

GORMAN JOINT SCHOOL DISTRICT

GORMAN ELEMENTARY SCHOOL



Strategic Plan for Arts Education

2017-2021

Table of Contents

About the Arts Education Collective	2
Gorman Joint School District Context	3-4
Gorman Planning Elements	5
Gorman Updated Year One Action Plan	6-8
Gorman Updated Years Two-Five Action Plan	9-12
Additional Actions in Initial Plan Update	13
Gorman Original Year One Action Plan	14-16
Gorman Original Years Two-Five Action Plan	17-19
Appendix i Gorman Complete Vision Statement	20
Appendix ii Gorman Strengths & Challenges Document	21
Appendix iii Gorman Complete Strategic Directions	22
Appendix iv Members of the Community Arts Team, 2017-2018	23

Los Angeles County Arts Commission – Arts Education Collective

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Gorman Joint School District.

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County’s 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. **LACountyArtsEdCollective.org**

Gorman Joint School District Context

The Gorman Joint School District is committed to providing every child at Gorman Elementary School with the high-quality education they need and deserve. Classroom learning must challenge our children to exercise critical thinking skills and express their creativity. The District is dedicated to expanding and integrating the arts into our students' everyday core curriculum.

During the spring of 2016, Gorman enjoyed a unique window of opportunity to take advantage of Arts for All education offers. This new arts initiative to the district offered the opportunity to enhance what is taught at Gorman, and gives the time needed to provide students with a higher quality education than ever before, including a robust arts education.

The work that made the Gorman Arts Education Plan possible represents the collective will of the Arts for All organization. Teachers, students, parents, administration, community members, local foundations and corporations worked together over the year with six sessions. The district recognized that the arts needed to be incorporated as a formal educational opportunity at Gorman Elementary School; therefore, spent the 2016-17 school year working with Arts for All on ways to facilitate understandings of best practices and to ensure that arts programming and funding was distributed to the arts program.

The Gorman Strategic Plan for Arts Education will be implemented over the course of five school years, with the goals for each year outlined in it. Implementation will be initiated at the District level with assistance. Because funding is critical to successful implementation of many of the plans recommendations, the creation of an overall funding strategy will begin immediately and funding will be a focus of the district throughout implementation with the use of LCAP funds. Additional outside grants or funding will help enhance the implementation of the plan.

Gorman's short-term strategy is the need to improve existing art programs. Teachers have the basic supplies needed to implement some art lessons. There is a need to increase supplies to include clay, and ceramics supplies. The teachers would like to expand their curriculum by implementing unit base curriculum in three areas for the first year; theatre, ceramics, and graphic media. Art specialists would provide staff development for teachers while teaching weekly classes for the 4-8 grades for ten weeks. Gorman would like to expand this program for the first year to include grades K-3.

Gorman's long-term strategy is to build and sustain a culture that values arts education and is recognized for excellence. The primary goals is to significantly improve student achievement in visual art, theatre, music, dance and drama through curriculum, instruction and assessment.

Ongoing professional development and additional staffing to support and provide arts education is important to the long-term strategy. Teachers express a desire for more arts discipline-focused professional development. Arts providers (specialists) will be utilized in professional development and lesson implementations. All TK-8 students will have access to sequential, standards-based art education that includes authentic discrete and integrated learning experiences. During the next five years Gorman would like to establish visual, performing, and media arts. Scheduling that supports and improves student access to arts instruction before, during, and after school is important to the long-term strategy. Other strategies include well maintained state-of-the-art facilities, materials, and equipment that provide creative spaces and resources for all arts programming, annual funding dedicated to arts programs, and effective communication, collaboration, and outreach with community partners at district, school site, and course levels.

Gorman worked with Arts Ed Collective District Coach, Cybele Kohl-Garcia in 2016-2017 to create the Strategic Arts Plan. In 2017-2018, Gorman worked with Arts Ed Collective District Coach, Sandy Seufert, to update the Strategic Arts Plan and to work on key aspects of implementation of the plan.

Gorman Planning Elements

Together, the Gorman Community Arts Team (CAT) wrote a Vision Statement for developing Arts Education Programs (Appendix i, page 20). The following is a list of the overarching ideals in the Vision Statement which Gorman is striving to achieve.

1. Opportunities for Group Arts Instruction
2. Student Performance & Experiences in the Arts
3. Abundance & Variety of Arts Materials
4. Showcasing Work to Community
5. Opportunities in Electronic & Digital Arts Media
6. Abundant Community Support
7. Exposure to a Variety of Arts & Crafts Activities
8. Expansion of Available Facilities

Once we had agreed on a Vision for developing the Arts, we embarked on a lengthy discussion of the District's Strengths and Challenges (Appendix ii, page 21). The Gorman CAT then developed three Strategic Directions with which to pursue our Vision (Appendix iii, page 22). They are, as follows;

1. Coordinating & Developing Human Resources for Arts Programming
2. Developing Accessible Arts Programming
3. Obtaining Financial & In-Kind Support for the Arts

Once we were able to articulate our vision, our strengths and challenges, and determine which directions to pursue our vision, we created a plan of action, articulated in a Year One Plan, and a separate Two-Five Year Plan. Both plans (see below) together are the blueprint for how we will move towards our Arts Education goals in the next five years.

Gorman Year One Updated Action Plan 2017-2018
Strategic Direction #1: Coordinate and Develop Human Resources for Arts Programming

First Year Goals	Quarter 1 Tasks Aug. 2017-Oct. 2017	Quarter 2 Tasks Nov. 2017-Jan. 2018	Quarter 3 Tasks Feb. 2018-Apr. 2018	Quarter 4 Tasks May 2018-July 2018	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Establish Professional Development Committee	Assess teacher professional development needs, determine goals	Meet with Focus Central to discuss professional development availability	Determine budget and availability for professional development, coordinate with Focus Central	Plan, schedule professional development	LCAP funds, \$5K Mary Pivetti, Cheri Hanshaw, and Patti Rodriguez	Professional development identified, planned and scheduled
Establish Professional Development Research Committee	Research existing program standards & pacing for Visual Arts (other art forms in consecutive years)->		Determine budget and availability for new curriculum	Training identified for implementing arts curriculum	LCAP funds, \$5K Mary Pivetti, Cheri Hanshaw, and Patti Rodriguez	New curriculum chosen and training scheduled
Increase Engagement from Parents and Community				Research communication channels with parents including invitations to bilingual parents Look for qualified and committed community volunteers ->	LCAP funds, \$1K Joe Andrews	Draft of a communication plan in place Key volunteer, Heather Allison, in place to support communication efforts

Gorman Year One Updated Action Plan 2017-2018
Strategic Direction #2: Develop Accessible Arts Programming

First Year Goals	Quarter 1 Tasks Aug. 2017-Oct. 2017	Quarter 2 Tasks Nov. 2017-Jan. 2018	Quarter 3 Tasks Feb. 2018-Apr. 2018	Quarter 4 Tasks May 2018-July 2018	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Establish Committee to find an Arts Specialists	Research arts specialists for weekly classes: every class for 10 weeks, once each trimester	Committee supports: Singing/Song-writing specialist in the first trimester	Committee supports: Ceramics specialist in the second trimester	Committee supports: Percussion in the third trimester	Arts for All Advancement Grant \$3K per trimester Casey Stanford, Teresa LaGautt	Arts rotations occur in each trimester 2017-18 school year (in art forms that Gorman can easily support now)
Increase after-school opportunities in the Arts			Research the possibility of creating and after-school arts club	Prepare to write ASES grant	Funds depend on student attendance Joe Andrews	Successful preparation of the application for the ASES grant
Increase opportunities for students to experience arts performances				Bring Pine Mountain Club performers for performance of The Wizard of Oz at Gorman (6-4-18)	\$400 Mary Pivetti	School-wide assembly of the Wizard of Oz Pre/Post assessments

Gorman Year One Updated Action Plan 2017-2018
Strategic Direction #3: Obtain Financial and In-Kind Support for the Arts

First Year Goals	Quarter 1 Tasks Aug. 2017-Oct. 2017	Quarter 2 Tasks Nov. 2017-Jan. 2018	Quarter 3 Tasks Feb. 2018-Apr. 2018	Quarter 4 Tasks May 2018-July 2018	Budget Implications/ point Person(s)	Measurable Outcomes (Evidence of Success)
Pursue funding from the Arts Ed Collective through the Advancement Grant		Work on grant goals	Apply for the Advancement Grant	Complete final report for 2017-2018 grant	No budget implications Superintendent Joe Andrews; Mary Pivetti	Successful submission of the Advancement Grant

Updated Strategic Direction #1: Coordinate and Develop Human Resources for Arts Programming						
Goals	Year 2 Tasks 2018-2019	Year 3 Tasks 2019-2020	Year 4 Tasks 2020-2021	Year 5 Tasks 2021-2022	Budget/Point Person(s)	Measurable Outcomes
Support Teacher Professional Development	Engage 2 visiting artists (ceramics, drama) Schedule two 4-hour time blocks for artist/teacher collaboration time using release time Hold one 6-hour Story Maker PD Continue training on Google Drive and Lynda.com applications -> Research conferences for teachers that support arts integration such as the Kennedy Center (Summer) ->	Get timely scheduling on calendar -> Work with TEAL Modules -> Hold one 6-hour Story Maker PD			Advancement Grant monies; \$1500 Story Maker/year; Adobe Creative Suite Licenses (unknown) Mary Pivetti	# of teachers attending # of workshops delivered
Select Standards-Based Arts Curriculum	Research curriculum in use and make selections Explore TEAL Modules Explore Creativity at the Core Modules Upload resources in Google Drive	Pilot new curriculum			No Budget Implications Mary Pivetti; select teachers	Google Drive files containing piloted and successful lesson plans at each grade level
Increase Engagement from Parents and Community	Hold Family Art Night -> Hold Community Showcase ->		Perform in the Community such as at the Lilac Festival or Fiesta Days ->		Budget: Outside funding, TBD; stipend for artist Joe Andrews	# of parents attending events # of events held

Updated Strategic Direction #2: Develop Accessible Arts Programming						
Goals	Year 2 Tasks 2018-2019	Year 3 Tasks 2019-2020	Year 4 Tasks 2020-2021	Year 5 Tasks 2021-2022	Budget/Point Person(s)	Measurable Outcomes
Bring High Quality Visiting Artists	Bring 2 visiting artists (ceramics and drama) Create surveys Develop rubrics	Bring 2 visiting artists (Drawing/sketching and dance)	Begin an instrumental band program		Advancement Grant monies; Focus Central monies (artists paid \$60/hour x 4 hours/day x 10 weeks) Mary Pivetti	One culminating performance One showcase at Open House Additional showcases/exhibits in the community
Increase After-School Arts Opportunities	Research participation in Focus Central Summer Camp Establish Art Club ->	Establish Art Camp -> Utilize digital media to showcase student work			Budget: Grant funds from Focus Central; ASES funds Joe Andres	Summer Arts Camp established
Increase Opportunities for Students to Experience Arts Performances	Solicit performance exposure at local schools (Frazier Mountain HS) -> Explore Pine Mountain Club as a summer performance opportunity -> Research Concerts on the Green as a performance option ->				Budget unknown Joe Andrews; Mary Pivetti	Established performance arts opportunities on-site and off-site for students Pre/Post performance assessments

<p>Promote the Arts to the Community</p>	<p>Create an email newsletter -></p> <p>Create a Facebook Page -></p> <p>Create an outdoor display case</p> <p>In the school lobby have posters and/or a slide show from arts events -></p> <p>Update the Communication Strategy</p> <p>Submit articles to local newspapers (editorials and dedicated sections for promotion) -></p>	<p>Invite non-Gorman students to after-school/summer programs</p> <p>Have students create a slideshow of photos that show the process of arts learning -></p> <p>Establish a dedicated photo/editorial contact at Gorman -></p>			<p>LCAP Funds, \$1K</p> <p>Joe Andrews; Heather Allison</p>	<p>Regular posting on Social Media with increasing community engagement</p> <p>Newsletters showcasing the arts sent to parents on a regular basis</p> <p>Regular showcasing of student artwork in display case, digital media, etc.</p>
<p>Schedule the Arts Strategically</p>	<p>Calendar a monthly meeting with Mary Pivetti and Joe Andrews</p> <p>Calendar a monthly meeting with Mary Pivetti and staff</p>				<p>No budget implications</p> <p>Joe Andrews; Mary Pivetti</p>	<p>Regular planning meetings are scheduled</p>

Updated Strategic Direction #3: Obtain Financial and In-Kind Support for the Arts						
Goals	Year 2 Tasks 2018-2019	Year 3 Tasks 2019-2020	Year 4 Tasks 2020-2021	Year 5 Tasks 2021-2022	Budget/Point Person(s)	Measurable Outcomes
Obtain Grant Support for the Arts	<p>Research grants and funding opportunities</p> <p>Research funding for band instruments or solicit donations</p> <p>Apply for the Advancement Grant -></p> <p>Look into ASES funding</p>					
Develop a Network on In-Kind Donors	Obtain a list of established in-kind donors from Focus Central and expand that list	Expand and utilize the list of In-Kind Donors and inquire with parents on how they might assist				
Expand Partnerships	Build a partnership with El Tejon Ranch ->				<p>No budget implications</p> <p>Joe Andrews</p>	Established partnership with El Tejon Ranch with funding for select goals from the Arts Plan

Gorman Joint School District

Below are Strategic Arts Plan suggestions from the staff, taken from the Strategic Directions in the original arts plan, to consider for revision of the plan for Year One. This information was collected on 10-11-17. This information was used to develop the update Year One Action Plan.

Asterisks indicate an action that was not currently represented in the original Year One or Years 2-5 Action Plan

Strategic Direction #1: Coordinating and Developing Human Resources for Arts Programming	Strategic Direction #2: Developing Accessible Arts Programming	Strategic Direction #3: Obtaining Financial and In-Kind Support for the Arts
Parent Communication and Involvement (including bilingual families)*	Bring in a theater group* (for example, a local HS)	Look/apply for grants
Bring in a theater group*	After school art club	Secure LCAP funds for next year
Look for qualified, committed volunteers	Use vans for weekend field trips for art club*	Get local donations
		Buy supplies
		Painting with Punch fundraiser*

Gorman Year One Action Plan (Original)

Strategic Direction 1: Coordinating and Developing Human Resources for Arts Programming

First Year Goal	Quarter 1 Tasks	Quarter 2 Tasks	Quarter 3 Tasks	Quarter 4 Tasks	Budget Implications/ point Person(s)	Measurable Outcomes (Evidence of Success)
Establish Professional Development Committee	Assess teacher professional development needs, determine goals	Meet with Focus Central to discuss professional development availability	Determine budget and availability for professional development, coordinate with Focus Central	Plan, schedule professional development	from LCAP, \$5K Mary Pivetti, Cheri Hanshaw, and Patti Rodriguez	Professional development identified, planned and scheduled
Establish Profession Research Committee	Research existing program standards & pacing for Visual Arts (other art forms in consecutive years)	Research existing program standards & pacing for Visual Arts (other art forms in consecutive years)	Determine budget and availability for new curriculum	Training identified for implementing arts curriculum	from LCAP, \$5K Mary Pivetti, Cheri Hanshaw, and Patti Rodriguez	New curriculum chosen and training scheduled

Gorman Year One Action Plan (Original)
Strategic Direction 2: Developing Accessible Arts Programming

First Year Goal	Quarter 1 Tasks	Quarter 2 Tasks	Quarter 3 Tasks	Quarter 4 Tasks	Budget Implications/ point Person(s)	Measurable Outcomes (Evidence of Success)
Establish Committee to find an Arts Specialists	Research arts specialists for weekly classes: every class for 10 weeks, once each trimester	Committee supports: Theatre specialist in the first trimester	Committee supports: Ceramics specialist in the second trimester	Committee supports: Graphic media in the third trimester	Arts for All Advancement Grant \$3K per trimester Casey Stanford, Teresa LaGautt	Arts rotations occur in each trimester 2017-18 school year (in art forms that Gorman can easily support now)

Gorman Year One Action Plan (Original)
Strategic direction 3: Obtaining Financial & In-Kind Support for the Arts

First Year Goal	Quarter 1 Tasks	Quarter 2 Tasks	Quarter 3 Tasks	Quarter 4 Tasks	Budget Implications/ point Person(s)	Measurable Outcomes (Evidence of Success)
Develop and maintain a relationship with the Supporting Antelope Valley Education (SAVE) Foundation	Meet with SAVE Foundation, apply to participate, determine arts wish list for SAVE Foundation	Identify attendees to invite to SAVE Gala, if any. Attend and support SAVE Foundation Gala Fundraiser (11/3/17)	Spend money given by Foundation on wish list items (may kiln needs, art supplies, etc.)	Develop new wish list for coming next SAVE Foundation Gala event in 2018	No budget impact, Superintendent Joe Andrews	Arts wish lists are fulfilled, relationship is established with SAVE Foundation
Develop a Gala Planning Committee	Coordinate and have a Gala planning/ networking event, raising seed money, (\$1K) for Gala: Paint Night at Ranch House	Begin Gala planning, approach Beale Adobe to host, shooting for May 2018	Continue Gala Planning Investigate STAR Education	Prepare and have Gala in May	Use money raised by Paint Night	Gala will raise money for next year's art rotations

Gorman Years Two-Five Action Plan (Original)

Coordinating & Developing Human Resources for Arts Programming						
Goals	Year 2 Tasks	Year 3 Tasks	Year 4 Tasks	Year 5 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Continue with Professional Development (PD) Committee (find new committee members each year from parents, teachers, community...). Provide training each year in different art form.	<ul style="list-style-type: none"> - Share assessment of training from previous year - 2 days of PD - 1/2 day student art workshops - 3 Days of arts coach in classroom - 1 on 1 teacher arts support - Collaborate with other committees for next year's needs - Collaborate with HELS to share arts providers 	<ul style="list-style-type: none"> - Share assessment of training from previous year - 2 days of PD - 1/2 day student art workshops - 3 Days of arts coach in classroom - 1 on 1 teacher arts support - Collaborate with other committees for next year's needs - Collaborate with HELS to share arts providers 	<ul style="list-style-type: none"> - Share assessment of training from previous year -2 days of PD -1/2 day student art workshops -3 Days of arts coach in classroom -1 on 1 teacher arts support -Collaborate with other committees for next year's needs -Collaborate with HELS to share arts providers 	<ul style="list-style-type: none"> - Share assessment of training from previous year - 2 days of PD - 1/2 day student art workshops - 3 Days of arts coach in classroom - 1 on 1 teacher arts support - Collaborate with other committees for next year's needs - Collaborate with HELS to share arts providers 	from LCAP Each Year: \$15,800 People to be identified per year	Professional development identified, planned and scheduled
Curriculum Research Committee continues (find new committee members each year). Research new art form each year.	Research existing program standards & pacing for Visual Arts NOTE: HELS = Hughes Elizabeth Lake Union School District	Research existing program standards & pacing for other Art forms, depending upon rotations & student interest	Research existing program standards & pacing for other Art forms, depending upon rotations & student interest	Research existing program standards & pacing for other Art forms, depending upon rotations & student interest	from LCAP, \$1K People to be identified per year	New curriculum chosen (rotating each year) and training scheduled

Gorman Years Two-Five Action Plan (Original)

Developing Accessible Programming						
Goals	Year 2 Tasks	Year 3 Tasks	Year 4 Tasks	Year 5 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Committee to find an Arts Specialists continues work, new members are recruited	<ul style="list-style-type: none"> - Research arts specialists for trimester rotations in: Drawing, Animation (stop motion), Music appreciation - Art Appreciation club after school - Assess students at beginning of year to determine next Visual Arts class type - Assess student interest and enthusiasm for an after school band 	<ul style="list-style-type: none"> - Research arts specialists for trimester rotations in: Painting, Media Production, Music appreciation II - Art Appreciation club after school - Assess students at beginning of year to determine next Visual Arts class type - After school band club offered, if there is interest 	<ul style="list-style-type: none"> - Research arts specialists for trimester rotations in: Drama, Video Editing, Band - Art Appreciation club after school - Assess students at beginning of year to determine next Visual Arts class type - After school band club offered, if there is interest - Offer Dance & Theatre together after school, if interest is there (use performance as 	<ul style="list-style-type: none"> - Research arts specialists for trimester rotations in: Dance, Web Design, Photography - Art Appreciation club after school - Assess students at beginning of year to determine next Visual Arts class type - After school band club - After school Media Arts offered 	<p>Each Year: LCAP, Advancement, & Fundraising to support rotations (cost explained above in Coordinating & Developing HR)</p> <p>After School Education & Safety (ASES) Grant for after school (\$9K per year)</p> <p>SAVE Foundation for musical instruments</p> <p>People to be identified per year</p>	<p>Arts rotations occur in each trimester, in connection with professional development offered and curriculum developed</p> <p>After school programs offered in various art forms in support of in school arts activities and in conjunction with student interest</p>

Gorman Years Two-Five Action Plan (Original)

Obtaining Financial & In-Kind Support for the Arts						
Goals	Year 2 Tasks	Year 3 Tasks	Year 4 Tasks	Year 5 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Develop and maintain a relationships with partners	<ul style="list-style-type: none"> - SAVE Foundation, - HELS - Mountain Communities Chamber of Commerce - Identify more 	<ul style="list-style-type: none"> - SAVE Foundation, - HELS - Mountain Communities Chamber of Commerce - Identify more 	<ul style="list-style-type: none"> - SAVE Foundation, - HELS -Mountain Communities Chamber of Commerce - Identify more 	<ul style="list-style-type: none"> - SAVE Foundation, - HELS - Mountain Communities Chamber of Commerce - Identify more 	No budget impact, Sup. Joe Andrews, Gregg Johnson	Ongoing relationships with SAVE Foundation and new entities established to support District arts activities (1/year)
Develop a Fundraising Committee, from Gala Committee	<ul style="list-style-type: none"> - Coordinate Gala - Paint Night fundraiser (2 times per year) - Postcard Art auction 	<ul style="list-style-type: none"> - Coordinate Gala - Paint Night fundraiser (2 times per year) - Postcard Art auction 	<ul style="list-style-type: none"> -Coordinate Gala - Paint Night fundraiser (2 times per year) - Postcard Art auction - Student performance fundraiser 	<ul style="list-style-type: none"> - Coordinate Gala - Paint Night fundraiser (2 times per year) - Postcard Art auction - Student performance fundraiser 	No budget implications Michi Knight, Denise Saenz, Joe Andrews Lisa Davis supports Paint Night	Gala will raise \$3,500 in Year 2, \$5,000 in Year 3, moving a bit bigger each year
Parent Teacher Student Organization supports Fundraising Committee	<ul style="list-style-type: none"> - Art supply drive -Write ASES grant, documentation, etc. - Support Advancement Grant writing, documentation - Support Gala -Manage Amazon Wish lists for teachers 	<ul style="list-style-type: none"> - Art supply drive - Write ASES grant, documentation, etc. - Support Advancement Grant writing, documentation - Support Gala - Manage Amazon Wish lists for teachers 	<ul style="list-style-type: none"> - Art supply drive -Write ASES grant, documentation, etc. - Support Advancement Grant writing, documentation - Support Gala -Manage Amazon Wish lists for teachers 	<ul style="list-style-type: none"> - Art supply drive -Write ASES grant, documentation, etc. - Support Advancement Grant writing, documentation - Support Gala - Manage Amazon Wish lists for teachers 	Art Supply drives: Denise Saenz ASES Grant: Michi Knight PTSO support: Casey Stanford	PTSO will be fully engaged by conducting the yearly art supply drives, grant support and other funding endeavors

Appendix i: Gorman Vision Statement

Opportunities for Group Arts Instruction	Student Performance & Experiences in the Arts	Abundance & Variety of Arts Materials	Showcasing Work to Community	Opportunities in Electronic & Digital Arts Media	Abundant Community Support	Exposure to a Variety of Arts & Crafts Activities	Expansion of Available Facilities	Expansive Funding Resources
Have a school band with instructor that can perform for the community	Confidence building activities: feeling safe to perform (dance, theatre, stand-up, poetry)	Music instruction with instruments for each student	Find another venue outside of school for showcasing talent (performing arts)	Weekend photography excursions (beach, city, etc.)	Solicit donations from the community for specific instruments, volunteer, experienced musicians, etc.	Full ceramic arts program for all grades with working kiln and trained teachers	Music/Dance room	ASES grant supporting after school programs
Have an after school choir	Talent show	A variety of musical instruments available to all students	Show case Gorman student art in the community (visual arts)	Photography access to cameras & displaying work	After school support from community members for arts instruction	Quilting with local quilt group to teach students	Companies supporting the building of new infrastructure	Regular fundraisers selling art/ tickets, etc.
More plays than just during the holidays	Monthly “open mic” notes: cafe/lounge setting, poetry slams, stand-up comedy, karaoke	A variety of mediums/ supplies readily available	Displayed work (projects, pics of activities, etc.) throughout school	Video, computers, technology for arts available	Companies sponsoring arts events	Woodworking, after school model building club, home economic arts	Art Truck (food truck style), shared with each local district	Mountain Community Education Foundation supporting all local districts
After school Drama club	Having students enjoy learning through arts (arts integration)		Plenty of display cases all over the school		Community-provided professional development	Sculpture; not just painting & drawing		Sell Video/ DVD of student performances as fundraiser
	Performing for others (class to class)					Mural projects in community and school		

Appendix ii: Gorman Strengths & Challenges

Strengths	Challenges
Community supporters, like Ace Hardware	We need to grow our parent support
Grant funding for arts is good right now	The “rural-ness” of our area may provide a funding challenge
Proximity to Cal Arts, College of the Canyons, CSUN, Cal State Northridge, CSU Bakersfield	If/when the District’s transportation is used, we have to find how to pay the driver
Potential for regional coordination	Teachers need training and support
Administration is supportive of arts education planning	Connecting to resources is difficult without knowing where to look or start
Close enough to large arts industries in LA County	Takes time to connect grants to our needs
SGV has good dance non-profits which can be arts providers	For after school arts opportunities, parents can’t always drive students or pay
Gorman has a great theatre facility	Small school with only a few students
Gorman has a great dance room	Weather is sometimes an issue (i.e. snow)
Gorman has a great computer lab	Perception that arts aren’t core subjects
Hard working and arts-friendly staff/teachers/administration	We don’t know what discreet arts lessons are going to look like yet
Local artists are resources for film, dance and acting	We need to do a better job at tying standards together (core to arts) for integration
Many used instruments are available to us from various places (high school drums, donations, etc.)	Providers/resources think we are far away
Students and parents want the arts	
We already have some technology to get us started in media arts	
Small community can coordinate and network more easily	
We have a ceramics kiln	
LACAC support	
Focus (arts non-profit) is a local partner	

Appendix III: Gorman Strategic Directions

Coordinating & Developing Human Resource for Arts Programing	Developing Accessible Arts Programming	Coordinating & Developing Human Resource for Arts Programing
<p>Training for Arts Integration</p> <ul style="list-style-type: none"> - Complete TEAL Module training - Have a curriculum planning meeting for arts integration - Include and update VAPA in our School Board Policies - Teacher training committee to find: webinars, free training, etc. 	<p>After-school Programming</p> <ul style="list-style-type: none"> - Host Art Camp, with Focus Central, during the summer at Gorman - Start and after-school art club - Use vans for weekend field trips for arts club - Invite non-Gorman students to after-school activities - Develop after-school programs, based on survey of students 	<p>Supplying Materials for Arts Programming</p> <ul style="list-style-type: none"> - Buy supplies ASAP (clay, musical instruments etc.- don't wait for training) - Build community resources to identify instrument donations - Buy clay for the kiln we already have
<p>Establishing Effective Communication for Arts Successes</p> <ul style="list-style-type: none"> - Improve communication methods & channels to parents/community - Plan a parent communication party/dinner art night - Utilize school Facebook page to communicate with community, & closed group for parents - Place student work in community for display/sale - Create a bilingual parents group 	<p>In-School Programming</p> <ul style="list-style-type: none"> - Bring in theatre group to perform for school (i.e. high school drama students) - Reserve bulletin board space for arts education info, to create student interest - Investigate what Focus Central can do during school - Allot time for plays/drama during school - Survey students for their specific areas of interest 	<p>Securing Funding for Arts Programming</p> <ul style="list-style-type: none"> - Get donations from local businesses (i.e. Ace, Dollar General) - Include Arts funding in LCAP - Hold a "postcard" size art sale fundraiser auction or direct purchase - Grant committee to find and apply for grants - Painting with punch (instead of wine) fundraiser - Investigate joining Supporting Antelope Valley Education Foundation (SAVE) - Begin annual Gala fundraiser at the Beale Adobe (ask Tejon Ranch how they did it)
<p>Investigate Support for Arts Teaching</p> <ul style="list-style-type: none"> - Contact colleges for potential student or teacher volunteers - Look for qualified, committed volunteers - Create incentive packages for distant arts providers - Create list of local artists, musicians, etc. - Meet with potential instructors to assist us in assessing our needs re: Arts Instruction 	<p>Determine Transportation for Arts Programming</p> <ul style="list-style-type: none"> - Provide after-school transportation for after school arts club and field trips - Provide vans and driver for arts programming needs 	

Appendix iv: Members of the Community Arts Team, 2017-2018

Name	Title/Role	Email
Casey Stanford	Teacher, Grades 6-8	c.stanford@gormanschool.com
Denise Saenz	Administrative Support	d.saenz@gormanschool.com
Joe Andrews	Principal and Superintendent	jandrews@lws.lacoe.edu
Lisa Davis	Teacher, Grades 2-3	l.davis@gormanschool.com
Mary Pivetti	Arts Coordinator and Director of Focus Central	m.pivetti@gormanschool.com
Michi Knight	Teacher, Grades TK-1	m.knight@gormanschool.com
Patricia Rodriguez	Teacher, Grades 4-5	p.rodriguez@gormanschool.com
Theresa Legault	Works with Focus Central	tagtalentmanagement@gmail.com