



Greater Brunswick Charter School
Arts Plan

Updated: May 8, 2014

Pending Board Approval

TABLE OF CONTENTS

ARTS LEADERSHIP TEAM_____	p. 3
INTRODUCTION_____	p. 4
NEEDS ASSESSMENT_____	p. 5
ARTS PLAN	
MISSION, VISION, and GOALS_____	p. 8
YEAR 1_____	p. 9
YEAR 2_____	p. 10
YEAR 3_____	p. 11
YEAR 4_____	p. 12
YEAR 5_____	p. 13
BUDGET_____	p. 14
TASK LIST_____	p. 17

ARTS LEADERSHIP TEAM MEMBERS

2013-14

Donna Medea	Director, GBCS
David Learn	Board Chair, GBCS
Maria Marshall	Artist; Board Member; Parent, GBCS
Kelly Sadowski	Data Specialist; Parent, GBCS
Kyle Garcia	Music Teacher, GBCS
Diana Sanderson	Visual Art Teacher, GBCS
Orion Pabon	Special Education Teacher, GBCS
Molly Smith	Artist; Parent, GBCS
Scott Pellnat	Artist; Parent, GBCS
Deanny Rodriguez	Eighth Grade Student, GBCS
Rick Pressler	Director of School Services, New Jersey Charter Schools Association
Jenifer Simon	Director, NJ Programs, Partnerships & The Artist/Teacher Institute, Arts Horizons

INTRODUCTION

GBCS provides a culture that encourages independence and self-directed learning so that our students develop strong academic and social skills. Through our academic programs, our staff nurtures the intellectual, social, emotional, and physical well-being of our students. GBCS provides a well-rounded education of the highest standards that engages students' individual interests and learning styles. Further, we work to disseminate our best practices to the broader education community.

Our vision is to be a community-oriented public school where students demonstrate independence and self-direction, confidence, strong academic and social skills, a passion for learning, and a responsibility to their education, school, families, and community.

A well-developed and implemented arts education plan will support our mission, vision, and goals by:

- Providing more opportunities for students to gain confidence outside their classroom subjects. Students must feel success in a wide range of skill sets. Students who shine in the arts will bring their self-confidence to other areas of their lives.
- Helping students' emotional and physical well-being by connecting students' minds with their physical bodies. This further supports the work our occupational therapist does in developing aspects of the brain linked to writing and critical thinking.
- Encouraging exploration of individual interests and learning styles. A strong arts program will target different learning styles, expose students to wider interests in deeper ways, and ignite passion for learning.
- Providing opportunities for students to change aspects of the world around them and to see that their work does make an impact on society.
- Promoting the school as a resource for community arts-based programming, exhibitions, and performances for all ages.

NEEDS ASSESSMENT

GBCS is strong on visual and music programs. One full-time teacher is dedicated to each, and there is a growing and changing curriculum that has been implemented for both programs. The art and music programs at times lack sufficient resources (for example: Students often must share one glue gun, and students have to place their sheet music on the ground or chair instead of on a music stand). Besides our limited clusters and electives, our Dance and Theatre programs are non-existent. We have neither a certified/highly qualified dance and theatre teacher, nor a complete curriculum for all grades. There is no dedicated classroom space or isolated budget for either of these programs.

The school program has been changing structurally in the past four years. Due to changes like the recent introduction of our Dual Language Program and our switch from multi-grade to single grade classrooms, we have lost the arts integration piece of our program. Previously we taught cross-curricular projects where students would learn different aspects of a certain topic between their classroom, visual art, music, physical education, and Spanish. By not having this type of cross-curricular program, we are not fully nurturing the students' intellectual, social, emotional, and physical well-being.

Outside of the school day our clusters program provides 6-week sessions in a student-led inquiry into topics of student interest. Classes have included "Ready, Set, Grow", "Theatre Arts", "Knitting", "Comics", and "Hula Hooping," among many others.

GBCS has had some relationships with outside organizations such as the George Street Playhouse, but there is a need to establish and strengthen community connections.

In the past, GBCS has had incredible programming such as "Art Week", but currently GBCS desires a sustainable plan for growing and strengthening the program over a long-term period.

The following table provides an overview of the needs assessment we performed in October of 2013.



Charter School Arts Education Self Assessment

Please complete the Level of Support to the best of your knowledge by selecting the most accurate response. This tool is intended to assist the planning process; a high score does not make it more likely you will receive an ARTerCharters grant.

Category	Item	Level of Support	Support Points
Mission and Leadership			
	School Mission recognizes importance of Arts Education	Partially	2.5
	Education Philosophy addresses role of Arts in Education	Not at All	0.0
	Specific goals and objectives relate to the Arts	Not at All	0.0
	Board has a policy supporting Arts Education	Not at All	0.0
	An Arts Education Supervisor is in place	Not at All	0.0
	An Arts Education Development Plan is in place	Not at All	0.0
	School leadership demonstrates support of Arts Education	Partially	1.5
	Mission and Leadership Support Level	15%	4.0

Arts Curriculum			
	Arts Curriculum is aligned with NJ State Standards	Completely	5.0
	Dance curriculum is complete for all grades	Not at All	0.0
	Dance curriculum is implemented	Not at All	0.0
	Visual Arts curriculum is complete for all grades	Completely	5.0
	Visual Arts curriculum is implemented	Completely	5.0
	Music curriculum is complete for all grades	Completely	5.0
	Music curriculum is implemented	Completely	5.0
	Theater curriculum is complete for all grades	Not at All	0.0
	Theater curriculum is implemented	Not at All	0.0
	Arts are well integrated into other subject areas	Partially	2.0
	Arts Curriculum Support Level	61%	27.0

Availability of Art Classes			
	% of students enrolled in at least one Arts class	80%-99%	28.3
	Average Arts hours per week per student	0.5-1	10.0
	School offers classes in Dance	Not at All	0.0
	School offers classes in Visual Arts	Completely	2.0
	School offers classes in Music	Completely	2.0
	School offers classes in Theater	Not at All	0.0
	Availability of Classes Support Level	40%	42.3

Teachers and Instructors			
	Job Descriptions are approved for Arts Educators	Completely	3.0
	Certified/highly qualified teacher(s) teach Dance	Not at All	0.0
	Certified/highly qualified teacher(s) teach Visual Arts	Completely	3.0
	Certified/highly qualified teacher(s) teach Music	Completely	3.0
	Certified/highly qualified teacher(s) teach Theater	Not at All	0.0
	Admin support available for Arts programming	Not at All	0.0
	Arts are addressed in interviews w/ new teacher/leaders	Not at All	0.0
	General Professional Development includes Arts integration	Not at All	0.0
	Arts-specific PD available to Arts instructors	Partially	1.5
	Teachers and Instructors Support Level	33%	10.5

Assessment			
	Students are regularly assessed in Arts classes	Completely	2.0
	The school has standardized assessment instruments	Partially	1.5
	Quantitative data on student growth is collected	Partially	1.0
	Student achievement data drives instruction	Completely	3.0

	Student achievement data drives planning	Completely	3.0
	Overall assessment results are shared with stakeholders	Completely	3.0
	Arts classes are credited equivalently to Math and LA	Completely	3.0
	Assessment Support Level	87%	16.5

Extra Curricular Arts Activities			
	Dance programs are offered outside of class	Partially	1.0
	Visual Arts are offered outside of class	Partially	1.5
	Music are offered outside of class	Partially	1.0
	Theater programs are offered outside of class	Not at All	0.0
	Arts are integrated with After School Program	Partially	1.5
	% of Students participating in Extra Curr. Arts Programs	40%-59%	30.0
	Extra Curricular Activities Support Level	48%	35.0

Partnerships and Residencies			
	Visual Arts parterships in place	Not at All	0.0
	Music partnerships in place	Not at All	0.0
	Dance partnerships in place	Not at All	0.0
	Theater partnerships in place	Not at All	0.0
	Active artist-residence program present	Not at All	0.0
	Affiliated parent organization supports the Arts	Not at All	0.0
	Significant relationships with cultural institution(s)	Partially	1.0
	Parterships and Residencies Support Level	5%	1.0

Budget			
	Percentage of total budget dedicated to Arts		0.0
	Full time salary allocation for Visual Arts Teacher	Completely	3.0
	Full time allocation for Music Teacher	Completely	3.0
	Full time salary allocation for Theater Teacher	Not at All	0.0
	Full time salary allocation for Dance Teacher	Not at All	0.0
	Supply budget per pupil	\$ 5.26	5.3
	Per pupil Arts budget increasing/decreasing/no change	No Change	2.5
	Budget Support Level	6%	13.8

Communications			
	Newsletters, website, etc., regularly feature Arts	Partially	1.0
	Public is invited to Arts events	Completely	3.0
	Student art work is displayed in school	Completely	3.0
	Student performances are held for school	Completely	3.0
	Arts programming evident during school visit	Completely	3.0
	Communications Support Level	93%	13.0

Facility and Equipment			
	Dedicated space for Visual Arts	Completely	3.0
	Dedicated space for Music	Completely	3.0
	Dedicated space for Dance	Not at All	0.0
	Dedicated space for Theater	Not at All	0.0
	Musical instruments available to individual students	Partially	1.0
	Keyboards, stereos, and other teaching tools available	Partially	1.0
	Equipment available to support robust Visual Arts program	Partially	2.0
	Well equipped stage available	Not at All	0.0
	Facility and Equipment Support Level	43%	10.0

Arts Support Summary*	Level of Support	Support Points (Max. 575)
	30.10%	173.1

* Thoroughly unscientific...but useful for self assessment and planning.

THE ARTS PLAN

The Arts Plan is the result of seven months of work by the Arts Leadership Team, whose membership spans all facets of the GBCS community. Many members of the committee are working artists who contribute insight into the nature of a professional arts practice. The planning process began with a needs assessment (see page 5), followed by brainstorming for the mission, vision, and goals for the Arts Program. The committee then further refined the goals for implementation over a five-year period. The committee periodically reported to the Board, which enthusiastically supported the planning process. The work of the Arts Leadership Team was funded by a generous grant from the Geraldine R. Dodge Foundation through cooperation with the New Jersey Charter School Association's ARTer Charter program.

MISSION

To prepare our students and community for a lifelong appreciation of and engagement with the arts by providing high quality access to professional artistic practices and multi-sensory environments in a school-wide experience that nurtures creativity and allows for the discovery and expression of personal narratives.

VISION

GBCS is a school that reflects the dynamic nature of children and respects their autonomy and individuality. Meeting the potential of every child through cross-curricular activities and a comprehensive art program which encourages learning through the arts, students engage in guided exploration. Through informal and formal performances and exhibitions in and out of school, students develop the self-esteem and confidence to share their stories with the wider world around them.

GOALS

1. Create a tracking system for assessing students' creative growth during their time at GBCS.
2. Provide a more professionalized artistic experience that includes a wider range of artistic expression.
3. Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.
4. Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

ARTS PLAN

YEAR 1

Goal 1: Create a tracking system for assessing students' creative growth during their time at GBCS.

- Create rubrics for assessing student performance.
- Create a system for electronic collection of data from rubrics.
- Begin collecting data through rubrics with a single grade.
- Establish an electronic portfolio system and begin implementation with a single grade group.

Goal 2: Provide a more professionalized artistic experience that includes a wider range of artistic expression with certified teachers in the four artistic disciplines.

- Purchase equipment and construction for kiln use in year 2.
- Purchase risers and music stands for use in year 2.
- Provide an opportunity for two grade groups to see a performance at the State Theater.
- Provide one grade group with a workshop to experience music from different cultures.
- Make dance and theater a priority for the growth of art at GBCS.
- Perform an assessment to determine needs for a dance and theater program.

Goal 3: Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.

- Establish the Arts Leadership Team as a working committee at GBCS.
- Write the Arts Plan and get Board approval.
- Create and begin to use online channels for dissemination of arts related information (blogs, YouTube Channel...).
- Rent a professional space for the students to perform an end-of-the-year Choral concert.
- Purchase and install corkboards and shelving for 2-D and 3-D display.

Goal 4: Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

- Contract with a consultant to help with overall Arts curriculum planning.

YEAR 2

Goal 1: Create a tracking system for assessing students' creative growth during their time at GBCS.

- Implement rubrics in additional grade groups.
- Graph data from Year 1 and begin initial interpretation of data.
- Incorporate the contents of the electronic portfolios into parent-teacher-student conferences.

Goal 2: Provide a more professionalized artistic experience that includes a wider range of artistic expression with certified teachers in the four artistic disciplines.

- Purchase additional instruments and tools
- Purchase age appropriate teaching materials (books or DVDs).
- Organize a music field trip for one grade group and invite a local singing group to perform.
- Organize a yearly field trip to a New York Museum for the 4-5, 6-8.
- Write curriculum for new tools and equipment.
- Highlight opportunities for incorporating creative movement into the school day
- Send two students to the Middlesex County Arts Middle School.

Goal 3: Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.

- Establish financial support for the repair and replacement of instruments, tools, equipment, and technology. (These funds are in addition to expenses for consumables.)
- Bring the Middle School Chorus to an outside festival.
- Increase the arts budget to \$1500/year.
- Plan a youth art month event.
- Create more communication channels with parents and bring more parents into the classroom to assist with classroom jobs or teaching demonstrations.

Goal 4: Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

- Organize whole staff Professional Development in Creative Movement.
- Attend professional development on the new Arts Standards.
- Schedule shared collaborative time for teachers of the Arts to work with classroom teachers on arts integration.

YEAR 3

Goal 1: Create a tracking system for assessing students' creative growth during their time at GBCS.

- Continue using rubrics and graphing data.
- Create a system for polling families and alumni about their artistic activities at home and after graduating from GBCS
- Have graduating students use the contents of their electronic portfolio to assist in creating a personal narrative about their creative growth at GBCS.

Goal 2: Provide a more professionalized artistic experience that includes a wider range of artistic expression with certified teachers in the four artistic disciplines.

- Purchase Omni directional microphones, AV equipment, and “add-ons” such as (guitar capos) to support the instrumental program and school performances.
- Organize a workshop to recruit students to take instrumental lessons.
- Provide instrumental lessons during the school day.
- Purchase additional iPads and Apps for the art room to support art and technology.
- Establish a recurring art field trip for the two additional grade groups.
- Fully incorporate creative movement into the school day.
- Highlight opportunities for incorporating Theater Arts into the school day.

Goal 3: Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.

- Rent out a professional space for students to perform a Fall Musical Production.
- Reach out to similar schools and musicians to create musical relationships. Invite local artists and Mason Gross students to give guest demonstrations.
- Establish a purchase program for permanently framing and hanging student work within the school.

Goal 4: Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

- Organize whole staff Professional Development in Theater Arts.

YEAR 4

Goal 1: Create a tracking system for assessing students' creative growth during their time at GBCS.

- Assess the effectiveness of the rubrics and electronic portfolios.
- Analyze family and alumni polls for indicators of life-long achievement and appreciation of the arts.
- Track the new dance and theater programs.

Goal 2: Provide a more professionalized artistic experience that includes a wider range of artistic expression with certified teachers in the four artistic disciplines.

- Purchase technology and programs for the art room: Photoshop, digital cameras.
- Purchase Orff instruments for use in the elementary school
- Organize a field trip for the Chorus to see a Broadway show in New York.
- Schedule a dance residency for one grade group.

Goal 3: Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.

- Disseminate materials to parents, staff, and community about learning in the arts.
- Organize a student performance in dance and theater

Goal 4: Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

- Organize a theater PD for staff – how to implement in the classroom
- Attend professional development in using digital technology with the arts.

YEAR 5

Goal 1: Create a tracking system for assessing students' creative growth during their time at GBCS.

- Continue to analyze the rubrics and student data for subpopulations (gender, Special Education, Dual Language...)
- Track the new dance and theater programs.

Goal 2: Provide a more professionalized artistic experience that includes a wider range of artistic expression with certified teachers in the four artistic disciplines.

- Create a small performance space in the music room.
- Purchase nylon guitars and music stands.
- Schedule a theater residency for an additional grade group.

Goal 3: Provide opportunities, partnerships, and support throughout the community for student performances, visual art display, and other creative work.

- Develop a more formalized curriculum for dance and theater.
- Organize a play.

Goal 4: Ensure teachers and administrators have sufficient information and professional development to meet and exceed national standards.

- Schedule professional development for Interactive Storytelling or other integration of the creative arts.

BUDGET

The following five-year budget lists the expenses the Arts Programs expects to incur in the implementation of The Arts Plan. While some expenses can come from the Arts budget, most of these items exceed the individual departments' budgets.

Year 1

Item	Price	Source
Cork boards & shelving	\$350	Arter Charter, Donated time
Rent professional performance space – Graduation and Choral performance	\$900	Graduation Budget
Contract with curriculum consultant	\$2500	Arter Charter
Kiln	\$2200	Arter Charter
Risers	\$3000	Arter Charter
Field trip State Theater	\$1450	Students
Music workshop	\$0	Donated time
TOTAL	\$10,400	

Year 2

Item	Price	Source
Keyboards	\$400	Music Budget
Recorders	\$100	Music Budget
Sewing Machine	\$220	Fundraising
Woodworking Tools	\$200	Art Budget
Books/DVDs	\$200	General Budget
Youth Art Month event	\$300	Fundraising
Chorus festival	\$1600	Fundraising and Students
Field trip – Art	\$1400	Grant and students
Field trip - Music	\$1400	Students
Middlesex Co. Arts Middle School	\$1800	General Budget
PD Creative Movement	\$880	PD Budget
PD new National Art Standards	\$400	PD Budget
Field trip State Theater	\$1450	Students

Music workshop	\$0	Donated time
Rent professional performance space – Graduation and Choral performance	\$900	Graduation Budget
TOTAL	\$11,250	

Year 3

Item	Price	Source
Omni-directional microphones, guitar capos	\$350	Music Budget
Music teacher for instrumental lessons	\$20,000	General Budget
Professional Music space for a Fall musical	\$1000	General Budget
Purchase program for framing and hanging student work	\$100	General Budget & Donations
Youth Art Month event	\$300	Fundraising
Chorus festival	\$1600	Fundraising and Students
Field trip – Art	\$1400	Target Grant and Students
Field trip - Music	\$1400	Students
Middlesex Co. Arts Middle School	\$1800	General Budget
PD Creative Movement	\$880	PD Budget
Field trip State Theater	\$1450	Students
Rent professional performance space – Graduation and Choral performance	\$900	General Budget
TOTAL	\$31,180	

Year 4

Item	Price	Source
Dance residency	\$5,000	Grant
Photoshop, Digital Cameras	\$6,000	General Budget
In-class performance area	\$2500	Fundraising and Music Budget
Orff Instruments	\$500	Music Budget
Field trip chorus	\$1,500	Fundraising
Music teacher for instrumental lessons	\$20,000	General Budget

Professional Music space for a Fall musical	\$1000	General Budget
Purchase program for framing and hanging student work	\$100	General Budget & Donations
Youth Art Month event	\$300	Fundraising
Chorus festival	\$1600	Fundraising and Students
Field trip – Art	\$1400	Target grant and students
Field trip - Music	\$1400	Students
Middlesex Co. Arts Middle School	\$1800	General Budget
PD Theater	\$880	Professional Development
Field trip State Theater	\$1450	Students
Rent professional performance space – Graduation and Choral performance	\$900	Graduation Budget
TOTAL	\$46,330	

Year 5

Item	Price	Source
Theater residency	\$5000	Grant
Dance residency	\$5,000	Grant
Field trip chorus	\$1,500	Fundraising
Music teacher for instrumental lessons	\$20,000	General Budget
Professional Music space for a Fall musical	\$1000	General Budget
Purchase program for framing and hanging student work	\$100	General Budget & Donations
Youth Art Month event	\$300	Fundraising
Chorus festival	\$1600	Fundraising and Students
Field trip – Art	\$1400	Target grant and students
Field trip - Music	\$1400	Students
Middlesex Co. Arts Middle School	\$1800	General Budget
PD Interactive Storytelling	\$880	PD Budget
Field trip State Theater	\$1450	Students
Rent professional performance space – Graduation and Choral performance	\$900	Graduation Budget
TOTAL	\$42,330	

TASK LIST

TASK	PERSON RESPONSIBLE	DATE
Track and Analyze Data	Kyle, Kelly, Diana, George N., Linda	ongoing, review yearly
Purchasing	Kyle, Diana	July 2014, as needed
Construction	Scott	July 2014
Electronic Portfolio	Arts Teachers, Classroom Teachers, Vanessa	ongoing, October 2014
Online Communication	Arts Teachers	ongoing
Parent Volunteers	Family Coordinator, Arts Teachers	ongoing
Field Trips	Arts Teachers, classroom teachers, nurse	ongoing
Events @ outside facilities	Kyle	ongoing
Framing student work	George Watters, Diana	ongoing
Professional Development	Donna, Kyle, Diana	by 12/2014
Tracking Alums	George, Ana C. Arts teachers, Vanessa, Kelly	
Dance and Theater residencies	Arts Leadership Team	March of year 4 and 5