to develop a pathway of mastery of teaching and excellent learning moments. We all must be open and tolerant to ideas that we may have never considered to be a better Foothills Family educator. In 2016, our initiative team developed non-negotiables for working together productively. The “Three Big Ideas” include: a focus on student learning (not teaching) that involves 5 critical questions we must always address; a healthy collaborative culture; a student results-based effort that includes assessment work and a focus on student goals.

***We commit to working together as a team to improve student learning and address student needs.***

## **INITIATIVES**

An initiative in our world of education is an action taken to address the needs of our most important perspective... to better the learning opportunity for students. Over the years there have been district wide and school wide initiatives. It is typically something new to the culture of the organization aligned to a reasonable expectation. District wide initiatives are the hardest because they may have more of a general sensibility. Foothills needs to grasp district initiatives in this general sensibility and use that as a standard to work with our own mission and vision. Find relatable practices and ideas that may fall in line with this new expectation. We address arts learning as a core to our work, with this, there are many

creative ways we can implement a district initiative and truly work together to understand it within our own and district culture as well as see potential impact.

***We commit to using our creativity and intelligence to act upon productive actions and to take control of the initiative ourselves rather than the initiative controlling us.***

## **SAFETY**

Concerns for the physical, social, and emotional safety of our students and staff is important. Our safety plan includes active supervision, duty expectations, training students about crisis situations, having high safety expectations, reporting unsafe situations to administration, help students/staff who are emotionally upset, and reporting child abuse to Department of Child Safety.

***We commit to protecting our Foothills Family by utilizing our district safety policy and protocols, ensuring a safe classroom, and working with others to communicate problems or concerns.***

## **LITERACY, NUMERACY, AND THE WELL-BEING OF THE CHILD**

These headings are common topics in our world of public education. Literacy is not just textual reading and writing. Numeracy is not just mathematics. The well-being of the child is not just about safety. We need to view literacy as many different “texts”. A text is something that can push out an informative message – an object, a movement, a sign, a building, sound, clothing, art painting, photograph, and yes, books too. IT IS IMPORTANT, that students need basic and importantly fundamental skills in being literate... if students can not describe an object, focus on listening to a sound characteristic, or do not have basic reading skills such as letter recognition and phonemic awareness, their ability to receive and provide communication is difficult. Numeracy is more than just basic logarithm work. It relies on mathematical practices, reasoning, explaining, interpreting graphics and data, and solving related realistic problems. Again, basic skills are important. Fluency, basic operations, math vocabulary... all essential for the bigger work. The well being of the child is met when we teach the basics and have an expectation of realistic use as students demonstrate their understanding in different ways. Deeping their understanding and opening the door of

exploring and taking a chance to solve a problem is essential to the well-being of a child's cognitive development and educational success.

***We commit to finding a variety of ways to teach a child to be literate and numerate that are aligned to content and integrated standards of learning as a means to enhance productive skills and cognitive development.***

## **PEORIA UNIFIED SCHOOL DISTRICT**

Our school will operate in ways that has a respectful fellowship with the Peoria Unified School Districts mission/vision, strategic plan, district initiatives, and non-negotiable goals. The district is often responsible for the “what” we do - we are responsible for “how” it is done. Foothills Fine Arts Academy mission and vision is a pathway to meet district expectations. Our mindset of quality instruction, aligned with rigor and relevant arts learning, and student centric 21<sup>st</sup> Century education is in alignment to PUSD's mission of:

**“Every student, every day, prepared to shape tomorrow.”**

***We will commit to district directives and directions and provide excellent examples of how it all school work can be done to ensure PUSD in the best.***

## **SHARED VALUES AND BELIEFS**

In 2013-14 School year there was an opportunity for the school to contribute to our mission and vision as well as our shared values and beliefs on critical parts of our functioning as a school. In 2017-18, the documents were changed more for alignment to best practices as we decided to do more helpful collaborations aligned to the betterment of our school.

*Quality Instruction, Quality Environment, Quality Assessment, Quality Community*

**We will commit to aligning our actions of our daily school work to our shared values and beliefs and hold ourselves accountable for self-reflection of our perceived impact.**

# QUALITY INSTRUCTION

Category	Shared Values and Belief- Developed in 2014	Best Practices aligned to our shared values and beliefs.	Rational/Why?
<p><b>Quality Instruction</b></p>	<ul style="list-style-type: none"> <li>Teacher’s instruction will focus on either expanding basic skills and content (new knowledge), challenge student understandings (deepening understandings) and allow for student performance (using knowledge).</li> <li>Quality instruction can lead to authentic and real-life learning which allows for engaging students in rigorous activities that attribute to cognitive abilities that build important problem solving and creating skills.</li> <li>Quality instruction is student centered and designed for students at varying levels of ability, interest, and favorable to multiple intelligences. Instruction should promote the love of learning and showcase student passion.</li> <li>Quality instruction is grounded on research-based practices. At the Foothills Fine Arts Academy, research-based practices that encompass our agreed upon ideas of "arts learning" will be consistently implemented by ALL teachers.</li> <li>Quality instruction involves quality moments of teacher learning. On-</li> </ul>	Communicating/Transparency of what students are learning.	Student motivation and purpose is one of the most important things. Students can make connections to what they are doing and why it is important.
		Collaborative Learning	Students working together in any learning moment or level will help in clarifying what they know, help and question one another, build knowledge, and will build better relationships.
		Independent Learning	Independent student work is a demonstration of a child’s ability to retrieve and process retained information and utilize it in the most pertinent ways to show students levels of ability in academic areas.
		Direct/ Overt Instruction	You need to inform students of what they need to know and show them how to do things they must be able to do for themselves in future work.
		Deepen Understanding by Applying and Using knowledge	Students are provided opportunities for real-life concepts of using what they know to solve a problem. This helps further deepen their increased level of understanding. This idea also leads to activities that foster creative work and solutions to problems.
		Providing Feedback to Students	This action communicates what is good or bad, effective and not effective, and why. This works well when students have moments to improve their work. Aligned expectations for mastery and quality rather than just work completion.
		Balancing various levels of cognition	Attaining knowledge is basic and the most widely used. Focusing on student’s ability to compare, express understandings in various formats, analysis their knowledge, and
		Mastery Learning	Students that have a clear expectation and opportunities to improve will be more motivated than just work completion. Less work with higher expectations
		Effectively Planning for Quality Instruction	Instruction should chunk learning outcomes, allow for moments to process and practice as well as check for understanding.
		Rotation Models of Instruction	Rotation models of instruction is a way to plan a variety of learning moments that create an environment of reactive cognitive opportunity aligned to learning objectives and standards.
Technology in the classroom	Technology will be a consistently used tool that can include instruction, assessment, problem solving, creativity, and skill development. Technology use can be a platform for basic knowledge and skills as well as open opportunities for teachers to plan cognitively deeper activities for students.		

	going professional development opportunities for teachers should include observation, peer modeling, collaboration and reflection.	Arts Learning Strategies	Arts is an array of kinesthetic, emotional, social, and expressive qualities that lend themselves as a platform for quality instruction that enhances depth and authentic learning. It is one of many pathways to creativity, collaboration, critical thinking, and communication.
		MQI Data	MQI data that is reflective of subject areas, times of day, days of week, etc. for parallel grade levels and/or group of grade levels can help us understand connections to quality instructions and practices in the classroom.
		Effective use of instruction time	There is approximately 300 instructional minutes a day. All teachers need to design a culture of learning that exemplifies efficient transitions and effective learning moments, so the best learning moments can be attained daily.

## QUALITY ASSESSMENT

Category	Shared Values and Belief- Developed in 2014	Best Practices aligned to our shared values and beliefs.	Rational/Why?
<b>Quality Assessment</b>	<ul style="list-style-type: none"> <li>Assessment should be designed to be formative (along the way and ongoing), summative (at a reasonable termination point) and drive instructional decisions.</li> <li>Assessment design should be student centric and, when appropriate, be differentiated to reflect choice, ability, interest and learning modality (intelligences).</li> </ul>	Show criteria and models in advance.	If students have explicit expectations of quality work or even specific learning goals, know specifically what is expected, then students can put effort towards their work for better success.
		Data Driven Decisions	Using data to pave a pathway for efficient planning and effective instruction is related to quality use of time and a personalized approach.
		Use various types of assessment	Various types of assessment, formative/summative, product driven, knowledge based, etc. will paint a much bigger picture of student success when they can be articulated by focused goals, standards, targets, or essential questions.
		Assess before teaching	Knowing where to take a class in relation to specific learning goals, students perspective of interests, known and unknown information, or even misconceptions can be a connection to quality learning. Also, form an individual student perspective, teachers can personalize the learning approach to meet the specific needs of a student.

<ul style="list-style-type: none"> <li>•Assessment should be valid (assessing what is taught/curriculum outcomes) and reliable (measuring at a reasonable level of consistency).</li> <li>•Rubrics can capture evidence of student learning at higher levels of cognition and engagement; both in existing moment of learning and in K-8 or grade level chunk longitudinal goals for students.</li> <li>•Assessment data should be analyzed in order to understand coherence between informal teacher, district level, and state level assessments.</li> </ul>	Student choice	In product, based assessment (writing, projects, artistic expressions, visual solutions, etc.) students having a choice allows higher responsiveness and their own interest in demonstrating their understanding. Appropriate choices are also important as student created work should align to goals, standards, big questions or learning targets.
	Consistent Quality Rubric Use	Using different rubrics for similar types of assessment may not focus student effort. Common rubrics, for example in writing, allow student to embrace the criteria for success over many opportunities to write. Rubrics should also highlight the deeper qualities of product-based work. Rubrics can be a vehicle for feedback, self-assessment, and goal setting
	Student goal setting and self-assessment	Students involved in a regular practice of goal setting, trend monitoring, and reflective practice helps develop a growth mindset.

QUALITY COMMUNITY			
Category	Shared Values and Belief-Developed in 2014	Best Practices aligned to our shared values and beliefs.	Rational/Why?
	<ul style="list-style-type: none"> <li>• Our parents need to know our purpose and vision in that all students can be successful. Reaching out, inviting in, and developing understandings to the families of Foothills builds</li> </ul>	Establish positive and productive relationships with families.	Relationships is probably the most important tool we have to use to ensure we can make the parents and community feel as if they are a part of the Foothills Family. Rectifying student issues is more productive with relationships that have developed a sense of care, trust, and commitment to student success.
		Establish effective communication to families and communities.	Many things happen at a school. Many, consistent communications about what is happening weekly at school helps parents connect their day with ours.

## Quality Community

strong bonds that impact learning.

- Business partnerships strengthen our connection to our community. Developing a symbiotic relationship with local business partners offers new perspectives in how we accomplish our school goals and open channels for resources that can help our children and school thrive.
- School staff should develop inroads to active parental and community participation.
- Effective and open communication with stakeholders (parents, community, businesses, and the district) helps convey the mission of Foothills while recognizing and supporting student and family needs.
- Foothills is a hub of local community learning. Providing opportunities for family education helps break down barriers to parental support, and helps expand understanding of our

Provide specific opportunities for families and community members to volunteer and provide services to our school.

When volunteers can provide specific and clear services to our school (field trips, reading intervention, classroom help, playground monitoring, etc.) there can be more consistent opportunities by families and community, great feedback to make focused opportunities better, and a positive perception of being a part of the Foothills Family.

Provide opportunities for families to provide feedback.

Perceptions of families in relation to their student's school experience is important to understand so we can either communicate better or provide actions to ensure a more positive understanding of the school.

Established a focused purpose for business, non-profit organizations, and faith-based organizations for quality and effective partnerships.

These entities of our community do not all have time to intervene to make the school better. Providing a focused initiative with collaborative brainstorming (from a variety of people and experiences) for ideas to make the initiative better should be more of a focus than just funding and free product.

Provide families and community local resources.

We should always reach out to help communicate local resources for a better, healthier, and productive Foothills Families.

Communicate our mission and vision to families and community.

It is important that a school with a "signature" focus is valued by more than just the school system. Parents need to understand the arts and its impact on student learning.

Provide information about school improvement and regular progress.

We are not a perfect organization. When we communicate our goals and regularly communicate in how we are doing helps families and community know our purpose is to make the school experience better for their children.

Provide families with training and resources

Parental help can be minimal in terms of time and focus but can have a huge impact on the success of a student. Families are not educators in the same context we are. Their specific help and understanding of learning can be more of an influence to the child for more productive effort and academic success.

	vision and mission as a school.	to support academic success.	
		Provide opportunities for families and community to learn together.	Our campus focusses on the arts and creative 21 <sup>st</sup> Century learning has an opportunity for sharing ways we can communicate our mission and vision in hands on and engaging ways.

QUALITY ENVIRONMENT			
Category	Shared Values and Belief-Developed in 2014, 2017	Best Practices aligned to our shared values and beliefs.	Rational/Why?
<b>Quality Environment</b>	<ul style="list-style-type: none"> <li>Foothills staff and students are invested and wanting to take part in and share responsibility in planning and participating in school wide events.</li> <li>Foothills staff and students as a happy, functional, and dynamic family that knows one another. The family supports each other and takes ownership of the family's failure and success.</li> </ul>	Enforce anti bullying protocol	First it is part of district policy and state law, but more importantly it provides an opportunity for students to advocate for themselves and have a feeling of conflict resolution and/or appropriate disciplinary actions to others.
		Ensure staff and students have a sense of belonging and being a part of a school culture and liking their time on campus.	If kids don't want to be here to learn or staff do not want to be here to work, there is more than likely a human relationship issue. This rationalizes our HOUSE program, Foothills Family, SOAR, and opportunities for helpful, professional, and supportive interactions amongst one another.
		Teacher, staff, student and administrative presence.	In terms of our school/community events and activities, when we are present and provide time and effort, our families know we care and have a commitment to our Foothills Family.
		Ensure our learning environments and school grounds are clean, safe, and productive for students.	An organized classroom provides student perceptions of teacher care, commitment, and realistic general expectations. A learning environment can be a distraction to students if not organized. Also, visitors develop negative perceptions about a campus that is not well taken care of.

<ul style="list-style-type: none"> <li>• An emotionally safe and equitable place (amongst all staff and students) that emphasizes kindness, diversity, love, and compassion.</li> <li>• A clean, well taken care of campus that has visible and on-going proof that we are an arts school beyond the school sign.</li> <li>• Foothills will always evaluate, enforce, and teach students and community about our safety protocol.</li> <li>• A school that ALL students can learn, can grow, and can be successful.</li> </ul>	Maintain consistent staff employment	Employee retention is key to a productive team approach to our school's mission and vision and commitment to our Foothills Community.
	Bring attention of student or staff issues so they can be resolved.	Conflict resolution is a step in the right direction if done in recent moments. Ignoring problems can often build up and develop bigger issues.
	Accept and expect a diverse community	We are a public school. We have a sense of openness in who we work with and serve. Our arts mindset is open to understanding cultural differences and learning from others about them and perhaps challenging our assumptions. A wide range of diversity allows more productive relationships with all students, families, and community members. Respect and empathy for all provides an equity in service and opportunities to be involved.
	Consistent discipline practices	Consistency in disciplinary methods and due process by staff diminish student perceptions of inequality
	Help others	In our daily path, a mindset of helping others provides a personal reflective moment of what it takes to be a part of a quality environment.

