Updated: June 13, 2018

 **2017-2018 Accomplishments for GAIMS**

* Back To School Night: GAIMS held a pre-Back To School Night event with over 25 parents, students, and staff to inform everyone of student expectations and [www.schoology.com](http://www.schoology.com) on-line access in increase parent involvement.
* Banquet Event: Senior awards banquet and lunch for over 100 of the GAIMS students during periods 3 and 4 on April 24. In addition to providing and serving lunch, the students from Club Connections organized activities and gave out awards for numerous teachers, staff, and students.

* Board of Advisors: Continued to add members to help with professional and technical training for our students by industry professionals.
* Buddy Meeting: Held a get-to-know-you meeting on October 3 to start connecting 150 GAIMS seniors and freshmen for a Senior/Freshmen Buddy and Mentorship program in the Multi-Purpose Room. Next year, we are planning on having the seniors present their Senior Portfolio Defense to the freshmen so the 9th graders can start planning early and know what to expect in their senior year.
* Career in Film Summit: Organized nine GAIMS students to attend the Motion Picture Arts and Sciences 3rd Annual Summit on October 14 to learn about careers in the film and arts industries.
* Collaborative Assignments: In addition to several smaller interdisciplinary assignments, we completed a total of 8 PBL (Project Based Learning) interdisciplinary and collaborative projects for GAIMS students:

9th Grade – Semester A = The Driving Question was “How do environmental forces contribute to change? Students looked at the different meaning and perspectives of “environment factors” in their collaborative classes. In their English class, they wrote an essay about the characters adapt to change after reading either *Animal Farm* or *A Raisin in the Sun.* In theirEnvironmental Studies class, they watched *An Inconvenient Truth* that explores the changes due to Global Warming and the need to adapt to its effects such as rising sea levels, stronger hurricanes, etc. Students in the Video class write a script where the main character has to adapt to adapt to a change in his/her life. After they finished writing their script, they began working on the film.

* Semester B = The Driving Question was “What it means to be an epic hero? After reading The Odyssey, compare and contrast *The Odyssey* and *Penelopiad* in their English class. In their Video class, students wrote a script where the main character goes on a quest to get home and has to overcome three obstacles. After they finished writing their script, they began shooting the film.

10th Grade – Semester A = Where our families come from influences where we live, what we do, and how we see the world.  Our ancestry influences us today in different ways that may or may not be obvious.  Because of that, each family has its own dynamics in how it lives, works, communicates, and loves.  For the Fall Semester collaborative assignment, students will create an “I Am From” project, researching their own family history and communicate it via a multimedia presentation.In History class they will research their family’s history, background, and experiences.InEnglish class, students utilized this research to write their “I Am From” poem about their family’s history and experiences.  The “I Am From” script was used for development of a multi-media project in their Video Production class. Afterwards, students wrote a reflection essay on their experiences and what they learned from the collaborative project.

 Semester B = The Driving Question for the collaborative project was “How can my documentary project change people’s perceptions of a particular issue, and effect positive change in society?” The “Fighting for Justice” documentary video project was on a current issue where students utilized the CHS Library several times for research through their World History class, outline the proposal and topic in their English class, then produced either a documentary in their Video class or a photo-journalism project in their Photo class. Students also got professional guidance during the video production phase and feedback post-production. All students then wrote a reflection essay for their World History class on what they learned during the whole process.

11th Grade – Semester A = The Driving Question was “What are the most effective tools for establishing and preserving freedom?” Students practiced their research skills in their American History class while researching their Amendment for the poster portion of the assignment. As the students simultaneously read either the *Scarlet Letter* or *The Crucible* in their English classes, they worked on the poster on their selected Constitutional Amendment. The issues and concepts of freedom, equal rights, individuality, and oppression will be connected through the English and U.S. History classes. Students used this information and background knowledge to either write a script on ‘being accused of something they did not do’ in their Video class, or create and draw a character that represents these issues in the Art class.

Semester B = The Driving Question for the second semester collaborative project asks: Is the American Dream still alive? In the GAIMS English class students read *Gatsby* and write an essay on Fitzgerald’s interpretation on the American Dream. In their U.S. History class they create a Brochure (non-Honors) or Magazine (Honors) on the Harlem Renaissance. While in their Video class, groups create a 3 to 5 minute original piece video on your vision and interpretation of the American Dream. If they’re in Art class instead of Video, students create a five second and 60-drawing animation piece that includes three generations of musical roots: The first modern artist / musician, and one artist / musician that inspired them, and one artist / musician that inspired them for a total of three people.

12th Grade – Semester A = The Driving Question was “What is Formalism and how is it illustrated in art, literature, and government?” The GAIMS 12th Grade interdisciplinary Formalism Essay had students write an essay in their English class that defined formalism and explained how this concept applies in literature, film, art, and government using examples discussed in class, as well as Cleanth Brooks’ essay, “The Formalist Critics,” to clarify your introduction. They needed to cite at least two examples from each work on Formalism they read in class to support their analysis. From their Government class, students were able to identify examples of formalism in government that help to advance our democracy and were incorporated into the essay. If the student was in Media class, they choose four crew positions and explained how they work together to help create a film as an example of Formalism. If they were in the Art class, they studying how a painting is composed of its basic elements, or “the formal elements of art,” and how they pertain to formalism or formalist art theory to connect to the subject.

Semester B = The Driving Question was “How does self-image and knowing yourself contribute to the quality of life?” Students wrote an interdisciplinary Portfolio Autobiography on who they are, their history, their motivations, and their dreams for the future. From their Economics class, they studied the concept of the “self” and asked how our scarce resources in society should be allocated. If they were in the Art class, they picked three aspects of who they are as a person to draw in a five second animation. If they were in Media class, they analyzed *The Graduate* and *Whiplash* where the characters are on a quest to define themselves. Students incorporated this analysis with at least two examples from each movie into their Autobiography for comparisons.

* ECCCO (Exploring College, Career, and Community Options) workbooks: Continued

utilizing the workbooks in our GAIMS elective classes for college and career

preparation and awareness.

* Field Trips (8 excursions):

10th Grade – Getty Center on September 8 with 42 students.

All Grades – Dr. Phil taping at Paramount studios for the AP Psychology class in Hollywood on October 18 with 44 students and three chaperones.

 – “Girls Build Leadership” event with 9 females from GAIMS attending to hear Hillary Clinton on December 15.

* Riot Games Studio tour on January 25th for 25 students.
* Nickelodeon field trip on March 16 for 40 Animation students.
* LA Valley College Orientation and Studio tour on March 21 for 54 GAIMS students, grades 9-12, to create a short film, learn what LA Valley College offers, and tour their Communication studios.
* Los Angeles Mayor’s Getty House field trip for his Environmental Sustainability initiative on April 23 in honor of Earth Day. We took 39 students to the event and one of the presenters was a GAIMS student.
* Warner Bros. Entertainment “Creative Career Day” on April 26 with 15 students on Warner Bros. lot who participated in interactive presentations, conversations with mentors, and a tour of the lot.
* Film Fests: Organized and held two Film Festivals showcasing student work

Film and Cultural Festival (Fall) – on January 17 (rescheduled from Dec 5 due to LA fires), the Cultural Food Fest was from 4-6pm with student’s cultural food booths and then the Student Showcase where students presented their semester projects. The Film Fest was from 6-8pm that included live cultural student group performances and the Film Festival included several “I Am From” and academic student films. A “Best Video” award was chosen and then a raffle drawing (for $100) with several Advisory Board (industry professional) members and approximately 300 people attending.

Spring Film Fest – on May 3 from 6-8pm with approximately 250 people attending to showcase 12 student films, animation selections from more than 50 students, and five Photo Essay films. We ended the night with a $100 prize for the “Best Video,” a “Best Photo Essay” award, and a $100 raffle prize. We later presented award certificates to the “Best Video” and “Best Photo Essay” winners.

* Global Media and Information Literacy (MIL) Week: In conjunction with Cleveland’s KCAV student TV, IYMS and GAIMS joined the United Nation / UNESCO global MIL activities and participated in the screening of seven Public Service Announcements (PSAs) on October 26. Approximately 50 students enjoyed popcorn and watched the PSA screenings that were created and produced by youth delegates last summer during the IYMS 2017 Summit in Falkenberg, Sweden.
* Grants / donations: CTEIG Grant, Linked Learning, Hi-Tech, Nickelodeon, and a private donation.
* Guest Speakers (8 presentations):

-- Lou Pepe on November 17 discussed careers in the film industries.

-- Jack Davis of CryptTV on December 5 spoke about careers in Hollywood.

-- Michelle Shahryar, IYMS participant and former Cleveland student, spoke to the AP Psychology class on March 9 regarding mental health issues and then presented her Health public service announcement (PSA) from the 2017 IYMS Summit in Sweden.

-- Michael Mazzola, independent filmmaker, spoke to 5th period GAIMS classes on April 3rd and showed them clips from the documentary he directed and edited, “Unacknowledged” about evidence of beings from other planets visiting our earth.

-- Bryan Ruiz from Mitu Networks, a Latino lifestyle network, spoke to the students about marketing and branding. He works as an account executive, and also spoke about his career in entertainment.

-- Nichan Kulukian spoke with the 10th grade GAIMS students about the Armenian Genocide documentary that he narrates, and his life and reflections on the Genocide.

-- Tim Lovestedt is a graduate of Cleveland High School and currently works as an independent film and television writer (“Megan Leavey”, “LEGO Batman”, “Last Man on Earth”). He spoke to GAIMS students on May 10 about elements of story structure as well as tips for a career in the film and television industry.

-- Dan Evans II, Vice President of Creative Affairs at DC Entertainment, collaborates with key Warner Bros. divisional partners by reviewing creative materials for all DC media in production. He spoke with the students about his work with DC Entertainment in all areas: Animation, TV, consumer products and video games.

* International Youth Media Summit (IYMS): For the 13th annual summit, GAIMS staff and the TIME club worked on organizing and fundraising for the 2018 IYMS in Sydney, Australia this summer. Five current or former Cleveland students and five current or former staff members will be attending the Summit from July 24 to August 9.
* Israeli Student Delegation: Organized and hosted a student exchange for a dozen students from an arts school in Israel on October 11.
* LA Satellite Summit (July 9-13): The event will be hosted at Cleveland High School and in conjunction with IVCLA which will allow up to 30 young people the chance to make movies together about urgent social issues. The local event will also be coordinated and connect with the 13th International Youth Media Summit in Sydney, Australia.
* Linked Learning: Continued working and collaborating with the Linked Learning Coaches for GAIMS: Jana Schmieding, Educational Specialist from the Center for Powerful Public Schools, and Jordan Kornzweig, CTE advisor for LAUSD.
1. Action Plan
2. Advisory classes for college and career preparation
3. ECCCO (college and career exploration) for our advisory elective classes
4. Linked Learning staff visited classrooms for observations and progress evaluations on August 29, February 28, and May 9.
* Logo Contest: Conducted a student logo contest through several art classes to design a logo for a new GAIMS t-shirt.
* Magnet Application: Held another community update meeting on January 24 and then was approved by the LAUSD School Board meeting on June 12. The Global Media Studies (GMS) magnet at Cleveland Charter High School will begin in the 2019-2010 school year.
* Mentor Program: Cindy Sardo (for on-air broadcasting) visited the television broadcast class (KCAV) weekly; as well as coaching the 12th graders for their senior portfolio projects.
* MISIS: Created both Linked Learning and Hi-Tech High MISIS (My Integrated School Information System) groups by grade level for easier student reporting and tracking student progress on grades, etc.
* Mock Job Interviews: Conducted a full day of mock interviews on January 25 for approximately 100 of our 11th graders who were interviewed by 12 volunteers. Our 11th grade class teachers and Jordan Kornzweig of Linked Learning helped prepare the students by conducting resume and interview training before the day-long event to prepare them for summer internships.
* Nickelodeon donated 10 iMac desktop computers and 10 desktop animation graphics tablets to be used for our Animation classes. In addition, they donated three complete room sets for our studio (bedroom, office and living room.)
* Open House: Held a pre-Open House meeting with parents before the Open House on March 22. During the Open House, we presented the GAIMS program and discussed student expectations with parents and students before showcasing some of the student’s video projects.
* PQR meetings: Met with Linked Learning representatives and conducted classroom visits on August 29, February 28, and May 9.
* Senior Portfolio and Defense: Continued planning and organizing for the Seniors to begin their Portfolio Defense next year.
* Staff Professional Development (PD): In addition to the weekly grade-level meetings held throughout the year for staff PD, curriculum design, and collaborative planning, GAIMS held a PD on Saturday, May 26. We conducted planning for the upcoming year, industry-related training, and also had Weebly training with Jana Schmieding of Linked Learning so we can teach our students on creating a Weebly (digital portfolio) account. This will allow them to store their academic work, films, etc. on-line for later use during their Senior Portfolio Defense.
* Student Television Network (STN) National Convention in Tennessee from March 15-18: eight of our student filmmakers were chaperoned by two teachers from Cleveland HS to join 3,000 other student filmmakers and participate for the first time to support, promote, and recognize excellence in scholastic broadcast journalism, creative video filmmaking, and media coverage. At the heart of the event are competitions that challenge students in every aspect of broadcast journalism and filmmaking. The competitions are strictly timed and judged by industry experts. The students also had the opportunity to choose from over 70 professional training sessions and meet with college representatives and equipment vendors.
* Student Tours: Organized and led 5 different parent & student tours of the GAIMS program and Cleveland campus for potential new students.
* Summer Bridge program (June 18-29): For the incoming GAIMS freshmen students will participate in the two-week program to introduce them to our program and expectations in high school. In addition to collaborative projects and two field trips, they will also receive video training and produce a short film as their culminating project. An additional four days are for training on short films that will overlap and be coordinated with the LA Satellite summit.
* Summer Internships: We placed a total of 9 students in paid summer internships.

-- Jahir Acosta

-- Kenneth Lyng

-- Tristan Kendall - LA Summit.

 -- Milan Kinnenmore received an internship with Ghetto Film School.

 -- Joe Catt interned at Crypt TV.

-- Isabel Morales summer paid internships through TIP at Tribe, a new start up entertainment company.

-- Summer Bridge - 3 interns.

* United Nation’s PLURAL + 2017 Award: Two current GAIMS staff members and a former Cleveland counselor attended the United Nations AOC (Alliance of Civilizations) Award Ceremony and Film Festival in New York City to see the two co-directors from Pakistan and the USA receive the “True Impact” Award on the prevention of xenophobia. The two IYMS youth delegates from Pakistan and USA received the award at the United Nations Headquarters and the film festival was then held at the Paley Center for Media on November 9 and 10.
* Our 9th graders participated in a project with Ghetto Film School and Warner Brothers Film studio. Teacher James Gleason was given two days of instructions in curriculum development using the iPad, and then his 9th grade students were given 10 iPads to use for their theme-based projects. The best of the projects, written, filmed and edited on the iPad, were shown at Warner Bros. at a special screening in May, 2018. In addition, Mr. Gleason and the students were filmed as part of a “behind-the-scenes” look at the project.
* For her work with GAIMS international projects over the past few years, teacher Evelyn Seubert was honored by the My Hero Film Festival as the 2017 Global Peacemaker; by the Armenian National Committee of America/Western Region with the Armenian Genocide Education Award and by the International Visitors Council of Los Angeles as the 2018 Outstanding Citizen Diplomat.
* Alumni Accomplishments:
	+ Mae Catt is a staff writer for Hasbro, working on the “Transformer” series.
	+ Rebecca Tesarfreund is a Director of Current Programming at NBC Universal.
	+ Mike Manning is a producer, director and special effects supervisor. He has his own production company, BME Films, and this year directed the short “Nano”, which has screened in various film festivals around the world.
	+ Michael Mazzola is a write and producer, and in the past year his documentary “Unacknowledged” which was the #1 documentary on iTunes in 2017.
	+ Ben Mitnick is an independent editor working on both scripted and reality-based television shows.
	+ Sonny Menga became Head of Editorial for Rodeo EFX in Montreal and Quebec.
	+ Angelina French works at Lightstorm Entertainment, James Cameron’s Production Company.
	+ Antonio Manriquez, former technical assistant for the Media Academy, now works for Apple Education.
	+ Billimarie Robinson works for the Message Agency, creating websites. She co-founded a nonprofit, CLASP, dedicated to prisoners’ rights.
	+ Paul Pendarvis works as an editor, online magazine producer and assistant producer.
	+ Emily Greene works as an editor for FX Networks.
	+ Jose Bucio works as an editor for the Nerd Mastery YouTube channel.
	+ Blake Bogosian works as an editor in San Francisco, and is also producing his independent film series, “100% Human”.
	+ Spencer Thompson works as a post-production assistant on “Better Call Saul”.
	+ Brenda Hernandez and Kevin Somoza produced a short, “Harold”. Brenda also works as a graphics and webdesigner for Van Nuys Airport, and Kevin works for a popular YouTube channel.
	+ Melissa Perez works as a production assistant for reality TV shows, including, “Big Brothers” and “American Ninja Warrior” and Buzzfeed, the online news and entertainment channel.