

Appendix

Credits	100
Featured Schools and Teachers	101

Credits

Production Team

Lavine Production Group

Television Production and Project Management

Lavine Production Group (LPG), based in New York, New York, specializes in documentary films and television programs about education and the arts. LPG has created several series for Annenberg/CPB and has also produced programs for PBS, the Arts & Entertainment Network, and Reader's Digest.

Kaye Lavine, project director and series producer

Miriam Lewin, producer

Susan Perlman, associate producer

Gary Bradley, supervising editor

Laura Young, editor

Paul Gardener, additional editing

Theresa Liberatore, segment producer

Claudia Mogel, segment producer

Carol Stein, post-production supervisor

David Hogoboom, director of photography

Jim Furrer, camera

KSA-Plus Communications

Print Materials and Web Development

KSA-Plus Communications, based in Arlington, Virginia, helps educators, public interest organizations, and businesses communicate more effectively with their many publics. The company provides a range of services including strategic communications planning, communications training, and Web and print materials development.

Adam Kernan-Schloss, project team leader

Bonnie Jacob, project manager

Geoff Camphire, production manager, Web and print

Susan Gillespie, production manager, Web and print

Steven Kramer, production editor, Web and print

Sarah Hope Zogby, production editor, Web and print

Mina Habibi, Web and graphic design

Maria Nicklin, series logo, Web and graphic design

Michael Smith, financial officer

Featured Schools and Teachers

Barney Ford Elementary School

Location: Denver, Colorado

Web site: www.denver.k12.co.us/schools/Elementary/Ford/Ford_Home.html

Principal: Wanda Lenox

Featured teacher: George E. Jackson, III, drama teacher

Grades: PreK–5

Number of students: 628

Number of faculty: 40

Demographic information: Eighty-eight percent of students qualify for free or reduced-price lunch. Almost 35 percent of students are English-language learners. The student population is 55.4 percent Hispanic, 36 percent African American, 4.3 percent Caucasian, 2.9 percent Asian, and 1.4 percent Native American.

Barney Ford Elementary is named after a former slave who, in addition to becoming educated, became active politically and financially in the 19th-century Colorado territory. This tradition of achievement is central to the vision and success of the school.

Barney Ford Elementary is focused on improving students' reading, writing, and math skills by using research-based and teacher-tested strategies such as Reading Recovery, Success in Early Reading, and Six-Trait Writing. Teachers are trained in the Step Up To Write program, which has helped many schools improve student writing by concentrating on organization and word choice. Students have opportunities to participate in a wide range of activities, such as an annual Shakespeare Festival and weekly activities in drama, choir, art, computer skills, and physical education.

Information provided by Barney Ford Elementary School. Current as of February 2002.

Browns Mill Elementary School

Location: Lithonia, Georgia

Web site: www.dekalb.k12.ga.us/~brownsmill

Principal: Yvonne Sanders-Butler

Featured teacher: Hazel Lucas, fifth-grade social studies teacher

Grades: K–6

Number of students: 937

Number of faculty: 81

Demographic information: Almost 44 percent of students qualify for free or reduced-price lunch. The student population is 95.6 percent African American, 1.3 percent Caucasian, and 3.1 percent other.

Browns Mill Elementary School opened in suburban south DeKalb County, Georgia, in the fall of 1990. Most students are neighborhood children in kindergarten through grade five. Nearly a quarter of the school's students come from schools throughout DeKalb County, enrolled in a magnet program for high-achieving students in grades four, five, and six.

Browns Mill provides a curricular and instructional program that promotes incremental success in achievement for each student and enables all students to master basic knowledge and skills. The school also offers a wide range of opportunities for students to enrich and extend the curriculum through appreciation of the fine arts, creative problem solving, independent inquiry and research, organization and communication skills, and knowledge of human behavior and other cultures.

Featured Schools and Teachers, cont'd.

Browns Mill emphasizes the arts and other subjects. As a National Education Partner School in the Transforming Education Through the Arts Challenge, the school models comprehensive arts education and school reform by raising academic achievement in all subject areas through discipline-based music, dance, theatre, and visual art education. This approach incorporates art history, criticism, aesthetics, and production of the arts.

Information provided by Browns Mill Elementary School. Current as of February 2002.

Harmony Leland Elementary School

Location: Mableton, Georgia

Web site: www.cobb.k12.ga.us/~harmonyleland

Principal: Sandra McGary-Ervin

Featured teachers: Barrett Jackson, string specialist; Crystal Peters, music specialist; Jermal Riggins, second-grade teacher; Mary Perkerson, visual art specialist; Denise Walker, first-grade teacher; Gillian Conner, fourth-grade teacher

Grades: PreK–5

Number of students: 485

Number of faculty: 54

Demographic information: Fifty-seven percent of students qualify for free or reduced-price lunch. The student transiency rate is 17 percent. The student population is 60 percent African American, 26 percent Caucasian, 10 percent Hispanic, and 4 percent other.

Beginning in 1998, Harmony Leland engaged in intensive self-study and researched best practices. As a result of this exploration, the elementary school focused on implementing school-improvement goals to turn around declining student achievement. A major transformation at Harmony Leland led to significant initiatives addressing academics, character education, and parent and community involvement. The fine arts, in particular, are used to reach students at Harmony Leland. The school became a Leonard Bernstein Center for Artful Learning and began a violin program that allows every child in the school to receive instruction on this instrument.

Harmony Leland's mission is to provide all students with rigorous and relevant academic and fine arts educational experiences, which promote excellence and a lifelong love of learning. The school actively fosters appreciation and acceptance of diversity.

Harmony Leland's school population has varied ethnicity and socioeconomic diversity. The school seeks ways to bridge school and community, based on the belief that facilitation among school, parents, and community is key to school success. Partnerships and collaborations among students, parents, community members, businesses, and teachers help further the school's goals.

Harmony Leland provides a variety of opportunities during and after school for students to develop knowledge, skills, and experiences. Examples include Drop Everything and Read; Breakthrough to Literacy; and honors programs such as honors chorus, honors art, and honors violin.

Information provided by Harmony Leland Elementary School. Current as of February 2002.

Featured Schools and Teachers, cont'd.

Helen Street School

Location: Hamden, Connecticut

Web site: www.hamden.k12.ct.us/helenstreet

Principal: Richard Balisciano

Featured teacher: Pamela Mancini, visual art teacher

Grades: K–6

Number of students: 400

Each morning, all the students at the Helen Street School walk to school, where the old-fashioned school bell greets them on their way in. The tight-knit community strives to provide a safe environment that meets the social, emotional, physical, aesthetic, and academic needs of its students. The curriculum emphasizes various learning styles and the importance of the individual.

The school stresses cooperation in both classes and community. With funding from the state's department of education, the school runs an internship program with nearby Quinnipiac University. Graduate students work as both student teachers and interns throughout the course of two years. In 2002, about 30 Quinnipiac students joined the elementary school, working with the children in small groups and offering after-school tutoring.

Information provided by Helen Street School. Current as of July 2002.

Idalia School

Location: Idalia, Colorado

Web site: www.cde.state.co.us/utility/k12schls.htm

Principal: Tim Gribben

Featured teachers and artists: Michael Stanwood, visiting musician; Linda Shivley, parent and substitute teacher; Katherine Babb, residency program co-founder; Cyndie Weyerman, special education teacher; Mary Allen, kindergarten teacher; Birgitta De Pree, visiting theatre artist; Trudi Weiser, fourth-grade teacher; Jim Rittenhouse, social studies teacher; Sandi Waitman, third-grade teacher

Grades: PreK–12

Number of students: 50

Number of faculty: 6

Demographic information: Idalia School's 50 preK–5 students account for one-third of its total preK–12 student population of 151, all of whom study in one building. Of Idalia's student population, 44 percent qualify for free or reduced-price lunch, and 10 percent are English-language learners. Eighty-eight percent of students are Caucasian; 12 percent are non-Caucasian.

At Idalia School, students are encouraged to learn about and take pride in their tight-knit, rural community—often as a way of learning about history, geography, the arts, and other subjects.

Located on the eastern plains of Colorado 30 miles west of the Kansas border, Idalia School draws students from Idalia (population 91) and the nearby towns of Burlington, Joes, and Wray.

Teachers at Idalia School have collaborated with working artists to integrate the arts into the curriculum since 1997. Theatre, photography, poetry, prose, music, and visual art have found prominent places in the curriculum. Students recently produced a display called "Picture Old Idalia." The exhibit began as a collection of old photographs and evolved into a permanent display that draws community members into the school to share their knowledge of the people and places depicted in more than 1,000 photos. The effort was supported by the Annenberg Rural Trust, which funds exemplary rural public school programs that reflect their communities' unique history, culture, economy, or environment.

Featured Schools and Teachers, cont'd.

In the 1999–2000 school year, Idalia School was one of five schools in the state to receive the Colorado Alliance for Art Education's Creative Ticket School of Excellence Award.

Information provided by Idalia School. Current as of February 2002.

Lusher Alternative Elementary School

Location: New Orleans, Louisiana

Web site: www.gnofn.org/~lusher

Principal: Kathleen Hurstell Riedlinger

Assistant principal: Sheila Nelson

Featured teachers and collaborators: Kathy DeJean, dance teacher; Marti Dumas, fifth-grade teacher; Carolyn Cunningham, fifth-grade teacher; Amanda Newberry, theatre teacher; Warren Irwin, visiting artist; Megan Neelis, second-grade teacher; Eve Gitlin, third-grade teacher; Paul Reynaud, first-grade teacher; Geralyn Broussard, first-grade teacher; Nancy Lilly, fourth-grade teacher; Ann Rowson Love, curator of education, Ogden Museum of Southern Art; Louise Trimble Kepper, artist and student of Will Henry Stevens; Kathy Guidry, kindergarten teacher; Carolyn DuBois, fourth-grade teacher; Tricia Ruf, student teacher; Adele Brown, fourth-grade teacher

Grades: K–5

Number of students: About 500

Number of faculty: About 49

Demographic information: Thirty percent of students qualify for free or reduced-price lunch. Two percent of students are English-language learners. The student population is 49 percent Caucasian, 41 percent African American, 6 percent Hispanic, 3 percent Asian, and 1 percent Native American.

Lusher Alternative Elementary, a K–5 public school in the Orleans Parish School District, provides a student-centered curriculum in an atmosphere where each child is encouraged to develop academically, physically, socially, and emotionally.

Strong emphasis is put on a core curriculum with opportunity for development of individual needs and talents using varied teaching styles and strategies. Aided by the Annenberg-Getty Arts Partnership as an Art School Partner, Lusher upholds its school motto: "Celebrating Cultural Diversity Through High Academics and the Arts."

Lusher's Talented in the Arts program meets the needs of students who have exceptional ability in music, visual art, or drama. Students are referred by teachers and screened through an evaluation process by the school's special education department. Students who leave their regular classes to take part in this program also are expected to keep up their regular class work.

Respect for the rights of others and oneself are of utmost importance at Lusher. Teachers use a positive approach to discipline through the Project Pride program. Project Pride's four basic rules are: be kind, be responsible, do your best work, and respect people and property. At Lusher the strong bonds of commitment and cooperation among students, teachers, administrators, and the community help provide a strong education for each child.

Information provided by Lusher Alternative Elementary School. Current as of February 2002.

Featured Schools and Teachers, cont'd.

Maria Mitchell Elementary School

Location: Denver, Colorado

Web site: www.denver.k12.co.us/schools/e/Elementary/255.shtml

Principal: Reginald Robinson

Featured teacher: Penny Suazo, fourth- and fifth-grade teacher

Grades: PreK–5

Number of students: 544

Number of faculty: 85

Demographic information: More than 93 percent of students qualify for free or reduced-price lunch. Almost 51 percent are English-language learners. The student population is 75.2 percent Hispanic, 23.3 percent African American, 0.7 percent Native American, 0.6 percent Caucasian, and 0.2 percent Asian.

In the center of the Cole section of Denver, Colorado, Maria Mitchell Elementary opened its doors as a newly configured neighborhood school in the fall of 1996. The school is named after the 19th-century scientist, educator, and advocate who became the first recognized female astronomer in the United States.

Mitchell teachers work collaboratively through Critical Friends Groups, which provide a supportive environment for educators to share challenges, expertise, and constructive criticism. The school's instructional program includes native-language, mainstream, and traditional options for children. Students also receive daily instruction in enrichment classes, which include music, science, wellness, and technology and library skills.

Mitchell is innovative in promoting school success. To assist children with transitioning into their teen years, Mitchell offers gender-separate classrooms for fourth- and fifth-grade students. Also, to give children a "head start," the school year begins in late July, and all kindergarten classes offer a full 6.5-hour day of developmentally appropriate activities.

Information provided by Maria Mitchell Elementary School. Current as of February 2002.

P.S. 156, The Waverly School of the Arts

Location: Brooklyn, New York

Web site: www.nycenet.edu/csd23/schlpgs/156/index156.htm

Principal: Martha Rodriguez-Torres

Assistant principal: Oswaldo Malave

Featured teachers and artists: Janine Eckles, second-grade teacher; Leonore Gordon, visiting writer, Teachers & Writers Collaborative; Scott Pivnik, dance and movement teacher; Caren Plummer, visiting dance artist, Lotus Music & Dance; Kojo Plummer, visiting musician, Lotus Music & Dance; Goldie Rich, African strand team leader; Allison Sicuranza, first-grade teacher; Diane Thomas, first-grade teacher; Laura Parkhurst, first-grade teacher; Suzanne Ramos, first-grade teacher

Grades: K–6

Number of students: 752

Number of faculty: 70

Demographic information: Ninety-four percent of students qualify for free or reduced-price lunch. Student population is 80 percent African American, 19 percent Hispanic, and 1 percent other.

Featured Schools and Teachers, cont'd.

P.S. 156, also known as The Waverly School of the Arts, is located in a low-income Brooklyn, New York, neighborhood called Brownsville. It serves a student population of mostly African Americans and Latinos. The school's mission is to establish and maintain an environment that is stimulating, challenging, and nurturing. Parents and school personnel collaborate to foster a sense of well-being and growth among all children.

With a strong emphasis on individual, child-centered learning and ongoing student assessment, the commitment of the school's faculty and staff to personal and academic growth has paid off with academic improvements, notably in reading achievement. Additionally, with funds from the Center for Arts Education in New York City, P.S. 156 enhances its curriculum with instrumental music, dance, and movement.

Close collaboration with local art partners who have specific expertise in multiculturalism and the language arts exposes students to a variety of arts organizations and activities. For example, Lotus Music & Dance provides traditional dancers, musicians, and visual artists from around the world to collaborate and team-teach with faculty. The Teachers & Writers Collaborative provides writers to work with classroom teachers in the use of creative writing across the curriculum. The local teachers' union has established a Teacher Center to provide ongoing staff development to school staff in curriculum integration. These efforts encourage students to strive for excellence academically, socially, and emotionally.

Information provided by P.S. 156, The Waverly School of the Arts. Current as of February 2002.

Ridgeway Elementary School

Location: White Plains, New York

Principal: Sandi Cangialosi

Featured teachers: Monica Bermiss, third-grade teacher; MaryFrances Perkins, visual art teacher

Grades: K–5

Number of students: 600

Demographic information: Student population is 33 percent African American, 33 percent Caucasian, and 33 percent Hispanic.

Ridgeway School is located in White Plains, New York, about 30 miles northwest of New York City. Ridgeway is a Child Development Project school that emphasizes children's intellectual, moral, and ethical development. The school's theme of "global understanding" addresses issues relating to diversity and the environment.

Educators support students' roles as producers of their own knowledge in this caring community of learners. The school uses a "thinking curriculum" in which knowledge and thinking are intertwined. Teachers use the Balanced Literacy approach to teach reading and writing and offer students hands-on experiences in mathematics and science. Classroom activities are designed to foster creativity, a sense of community, mutual respect among children, and an understanding of the world in which they live. Hallways and classrooms are organized and decorated to celebrate students' work in the arts and academic subjects.

Information provided by Ridgeway School. Current as of May 2002.

Featured Schools and Teachers, cont'd.

Smith Renaissance School of the Arts

Location: Denver, Colorado

Web site: <http://smith.dpsk12.org>

Principal: Joyce Simmons

Assistant principal: Rory Pullens

Featured teachers: Sylvia Bookhardt, music teacher; Kelly Harbolt, drama teacher; Suzanne Hewitt, visual art teacher

Grades: K–5

Number of students: 530

Number of faculty: 37

Demographic information: Ninety percent of students qualify for free or reduced-price lunch. Annual mobility rate is 118 percent. The student population is 70 percent African American, 25 percent Hispanic, 3 percent Caucasian, and 2 percent other.

Smith Renaissance School of the Arts is a magnet school focusing on the arts. The arts education program design was implemented at the start of the 1997–98 school year. Smith employs arts staff members who work with classroom teachers in a team approach. Lessons are consistent with state mandates and are tied to national standards.

Smith's mission is to develop each student's abilities, nurturing both high academic achievement and personal development, through exposure to the arts. The school's goals are to improve academic performance, increase parent–community involvement, and infuse the arts into all aspects of the curriculum to improve achievement. The curriculum is designed around the performing and visual arts.

Students explore programs in each of the arts through third grade. Fourth- and fifth-grade students can develop their areas of choice while continuing their education in other areas.

Because Smith is a magnet school, students who have been accepted come from within and outside the normal school boundaries. Any student from within the school's boundaries may enroll, and outside students are accepted on a "first come, first served" basis. Many students from outside the neighborhood attend this "school of choice" as a way of accessing its unique offerings.

Smith is accredited by the National Association for the Education of Young Children. The school has partnerships with many organizations that provide support, such as the Denver School of the Arts, the Colorado Children's Chorale, Ready to Succeed, the Shaka Foundation, and the Colorado Youth Symphony.

Information provided by Smith Renaissance School of the Arts. Current as of February 2002.

