

A group of students in period costumes performing on stage. The students are wearing white shirts, dark vests, and brown hats. They are looking upwards and to the right, suggesting they are in the middle of a performance. The background is a solid blue color.

Elevating Arts Education

WCPSS Visual and Performing Arts Strategic Framework

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Jeremy Tucker, Director, Arts Education



Student Achievement Committee
May 20, 2025

Presentation Outline



Elevating Arts Education Strategic Framework

Framework Development: Highlight the methodology, essential partner engagement, and strategic planning processes that have shaped the development of the visual and performing arts strategic framework.

Survey and Data Analysis: Provide data collected from educators and state reports, emphasizing key insights and identified needs within the arts education landscape.

Strategic Direction and Goals: Outline the strategic directions and specific goals formulated from the planning process, focusing on future initiatives and resource allocation to enhance arts education.



PRIORITY 1

STUDENT KNOWLEDGE AND SKILLS

The Four Cs

Literacies | Knowledge and Skills

AIM 2: High-quality Instructional Core for All Content Areas

Deliver standards-based, rigorous, culturally responsive, and inclusive curriculum resources and instructional practices that are enhanced by technology.

PRIORITY 2

STUDENT DISPOSITIONS AND WELL-BEING

Behavioral Health

AIM 8: High-quality Instructional Core for All Content Areas

Expand access to high-quality instructional programming, enrichment, and co-curricular activities to **provide a point of connection** for every student.

Strategic Plan **Alignment**



WAKE COUNTY
PUBLIC SCHOOL SYSTEM



Strategic Framework Development

Building the Arts Education Blueprint

Statement of Purpose



Promoting Arts Education

The Wake County Public School System Arts Framework promotes and **advances arts education in WCPSS**, including dance, music, theatre, visual arts and media arts.



Enhancing Access and Quality

The goal is to eliminate barriers to arts education, **expand access to the arts K-12**, increase **effective community partnerships**, and ensure **quality arts experiences for all students**.



Strengthening Community Collaboration

In partnership with the community, the WCPSS Arts Framework **expands instruction in the arts, connects schools and community**, and improves **equitable distribution of quality resources** for the arts in our schools.

Desired Outcomes 3-5 Years

Students

- Participation Increase.
- Increase Time (frequency & duration) for Arts Instruction in Elementary.
- Increase Access to Middle School Pathways Leading to High School Courses.

Educators

- Increase the Number of Highly Qualified Arts Educators.
- Standardize Scheduling Policies for Elementary, Middle, and High Arts Courses.
- Expand Professional Learning Opportunities for Educators.



Participants



Drew Cook, Assistant Superintendent of Academics
Elena Ashburn, Central Region Superintendent
Jenn McEwen, CEO of the United Arts Council
Stacey Wilson-Norman, Chief Academic Officer
Lisa Luten, Chief Communications Officer
Jason Spencer, NC Symphony
Kim Lane, Director of Magnet Programs
Mark Savage, Eastern Region Superintendent
Barina Bailey, Elementary Music Teacher
Kim Demery, Elementary Music Teacher
Mary Catherine Burnette, Elementary Principal
Brian Imfield, Elementary Visual Arts Teacher
Laurie Schell, Facilitator, Elevate Arts
Marlon Torres, NC Arts in Action
Melanie Doerner, Community Music School
Nathan Branscomb, High School Arts Student
Megan Hoggarth, High School Arts Student
Hamilton Roberts, High School Dean of Students
Brian Hedgepath, High School Media Arts Teachers
Lacey Peckham, High School Principal
Rebecca Craig, High School Theatre Arts Teacher

Eric White, High School Visual Arts Teacher
Matthew Pellas, Middle School Band Teacher
Susan Hill, Middle School Dance Teacher
Curtis Brower, Middle School Principal
James Daugherty, President Southern Division National Association for Music Educators
Kendra King, Senior Director of Curriculum, Instruction, and Assessment
Shaneeeka Moore-Lawrence, Senior Director of State and Federal Programs
Robert Taylor, Superintendent
Shana Tucker, Teaching Artist
KoKo Thornton, Theatre Arts Educator

STRATEGIC PLANNING

Methodology



Team Composition

30 Essential Partners: Inclusive of district and community representatives.

Workshop Goals

Vision & Strategy: Two-day session to set directions and outcomes.

Survey Insights

333 Responses: Qualitative feedback from principals and arts teachers.

Data Analysis

State & District Data: Quantitative insights shaping strategies.

Limitations:

- Data Timeliness: Only includes state data up to 2022.
- Survey Scope: Results not comprehensive.



Process

- Highly participatory.
- Every voice is heard and honored.
- Fosters mutual respect.
- Enables the creative flow of ideas.
- Plans are built by consensus of essential partners.

References

- *ElevateArtsEd*: elevateartsed.org
- *Strategic Arts Education Planning*: createca.org
- *Institute of Cultural Affairs*: "Group Facilitation Methods" - ica-usa.org



Status Update

Arts Educators and Student Involvement

K-12 Arts Educators



283

Music



135 Elementary
80 Middle
68 High

235

Visual Arts

124 Elementary
43 Middle
68 High



66



Dance

12 Elementary
30 Middle
24 High

83

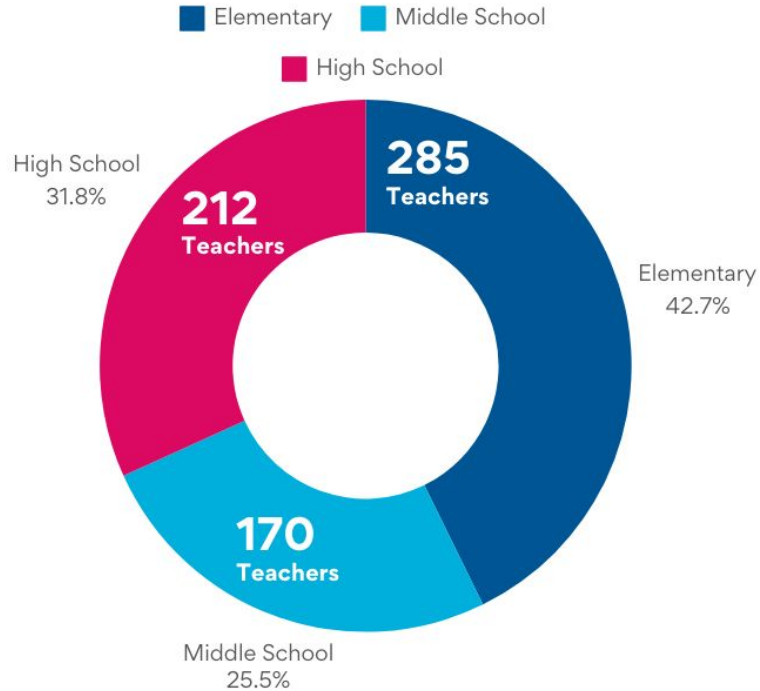
Theatre Arts

14 Elementary
26 Middle
43 High



Visual and Performing Arts (VAPA) Educators

There are **667 Visual and Performing Arts (VAPA)** educators in WCPSS, spread across these four content areas.



Singleton Teachers

Their professional development relies on district-level initiatives. This year, WCPSS offered 14 Professional Learning Communities that convene monthly to enhance instructional strategies.

600 Singleton Teachers



Secondary Performing Arts

Secondary Performing Arts, including Dance, Music, and Theatre, account for 130 of these educators, which also encompass **coaches or teachers offering after-school programs.**

130 Teachers



K-12 Arts Educators

Courses



Dance

- **K-5** Dance
- **6-8** Dance
- **9-12** Beginning - Advanced Dance, IB Dance

Enrollment: 52 Schools

8% of Students



Music

- **K-5** General Music
- **6-8** Chorus, Band, Orchestra
- **9-12** Beginning – Advanced: Chorus, Band, Orchestra. AP Theory, IB Music, Guitar, Guitar Piano

Enrollment: 181 Schools

56% of Students



Theatre Arts

- **K-5** Creative Drama
- **6-12** Theatre Arts, Creative Drama
- **9-12** Beginning – Advanced: Theatre Arts, Technical Theatre, IB Theatre, IB Film

Enrollment: 60 Schools

9% of Students



Visual Arts

- **K-5** Visual Arts
- **6-8** Visual Arts
- **9-12** Beginning – Intermediate Visual Arts, AP Art History, 2-D Art, Media Arts, Film, IB Art

Enrollment: 188 Schools

55% of Students

Enrollment Trends in Arts Education

Participation from Elementary to High School

K-5

UNIVERSAL PARTICIPATION

Arts are integrated into the regular school curriculum.

6-8

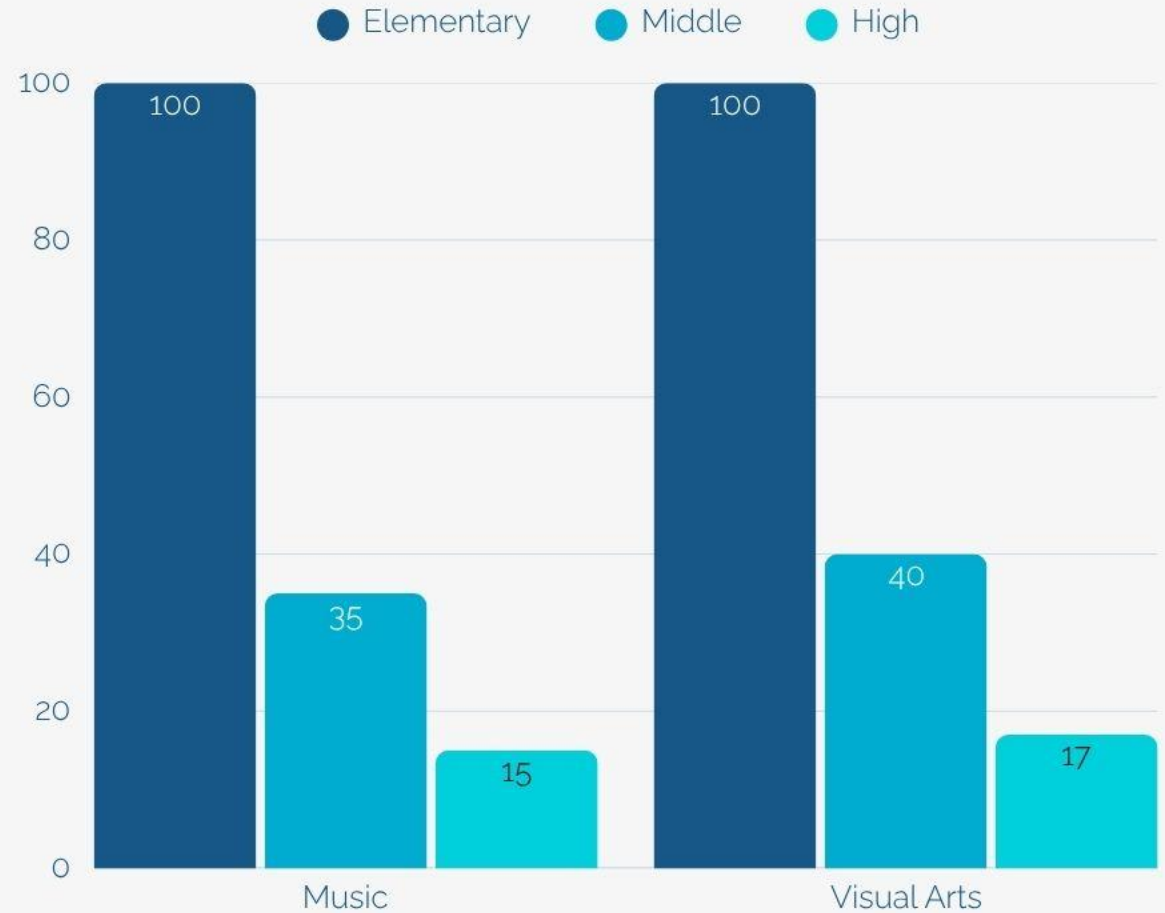
DECREASED ENROLLMENT

Participation drops as students choose among more elective options.

9-12

SIGNIFICANT DECLINE

Limited availability of advanced arts courses and competing academic priorities.



Arts Education Funding Overview



Use of Funds	Amount	Source
Staffing salaries*	39,037,274	State, County, Federal Title 1, Magnet
Instructional materials	423,485	Local (District, VAPA Dept)
Arts partnerships**	375,000	Federal (Title 1), District
Facilities Maintenance/Improvement	250,000	Local (District Capital Improvements, School budgets)
Musical Instruments & Equipment**	75,000	Local (VAPA Department)
Professional Learning	22,000	Local (VAPA Department)
Districtwide Events	20,000	Local (VAPA Department)
Curriculum Development	5,000	Local (VAPA Department)

* Average arts teacher salary: \$66,996

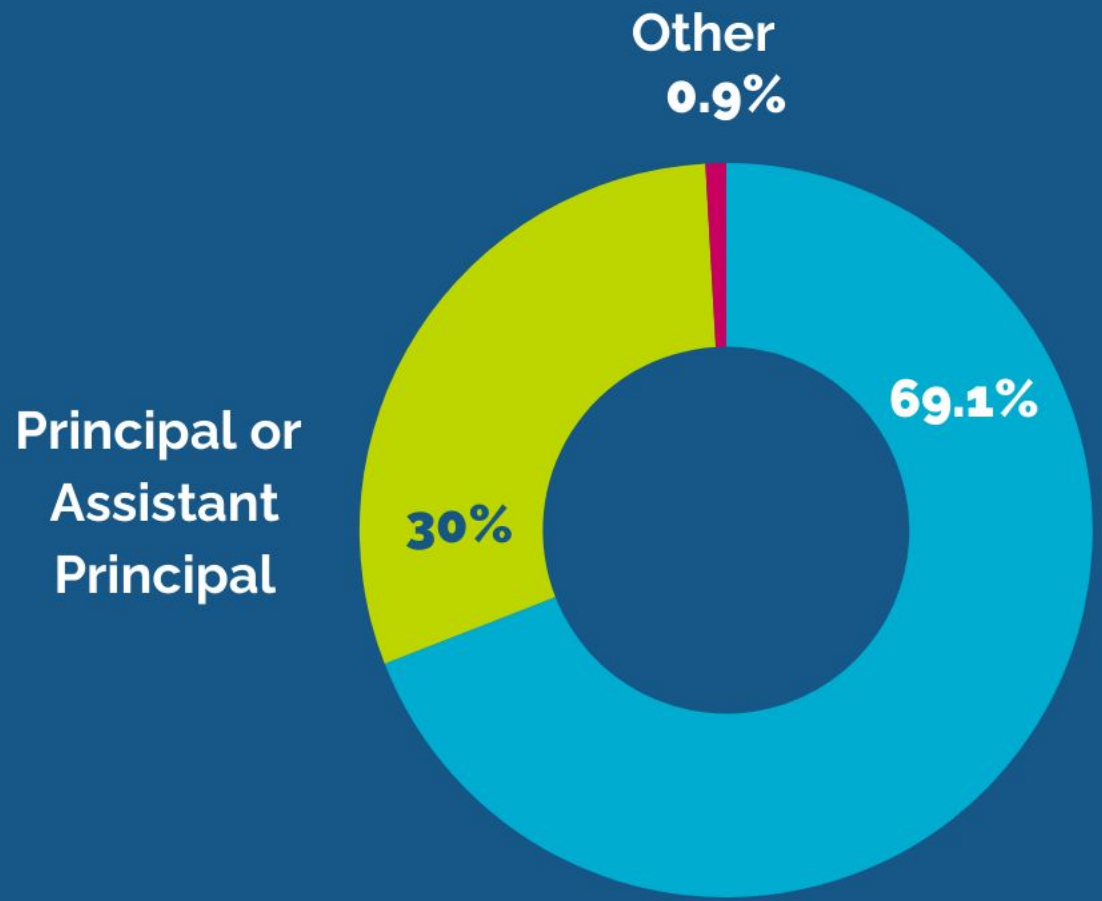
** Not comprehensive; does not include school funding allocations or investments from community partners.



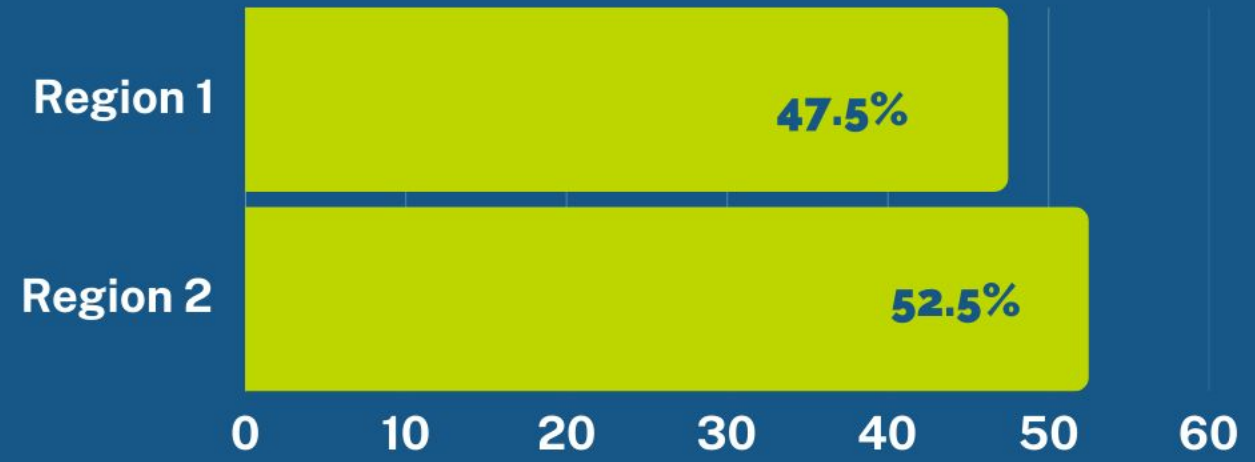
Insights from Data and Feedback

Understanding Needs and Barriers

ARTS EDUCATION SURVEY



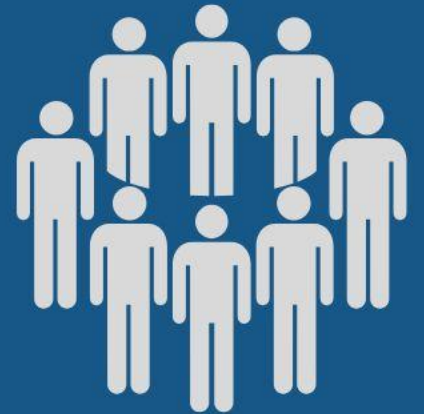
Visual and
Performing Arts
Teacher



Vision for the Future

What do we want to be known for regarding the Visual and Performing Arts in WCPSS?

- **EQUITABLE ACCESS TO AND PARTICIPATION IN THE ARTS FOR ALL STUDENTS**
- **DISTRICT COMMITMENT TO QUALITY TEACHING AND LEARNING IN THE ARTS**
- **DISTRICT COMMITMENT TO MEARNING SUPPORT FOR ALL CAPITAL RESOURCES: HUMAN, FACILITIES, FINANCIAL**
- **CLASSROOM AND PERFORMANCE FACILITIES**
- **ARTICULATED CURRICULUM AND INSTRUCTIONAL RECOURSES IN DANCE, MUSIC, THEATRE ARTS AND VISUAL ARTS**



Survey Key Insights



These survey insights guide our strategic planning, highlighting strengths to leverage and challenges to address, ensuring robust support for arts education.



Top Strength

Quality of Instruction: Highlighted as the program's greatest strength.



Areas of High Need

- **Professional growth** is a critical need.
- **Instructional and performing facilities** present significant opportunities for improvement.



Major Barriers

- **Number of Qualified Teachers.**
- **Board and Admin Support.**
- **Equipment & Instruments.**
- **Facilities.**



Financial Contributions

- **Nearly 70% of respondents** have raised funds for the arts, with amounts ranging from under \$1,000 to over \$50,000 per school.



Engagement Scores

- Respondents rated their school's engagement scores **high in providing ongoing, structured activities and low in college/career guidance**



Strategic Directions and Goals

Charting the Future of Arts Education

Practical Vision

In 3-5 years, WCPSS will achieve . . .

- ✓ Equitable Access to Ample Resources
- ✓ Vibrant Community/Industry Partnerships
- ✓ Dynamic Arts Rich Classrooms
- ✓ Increase in Artistically Engaged Students
- ✓ Focused Celebratory Advocacy
- ✓ Accessible, Comprehensive, Creative Programming
- ✓ Well-Supported Exemplary Educators



Strategic Direction #1

Investing in Human & Physical Resources



Goals and Objectives

1. Expand Student Participation in the Arts

- Investment in professional growth.
- Expand the number of arts pathways.
- Expand district arts leadership.

2. Provide State-of-the-Art Facilities, equipment, and supplies for the arts in all schools.

- Invest in instructional and performance facilities.
- Centralize inventory and purchasing of equipment and instruments.
- Establish per pupil allocations for arts classes.

Featured Actions

- Promote District Arts Leadership Team; develop annual professional learning goals and plan; deliver discipline-based PD.
- Establish baseline data on access and participation metrics.
- Implement phased plan to increase arts pathways.
- Expand VAPA staff.
- Centralize purchasing.
- Establish phased-in plan for per pupil allocations.

Strategic Direction #2

Aligning Resources & Leadership for Growth



Goals and Objectives

1. Allocate Equitable Resources for the Arts

- Increase funding for the arts.
- Centralize inventory and purchasing of equipment and instruments.
- Establish per pupil allocations for arts classes.

2. Align Leadership with Vision and Goals for Arts Education

- Provide opportunities for admin to experience the arts.

3. Optimize Scheduling Opportunities for Students

- Remove scheduling barriers.

4. Use Data for Intentional Growth

- Provide annual metrics of access and participation.

Featured Actions

- Assess existing internal & external funding streams.
- Develop a “needs assessment”
- Create districtwide funding plan
- Conduct inventory of instruments and equipment.
- Establish instrument allocation protocols.
- Purchase and distribute instruments.
- Develop training modules in the arts for new administrators.
- Establish scheduling task force.
- Provide PD for guidance staff.
- Promote arts graduation endorsement.
- Set growth objectives for access and participation.

Strategic Direction #3

Educating Essential Partners on the Value of the Arts



Goals and Objectives

1. Cultivate Funding Resources

- Increase funding for the arts with new and increased funding streams.

2. Build Community Support

- Build communications platforms to amplify the arts.
- Strengthen partnerships between the district and the arts community.

Featured Actions

- Assess existing internal & external funding streams.
- Develop a needs assessment.
- Create districtwide funding plan.
- Coordinate with the communications department to develop messaging and marketing plan.
- Develop plan for maximizing community partnerships.

Strategic Direction #4

Maximizing Opportunities in the Arts for Students (outside of coursework)



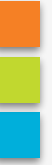
Goals and Objectives

1. Amplify Student Voice

- Create high school > college > career pathways.
- Create peer-to-peer learning opportunities.

Featured Actions

- Publish scholarship opportunities.
- Create internships/externships with arts teachers and industry professionals.
- Enable HS performing arts groups by regions to interact with MS and ES.
- Create student advisory council.
- Promote and amplify arts graduation endorsement.
- Create Student Voices Campaign.



Implementation Timeline



Year 1

Foundation

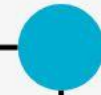
- **Assess and Plan:** Audit arts facilities and inventory, and research best practices for centralized purchasing and funding.
- **Strategic Alignment:** Develop funding strategies and create a communications plan to increase visibility and support for the arts.



Year 3

Implementation

- **Centralize Resources:** Begin centralizing the inventory and purchasing of arts equipment, ensuring equitable distribution.
- **Secure and Apply Funding:** Implement funding plan and implement the first phase of per-pupil resource allocation.



Year 5

Scale and Evaluate

- **Distribute and Improve:** Expand equipment distribution and begin capital improvements to arts facilities.
- **Measure and Refine:** Evaluate the effectiveness of funding, communication strategies, and student engagement programs, and refine for sustainability.



Questions?

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