



**Partnerships for Uplifting Communities**  
**5 Year Strategic Arts Plan 2016 - 2021**

**Arts for All  
P.U.C Strategic Arts Planning -2016**

**Overview of 3-day Strategic Planning Process:**

Over the course of 3 days, Arts for All coaches facilitated PUC's arts planning team through a collaborative and intentional strategic planning process.

Day 1- Overview of the strategic planning process. Examination of PUC 2015 arts survey data and group analysis. Practical Visioning workshop

Day 2 – Review of Practical Vision, ensure clarification –revisions and/or additions. Assess current reality - strengths & challenges. Strategic Directions workshop

Day 3 - Review of Strategic Directions. Year 1 Action/Implementation planning workshop

**What current P.U.C arts education data shows:**

In fall of 2015, Arts for All conducted a survey for all participating K-12 school districts and charter organizations. P.U.C leadership, including principals and administrators gathered data on the # of arts programs offered across each PUC school, this included an examination of: # of VAPA disciplines, # of classes, lengths of classes, # of arts teachers, after school activities, arts partnerships, arts space, etc. Key points from data collect include:

- 1 FTE arts teacher for every 102 elementary and secondary school students.
- VAPA staff at PUC is extremely knowledgeable and flexible, highly professional and resourceful.
- Nearly ½ of P.U.C schools do not and can not offer classes and programs across all artistic disciplines
  - Dance and theater often fall at the lower end of the class/program offering scale
  - Visual Art and Music fall at the high end of class/program offering scale
- 9-12 grade schools are able to provide arts education to most students in most disciplines whereas elementary sites are more varied
- P.U.C leadership is unclear/unaware of the actual costs associate with each specific arts discipline, creating gaps in content delivery and class offerings
- Funding, space, equipment limitations exist across all schools
- Elementary schools have language barriers with parents
- Secondary schools have challenges with A-G requirements

**Current actions:** P.U.C applied for the LA County Arts Commission Arts Advancement Grant in April of 2016, to address some of the gaps found in the survey data.

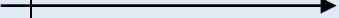
For a complete and detailed list of the P.U.C Arts education survey please contact Sam Robles.



**Practical Vision for P.U.C Quality Arts Education:**

*Guiding question: If all things were possible, what do we want to see in 3-5 years as a result of the P.U.C 2016 arts plan?*


Co-created vision with dynamic planning	Alignment between Elementary, Middle & High school programs	Classrooms & Performance spaces uniquely designed for VAPA programs	Enriched programs for students to excel in VAPA	Responsive & Comprehensive funding for VAPA	Schools specializing in VAPA	Teacher Driven opportunities for varied PD
<ul style="list-style-type: none"> <li>• PUC VAPA Advisory team</li> <li>• Strategic vision + accountability</li> <li>• Shared plan between VAPA teachers, Gen-Ed + administration</li> <li>• Shared VAPA vision</li> <li>• Site plans, goals + expectations between VAPA teachers, &amp; leaders</li> <li>• Strong VAPA school site success plan</li> <li>• Quality programs over quantity-fully prepared over exposure to the Arts</li> <li>• VAPA events schedule + timeline based on individual content needs</li> <li>• VAPA Budget structure</li> <li>• Revise VAPA TDS, evaluation &amp; development</li> </ul>	<ul style="list-style-type: none"> <li>• Feeder Program Map</li> <li>• College/career pathway for all arts across PUC</li> <li>• K-12 VAPA pathway</li> <li>• Equity across Arts courses in all MS &amp; HS</li> <li>• AP &amp; Honors course offerings for each discipline</li> <li>• Curricular alignment from grade to grade-6-12 or k-12</li> <li>• Meaningful cross-curricular integration/alignment (STEAM)</li> <li>• Multiple curricular tracks/pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Middle school and High school VAPA classrooms</li> <li>• Performance spaces at each school site</li> <li>• Outdoor VAPA space</li> <li>• Facilities/spaces dedicated for arts use/functional VAPA content spaces</li> <li>• Soundproof portable @Excel</li> <li>• Partnership with Community Arts Centers for use of space</li> <li>• Rent or own Community Arts Center</li> <li>• Spaces designed specifically for arts content</li> </ul>	<ul style="list-style-type: none"> <li>• Student driven programs</li> <li>• Saturday school opportunity</li> <li>• Summer VAPA programs</li> <li>• Arts student Alumni leadership structures</li> <li>• Mentoring program</li> <li>• Senior capstone project</li> <li>• Ensure students w/artistic talent opportunities to excel</li> </ul>	<ul style="list-style-type: none"> <li>• Budget/Network for consistent visiting artists and artists-in-residency</li> <li>• Content Specific funding</li> <li>• Established VAPA programming budgets at each PUC school</li> <li>• Comprehensive fundraising for resources, construction &amp; classrooms</li> <li>• Comprehensive budgets &amp; resources</li> <li>• VAPA resource structures</li> <li>• Stable and sustainable resources</li> </ul>	<ul style="list-style-type: none"> <li>• Arts specialty programs at PUC schools</li> <li>• PUC Arts complex</li> <li>• PUC PLCs</li> <li>• PUC school(s) of the Arts (possible focus at each site)               <ul style="list-style-type: none"> <li>-Academy for Music</li> <li>- Academy for Dance</li> <li>-Academy for Theater</li> <li>-Academy for Fine Art</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Diverse &amp; creative PD structure</li> <li>• Off-site opportunities/conferences, in-house PD Student work analysis, CA arts project</li> <li>• Teacher development through conferences &amp; PD</li> <li>• Networking an collaboration opportunities between teachers</li> </ul>


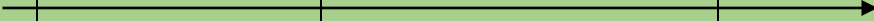
## 2016-2017 & 2018-2019 IMPLEMENTATION PLAN

PUC schools Strategic Directions  <u>Building Capacity for Strong Arts Programs</u>	Phase 1 tasks	Phase 2 tasks	Phase 3 tasks	Phase 4 tasks	Success Indicators
<p style="text-align: center;"><b><u>Goal 1</u></b></p> <p>Establish college and career pathways in music, dance, visual art, and theater</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator and advisory panel</i></p> <p><b><i>Budget</i></b> <i>District Funding</i></p>	<ul style="list-style-type: none"> <li>- Create meeting times and timeline for VAPA advisory panel to establish college and career pathways</li> <li>- Create feeder program map for music, dance, visual art, and theater at PUC (6-12<sup>th</sup> grade)</li> </ul>	<ul style="list-style-type: none"> <li>- Schedule, coordinate, and facilitate monthly advisory panel meetings (ongoing)</li> </ul>		<ul style="list-style-type: none"> <li>-Present feeder program map to school leaders</li> </ul>	<p><b>Feeder program map 6<sup>th</sup>-12<sup>th</sup> grades</b></p>
<p style="text-align: center;"><b><u>Goal 2</u></b></p> <p>Develop tools, resources, and support structures for school leaders</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, superintendents, school leaders, and advisory panel</i></p> <p><b><i>Budget</i></b> <i>District Funding</i></p>	<ul style="list-style-type: none"> <li>- Identify criteria for school leader VAPA resources &amp; success criteria</li> </ul>	<ul style="list-style-type: none"> <li>-Establish timeframes for establishing budget, calendar, &amp; program assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Create and present school leader VAPA resource tool</li> <li>-Advisory panel will compile a list of sample VAPA goals for the school success plan</li> </ul>	<ul style="list-style-type: none"> <li>- Implement VAPA resource tool</li> <li>-Create at least 1 VAPA goal in their school success plan</li> <li>-Integrate timeframes for VAPA goals in the school success plan</li> </ul>	<p><b>Clear timeframes for program logistics, teacher-leader reflections, performance calendars, assessment, and budget.</b></p> <p><b>Uniform tool to support VAPA programming</b></p> <p><b>VAPA goals in school site success plans</b></p>

<p><b>Goal 3</b></p> <p>Develop VAPA teacher leaders</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, VAPA teachers</p> <p><i>Budget</i> Individual Site Funding</p>		<ul style="list-style-type: none"><li>- Identifies and labels VAPA teacher leaders</li><li>- Identifies and labels teacher leader mentees</li></ul>	<ul style="list-style-type: none"><li>- Create/ present expectations &amp; support structures for VAPA teacher leaders in music, dance, visual art, and theater (ongoing)</li><li>- Identify and create support indicators for new VAPA teachers at PUC (ongoing)</li></ul>		<p><b>Systems and structures pair mentor and mentee VAPA teachers.</b></p> <p><b>Systems and Structures will continue over the next 3 years.</b></p>
<p><b>Goal 4</b></p> <p>Supplement VAPA programming afterschool</p> <p><i>Point person(s)</i> VAPA coordinator, VAPA teachers and advisory panel</p> <p><i>Budget</i> Individual site funding</p>	<ul style="list-style-type: none"><li>- Identify current VAPA programming</li><li>- Identify afterschool VAPA programming</li></ul>	<ul style="list-style-type: none"><li>- examine budgets for arts consultants</li><li>- research YPI and ASES enrichment budgets (afterschool programs)</li></ul>	<ul style="list-style-type: none"><li>- Establish a list of highly qualified consultants for music, dance, visual art, and theater (ongoing)</li><li>- Establish a list of arts partners for afterschool VAPA programming (ongoing)</li></ul>		<p><b>VAPA programming is supplemented with after school funds to hire teaching artists, 3<sup>rd</sup> party arts partners, and arts consultants.</b></p>

<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Developing infrastructure for quality &amp; comprehensive arts programming</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Document and develop school resources that promote VAPA college and career pathways</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, director of college access, and school leaders</i></p> <p><b><i>Budget</i></b> District Funding</p>	<p>-Research and examine successful HS master schedules internally at PUC and externally</p> <p>-Research and examine successful HS master schedules outside the PUC network of schools</p>	<p>- Identify &amp; document scheduling gaps and conflicts across PUC</p>	<p>- Research and document college acceptance rates for Fine Arts programs across all PUC high schools.</p>	<p>- present leaders with successful college and career ready master schedules for VAPA programs</p>	<p><b>Successful master schedules support college and career readiness for music, dance, visual art, and theater</b></p>
<p><b><u>Goal 2</u></b></p> <p>Foster cross curricular integration/alignment resources and opportunities</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, director of college access, and school leaders</i></p> <p><b><i>Budget</i></b> <b>\$2,000</b></p>	<p>-Research content area frameworks for ELA, History, and Science</p>	<p>-Outline potential entry points for arts integration across various content areas</p>	<p>-Structure, schedule, and facilitate co- planning PILOT session for VAPA and core content teachers (ongoing)</p>	<p>-VAPA and core content PILOT teachers develop and present co-planned lessons &amp; unit plans (ongoing)</p>	<p><b>Co-planned integrated lessons for teachers and leaders</b></p>

<p><b>Goal 3</b></p> <p>Augment VAPA performance space functionality</p> <p><b>Point person(s)</b> VAPA coordinator, VAPA teachers, and school leaders</p> <p><b>Budget</b> Individual site Funding Outside funding</p>	<p>-Document facilities and equipment for MS/HS music, dance, visual art, and theater classes across PUC</p> <p>-Document accessible performance spaces within PUC's network and the community</p>	<p>-Gap analysis on the functionality of MS VAPA classrooms</p> <p>-Develop a list of community performance spaces in Northeast LA and Northeast San Fernando Valley for music, dance, visual art, and theater.</p>	<p>-Pilot use of a community partner spaces in Northeast LA and Northeast San Fernando Valley for music, dance, visual art, and theater.(ongoing)</p> <p>-Pilot use of alternative/experimental public or community performance spaces including street theater, retirement homes, hospitals, and marches.</p>		<p><b>Teachers and leaders utilize community partner spaces &amp; alternative/experimental performances spaces</b></p>
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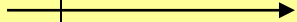


<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Establish Sustainable Funding Streams</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Diversify funding streams for VAPA programming</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, Advisory panel, VAPA teachers, and school leaders</i></p> <p><b><i>Budget</i></b> <i>\$1,500</i></p>	<p>- Research &amp; present additional funding streams for VAPA teachers (ongoing)</p>	<p>-Research Visual Arts Gala location &amp; logistics</p> <p>-Research grants from target, FEDCO and corporate sponsorship</p> <p>-Explore nonprofit arm for VAPA fundraising (ongoing)</p>	<p>-Coordinate PUC wide Visual Arts Gala fundraiser (ongoing/bi-annual)</p> <p>- Develop promotional materials for sponsorship (ongoing)</p>		<p><b>Diverse funding streams supplement resources and supplies needed to execute and sustain an effective arts program</b></p>
<p><b><u>Goal 2</u></b></p> <p>Assess, sustain, and develop equipment and resource needs for music, dance, visual art, and theater</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, Advisory panel, superintendents, VAPA teachers, and school leaders</i></p> <p><b><i>Budget</i></b> <i>District funding Individual site funding</i></p>	<p>- create separate budget management codes for VAPA courses (ongoing).</p> <p>-VAPA teachers develop inventory checklist (equipment)</p> <p>- establish accounts with supply stores for music, dance, visual art, and theater. Local businesses will receive priority</p>				<p><b>Budgets sustain the resources and supplies required for VAPA programming</b></p>



**2018-2019 & 2019-2020 IMPLEMENTATION PLAN**

<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Building Capacity for Strong Arts Programs</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b>Goal 1</b></p> <p>Establish college and career pathways in music, dance, visual art, and theater</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, and Campus operation managers</p> <p><b>Budget</b> \$10,000</p>	<p>-Advisory panel develops and revises alumni leadership structures (ongoing)</p> <p>-VAPA coordinator will collaborate with PUC director of college access to identify existing Alumni tracking systems</p>	<p>-VAPA coordinator presents panel recommendations to superintendents, VAPA team, and school leaders</p> <p>-VAPA coordinator will compile database of PUC Alumni pursuing B.A. &amp; B.F.A degrees</p>	<p>-VAPA coordinator and superintendents will establish four dedicated mentorship days for Alumni and current PUC VAPA students to review college entrance requirements and expectations. Each meeting will be two hours long (ongoing)</p> <p>-VAPA coordinator and campus operation managers will schedule and reserve class rooms for mentorship meetings</p>	<p>- Alumni leadership-establish time for alumni and current VAPA students to discuss college, portfolio and audition expectations</p>	<p><b>Tracking system for Alumni</b></p> <p><b>Four mentorship days</b></p> <p><b>Panel recommendations for mentorship expectations</b></p>
<p><b>Goal 2</b></p> <p>Develop tools, resources, and support structures for school leaders</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, and VAPA teachers</p> <p><b>Budget</b> \$15,000</p>	<p><b>Goal 2 will be completed SY 2016-17 &amp; 2017-18. Leader resources and tools will provide schools with program effectiveness criteria including college readiness supports as indicated in goal 2 for SY 2018-19 &amp; 2019-20.</b> - Advisory panel develops and revises support systems to prepare students for college entrance (ongoing)</p> <p>-VAPA coordinator collaborates with VAPA teachers to identify students interested in College</p> <p>-VAPA teachers will establish an internal weeklong summer college prep VAPA workshop. Students will receive group lessons and review college audition materials</p>	<p>-VAPA coordinator compiles database of PUC students interested in pursuing a B.A. or B.F.A. (ongoing)</p>	<p>-VAPA coordinator will implement, coordinate, and sustain internal and teacher led college entrance student support systems including portfolio review/feedback, mock juries, and application review (ongoing)</p>		<p><b>Internal system to prepare students for college entrance</b></p> <p><b>Portfolio submission prep, audition prep, and mock juries starting in 11<sup>th</sup> grade</b></p> <p><b>Robust summer program implemented</b></p>

<p><b>Goal 3</b></p> <p>Develop VAPA teacher leaders</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, VAPA teachers</p> <p><i>Budget</i> District funding</p>	<p>-Establish VAPA teacher leader roles in PUC's internal induction program for teacher credentialing (ongoing)</p> <p>-Establish additional teacher leader roles including arts integration leads, VAPA subcommittee members, and fundraising leads (ongoing).</p>				<p>Diversified VAPA teacher leader roles at PUC.</p> <p>Multiple professional development opportunities in place for veteran teachers</p>
<p><b>Goal 4</b></p> <p>Supplement VAPA programming afterschool</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents,</p> <p><i>Budget</i> Individual site funding Outside funding</p>	<p>-Schools supplement VAPA programming by hiring after school teaching artists</p> <p>-Schools supplement VAPA programming by hiring 3<sup>rd</sup> party arts partners (ongoing).</p> <p>-Advisory panel will develop criteria for after school program effectiveness</p>	<p>-Present program success criteria to school leaders. Gather feedback. Refine success criteria</p>	<p>-Evaluate after school program effectiveness using co-developed success criteria</p>	<p>-Determine successful teaching artists and 3<sup>rd</sup> party arts partners</p>	<p>VAPA programming supplemented with effective teaching artists and 3<sup>rd</sup> party arts partners in an afterschool capacity</p> <p>Program development criteria and evaluation</p>

<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Developing infrastructure for quality &amp; comprehensive arts programming</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Document and develop school resources that promote VAPA college and career pathways</p> <p><b>Point person(s)</b> VAPA Coordinator and VAPA teachers</p> <p><b>Budget</b> LCAP as budget Release time Individual site funding</p>	<p>-VAPA teachers Identify &amp; document cognitive and technical skills embedded in the national core arts standards 6<sup>th</sup> through 12<sup>th</sup> grade for music, dance, visual art, and theater</p> <p>-VAPA teachers examine sequencing of learning for grades 6 through 12 in music, dance, visual art, and theater</p>	<p>-VAPA teachers create, implement, review, and revise sequential curriculum learning targets for grades 6 through 12 in music, dance, visual art, and theater (ongoing)</p>	<p>- VAPA teachers create, implement, review, and revise grade level appropriate scope and sequences that include cognitive and technical skills identified in the national core arts standards (ongoing)</p>		<p><b>Identified, documented and outlined Technical skills needed for college readiness</b></p> <p><b>PUC wide VAPA learning targets 6<sup>th</sup>-12<sup>th</sup> grade t</b></p>
<p><b><u>Goal 2</u></b></p> <p>Foster cross curricular integration/alignment resources and opportunities</p> <p><b>Point person(s)</b> VAPA Coordinator, Superintendents, VAPA teachers</p> <p><b>Budget</b> \$5,000</p>	<p>-Formalize Arts Integration teacher leader roles at PUC</p> <p>-Coordinator will create Job description for Integration teacher leaders</p> <p>-Document PILOT integration unit resources and material on PUC intranet. The intranet is an online database of instructional materials and documents.</p>	<p>-Arts integration Pilot teachers present co-developed unit at the PUC community of practice (C.O.P.) This is a teacher led professional development session.</p> <p>-Coordinator will facilitate planning sessions and lesson documentation between content and VAPA teachers (ongoing).</p>			<p><b>Arts integration teacher leaders at PUC.</b></p>

<p><b>Goal 3</b></p> <p>Augment VAPA performance space access &amp; functionality</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, school leaders and VAPA teachers</p> <p><b>Budget</b> \$100,000</p>	<p>-Advisory panel will establish criteria for appropriate classroom functionality for music, dance, visual art, and theater.</p>	<p>-VAPA coordinator will perform and document gap analysis of classroom functionality for all PUC VAPA classrooms.</p> <p>-leaders develop action steps to meet functionality needs</p>	<p>-Coordinator will present leaders with gap analysis research.</p> <p>-Gather leader feedback and create collaborative action steps</p> <p>-diversify funding streams that target gaps in VAPA classroom functionality (ongoing)</p>	<p>- Implement leader developed action steps (ongoing)</p>	<p><b>School leaders are invested in classroom functionality resources for traveling VAPA teachers</b></p> <p><b>Criteria for VAPA classroom functionality</b></p>
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<p><b><u>Goal 1</u></b></p> <p>Diversify funding streams for VAPA programming</p> <p><b><i>Point person(s)</i></b> VAPA Coordinator</p> <p><b><i>Budget</i></b> District funding Outside funding</p>	<p>-Present to teachers, additional funding streams for VAPA programming (ongoing)</p> <p>-Apply for grants from target, FEDCO, and corporate sponsorship (ongoing)</p> <p>-Create nonprofit arm for VAPA fundraising (ongoing)</p>	<p>-Foster sustainability by advising and consulting teachers on diversifying funding streams (ongoing).</p> <p>-Hold quarterly workshops for teachers interested in developing funding streams for VAPA programming (ongoing).</p> <p>-Establish collaborative norms for stakeholders including parents, community partners, teachers, and leaders.</p>	<p>-Conduct quarterly meetings with non-profit arm to review logistics, budgets, and develop additional funding streams (ongoing).</p>		<p><b>Grant money received to supplement funding revenue for VAPA programming</b></p> <p><b>A nonprofit arm to supplement VAPA funding across school sites</b></p> <p><b>Support and training for teachers and leaders</b></p>
<p><b><u>Goal 2</u></b></p> <p>Assess, sustain, and develop equipment and resource needs for music, dance, visual art, and theater</p> <p><b><i>Point person(s)</i></b> VAPA Coordinator, office managers, Superintendents, and School leaders</p> <p><b><i>Budget</i></b> Individual school sites</p>	<p>Establish sustainable budgets for all VAPA courses (ongoing)</p> <p>-School site office managers order supplies from established supply stores for music, dance, visual art, and theater. Local businesses will receive priority (ongoing).</p>				<p><b>Budgets sustain the resources and supplies required for VAPA programming</b></p>

**2020-2021 IMPLEMENTATION PLAN**

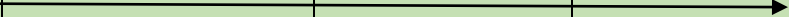


<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Building Capacity for Strong Arts Programs</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Establish college and career pathways in music, dance, visual art, and theater</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, director of college access, and advisory panel</i></p> <p><b><i>Budget</i></b> Individual site funding Outside funding</p>	<ul style="list-style-type: none"> <li>-VAPA coordinator will research which studios have education outreach programs in LA county</li> <li>- Identify students interested in internship and apprenticeship opportunities</li> <li>- Establish opportunities for parent training on industry jobs and careers (ongoing).</li> </ul>	<ul style="list-style-type: none"> <li>- VAPA coordinator will outline outreach programs for VAPA teachers</li> <li>-Advisory panel and VAPA teachers will detail transportation plans for students</li> </ul>	<ul style="list-style-type: none"> <li>-Enroll students into outreach programs that support career pathways (ongoing).</li> </ul>	<ul style="list-style-type: none"> <li>-Establish partnerships with industry sectors to provide students with internship and apprenticeship opportunities in the arts.</li> </ul>	<ul style="list-style-type: none"> <li><b>Resource-list of education outreach programs</b></li> <li><b>Framework for parent training</b></li> <li><b>Transportation plan for students &amp; families</b></li> </ul>
<p><b><u>Goal 2</u></b></p> <p>Develop tools, resources, and support structures for school leaders</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator</i></p> <p><b><i>Budget</i></b> District funding</p>	<ul style="list-style-type: none"> <li>-Collaborate with College Counselors to highlight &amp; feature career opportunities in the entertainment industry (ongoing)</li> <li>-Organize and facilitate transportation and logistics for students and families interested in internship and apprenticeship opportunities (Ongoing).</li> </ul>				<ul style="list-style-type: none"> <li><b>Outlined career opportunities that students can engage in and/or access</b></li> </ul>

<p><b>Goal 3</b></p> <p>Develop VAPA teacher leaders</p> <p><i>Point person(s)</i> VAPA Coordinator, Superintendents, VAPA teachers</p> <p><i>Budget</i> District funding</p>	<p>-Coordinate and facilitate planning time, observations, and reflections for arts integration teacher leaders (ongoing)</p> <p>-Document and present arts integrated lessons to school leaders and instructional leaders.</p> <p>-Analyze curriculum frameworks for math, social studies, and ELA to document potential integration entry points</p>	<p>-Document integration curriculum entry points</p>	<p>-Collaborate with VAPA teacher and school leaders to implement integrated lessons (ongoing).</p>		<p>VAPA teacher leader roles are diversified</p> <p>Multiple professional development opportunities for veteran teachers</p> <p>Arts integration resources including lesson plans, video, and teacher reflections</p>
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<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Developing infrastructure for quality &amp; comprehensive arts programming</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Document and develop school resources that promote VAPA college and career pathways</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, school leaders</i></p> <p><b><i>Budget</i></b> Release time Individual site funding</p>	<p><b>Program assessment</b></p> <p>-Develop benchmark performance assessments for technical skills in music, theater, dance, visual art</p> <p>-VAPA teachers create, implement, review, and revise grade level appropriate scope and sequences that include cognitive and technical skills identified in the national core arts standards (ongoing)</p>		<p>-Review performance assessments and create action steps based on student performance</p>	<p>-Review and revise scope and sequences based on student performance</p>	<p><b>Technical skills for college readiness Identified, documented, &amp; outlined</b></p> <p><b>PUC learning targets in teacher scopes and sequences</b></p>
<p><b><u>Goal 2</u></b></p> <p>Foster cross curricular integration/alignment resources and opportunities</p> <p><b><i>Point person(s)</i></b> <i>VAPA coordinator, director of college access, and advisory panel</i></p> <p><b><i>Budget</i></b> District funding Individual site funding</p>	<p>-Coordinator will facilitate planning sessions and lesson documentation between content and VAPA teachers (ongoing).</p>	<p>- Develop professional develop presentations for arts integration</p>	<p>- Facilitate arts integration PD at school sites (ongoing).</p>		<p><b>Development plan for arts integration teacher leaders at PUC</b></p>



<p><b>Goal 3</b></p> <p>Augment VAPA performance space access &amp; functionality</p> <p><b>Point person(s)</b> <i>VAPA coordinator, director of college access, and advisory panel</i></p> <p><b>Budget</b> Individual site funding Outside funding</p>	<p>-Diversify funding streams that target gaps in VAPA classroom functionality (ongoing)</p> <p>- Continued gap analysis of classroom functionality for all PUC VAPA classrooms (ongoing).</p>				<p><b>School leaders invested in classroom functionality resources for traveling VAPA teachers</b></p>
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<p><b>PUC schools Strategic Directions</b></p> <p><b><u>Establish Sustainable Funding Streams</u></b></p>	<p><b>Phase 1 tasks</b></p>	<p><b>Phase 2 tasks</b></p>	<p><b>Phase 3 tasks</b></p>	<p><b>Phase 4 tasks</b></p>	<p><b>Success Indicators</b></p>
<p><b><u>Goal 1</u></b></p> <p>Diversify funding streams for VAPA programming</p> <p><b><i>Point person(s)</i></b> VAPA Coordinator &amp; Grant writer (s)</p> <p><b><i>Budget</i></b> Outside funding</p>	<p>-Contract dedicated grant writers to research &amp; present additional funding streams for VAPA programming (ongoing)</p>				<p><b>Grant funding acquired to supplement VAPA programming revenue</b></p>
<p><b><u>Goal 2</u></b></p> <p>Assess, sustain, develop equipment and resource needs for music, dance, visual art, and theater</p> <p><b><i>Point person(s)</i></b> VAPA coordinator, teachers, and school leaders</p> <p><b><i>Budget</i></b> District funding</p>	<p>- Establish a parents group dedicated to fundraising at each school site</p>	<p>- Establish monthly VAPA parent school board meetings to review revenue and fundraising opportunities for VAPA programming (ongoing).</p> <p>- Schedule and coordinate space/time for parent board meetings (ongoing).</p>	  		<p><b>Supplemented VAPA resources, supplies, and extracurricular opportunities for PUC students</b></p>