

Five-Year Strategic Arts Plan



2024-2029

Table of Contents	
	PAGE
Executive Summary • Arts Education Background • Vision Elements and Strategic Directions	
2024-2029 Implementation Plan	

This strategic plan for arts education was developed as part of the LA County Arts Education Collective to advance the goals of [Arts for All Children, Youth, & Families: Los Angeles County's New Regional Blueprint for Arts Education](#), supported by Los Angeles County Department of Arts and Culture.

LAS VIRGENES ARTS EDUCATION BACKGROUND

In the vibrant educational landscape of the Las Virgenes Unified School District (LVUSD), arts education takes center stage as a cornerstone of holistic student development. With a firm commitment to nurturing creativity, expression, and inclusivity, LVUSD offers a rich tapestry of arts programs designed to inspire and empower learners at every stage of their academic journey. LVUSD boasts a diverse array of arts programs tailored to meet the interests and talents of its students. From music to visual arts to theater, dance, and media arts, students have access to a comprehensive range of opportunities for artistic exploration and growth.

In LVUSD, all students embark on a creative journey promoting artistic discovery and social emotional wellness through a diverse array of vibrant programs: The district's music programs from Grades 6 to 12 foster technical skill development, camaraderie, and teamwork through band, choir, orchestra, and jazz ensemble classes. Theater opportunities in Grades 9 to 12 encompass acting, directing, and technical theater, with after-school options extending to Grades 6 to 8. Dance education classes in Grades 9 to 12 cultivate movement, technique, and choreography skills. Visual arts instruction spans TK-12, nurturing artistic voice and aesthetic sensibilities. Media arts courses explore digital storytelling, film production, and multimedia creation, fostering creativity and technical skills. Engaging performing arts programs for Grades TK-5 promote creativity and confidence.

LVUSD's commitment to arts education shines through its two state-of-the-art Performing Arts & Education Centers at Calabasas and Agoura High School, serving as dynamic hubs for creative expression. These centers, outfitted with professional-grade facilities, advance the enrichment of student performances in theater, music, dance, and the display of visual arts. Throughout the year, students district-wide seize opportunities to showcase their talents in diverse performances and exhibitions, fostering community pride and collaboration. Through the Performing Arts & Education Centers, LVUSD celebrates a culture of artistic excellence, empowering students to flourish as expressive, engaged, and culturally enriched individuals.

Collectively, LVUSD programs not only provide students with opportunities for artistic expression and skill development but also foster a supportive and inclusive community where creativity is celebrated and nurtured. By offering a diverse range of arts programs and opportunities, LVUSD empowers students to explore their passions, express themselves authentically, and cultivate a lifelong appreciation for the arts.

FIVE-YEAR PLAN VISION ELEMENTS

In November 2023, LVUSD established an Arts Planning Committee to develop a new five-year strategic plan for arts education. Following a review of the previous strategic plan, the planning committee updated the vision elements to reflect the following:

With the five-year plan, the district strives to see the following in place as a result of their actions:

- Diverse and Celebrated Artistic Experiences
- Aligned VAPA Pathways
- Dedicated Modern and Creative Facilities
- Innovative Community Engagement
- Intentional and Flexible Programming
- Equitable TK-12 Arts Access
- Devoted, Ongoing and Inclusive Collaboration
- Dynamic Advocacy and Communication
- Cutting Edge Technology and Resources
- Growth Minded TK-12 Arts Funding and Personnel

FIVE-YEAR PLAN STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the team reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGIC DIRECTION A: Empowered Administration, Coordination and Advocacy

- Goal 1: Create clarified and streamlined budgets
- Goal 2: Develop and maintain a district-wide VAPA schedule
- Goal 3: Continue to Implement highly qualified VAPA staff TK-12
- Goal 4: Highlight, advocate for, and communicate about VAPA district-wide

STRATEGIC DIRECTION B: Aligned and Expanded Delivery of VAPA

- Goal 5: Establish a robust and aligned VAPA curriculum
- Goal 6: Expand VAPA exposure through performances
- Goal 7: Leverage and cultivate VAPA partnerships
- Goal 8: Update student programming and pathways of learning

STRATEGIC DIRECTION C: District and Community-Wide Professional Development

- Goal 9: Ensure ongoing professional development and collaboration
- Goal 10: Expand access and support for utilizing performing arts center resources



Five-Year Strategic Plan 2024-2029

Phase 1: 2024-2026

Strategic Direction A: Empowered Administration, Coordination, and Advocacy			
Goal 1: Create clarified and streamlined budgets			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Explore potential streams of revenue to support the goals of the strategic plan. (Ongoing)	☐ Identify grants available through local and state programs. ☐ Collaborate on Prop 28 spending with CBO, Educational Services & site principals. ☐ Assess the availability of funds via local PFC, Booster, and Foundation fundraising. ☐ Apply for an Advancement Grant to fund materials/supply needs to support VAPA Curriculum Expansion	Point Person: VAPA Coordinator	-Documentation of funding streams for the arts ensures financial clarity and supports the continued growth and enrichment of arts education initiatives. -Transparent communication and protocols regarding Prop 28 spending are openly shared with school sites, the Arts Committee, and teachers, fostering collaboration and informed decision-making. -Completed grant applications and awarded funding -Appropriate materials and supplies needed for VAPA are in place.
Facilitate transparent communication of the procedures required to access funding for arts	☐ Ongoing consultation with the CBO on relevant budget sources	Point Person(s): CBO VAPA Coordinator	-Flowchart is created, and VAPA teachers use the Flowchart tool to order and obtain supplies.

experiences. (Ongoing)	☐ Identify what will be covered by LCAP, Prop 28, ASB, PAEC, and site budgets. ☐ Verify annual contributions of existing booster organizations. ☐ Continue to create clear documents for teachers outlining how to access funds alongside the ordering process (flowcharts, internal Google Docs, etc.).	PAEC Production Manager Booster/PFC Org Presidents	-Documentation of discipline-specific supply needs. -Feedback from stakeholders indicates positive outcomes from clear communication of funding sources and processes
---------------------------	---	---	--

Goal 2: Develop and maintain district-wide VAPA Schedule			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Consolidate existing arts organization's activities into a district-wide VAPA calendar	☐ Investigate the possibility of establishing a system for sharing site-based VAPA events/activities on a district-wide calendar. ☐ Ongoing dissemination of Master Calendar of Events via a newsletter linked to site and district announcements.	VAPA Coordinator PAEC Facilities Manager Chief Technology Officer Various site-based VAPA leads and booster parent organizations	-District-wide calendar of events shared publicly. -Evidence of increased attendance at events. - Assets communicating annual seasons for Visual & Performing Arts Events
Maintain a district-wide master schedule of VAPA courses TK-12 (Ongoing)	☐ Take inventory of the current VAPA teacher schedules across the district ☐ Utilize the inventory to collaborate in refining activities, courses, and experiences for VAPA	VAPA Coordinator, Site Principals, Instructional Specialists	-Equitable and consistent delivery of arts instruction across elementary. -Students at the elementary

	students.		level are receiving access to additional arts disciplines.
VAPA Coordinator to collaborate with school sites to increase access to VAPA courses and experiences (Ongoing)	☐ Collaborate with all sites to make VAPA courses, activities, and experiences accessible to all students. ☐ Share data of secondary course selections with all stakeholders. ☐ Share data on Elementary exposure to VAPA programs and events with all stakeholders. ☐ Expand on integrating PAEC involvement with school sites to host educational experiences and culminating performances.	VAPA Coordinator, Site Principals, PAEC Staff	-Schedules completed, vetted, and shared with sites, Department Chairs, VAPA coordinators, etc.

Goal 3: Continue to Implement highly qualified VAPA staff TK-12			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Continue to maintain highly qualified VAPA staff across all disciplines (Ongoing)	☐ Take inventory of current VAPA Staff. ☐ Prioritize areas where gaps might exist and track needs. ☐ Explore available financial support (prop 28, grants, etc.), hire positions to support existing gaps, and bolster programs currently offered. ☐ Research available community partners and classified staff options.	Ed Services, Site Principals	-Additional teachers hired and/or partnerships established to support implementing uniform arts instruction.

Expand VAPA Leadership Roles	❑ Consider an FT VAPA Coordinator position and/or explore the possibility of Arts Lead Teachers for Elementary VAPA ❑ Identify available resources for expanding leadership roles	CBO, Ed Services, Site Principals	-Arts coordination in the district increased to full-time. Hours of coordination expanded. -Discipline-specific lead teachers are identified and assist in PLC and professional development activities.
------------------------------	--	-----------------------------------	---

Goal 4: Highlight, advocate for, and communicate about VAPA district-wide			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Establish an Arts Advisory Committee	❑ Hold 3-4 annual meetings to evaluate data. ❑ Review the progress of the Strategic Arts Plan ❑ Communicate minutes of the meetings to all stakeholders	Ed Services, VAPA Coordinator	-Arts Advisory Committee in place. Meeting agendas and outcomes documented. -Art Plan implementation tracked and monitored.
Sustain and expand VAPA recruiting efforts	❑ Convene teachers, VAPA Coordinator, and principals together to align and calendar exposure to VAPA programs ❑ Collaborate with school sites to ensure that all MS music groups do performances at assigned Elementary Schools ❑ Collaborate with school sites to ensure that MS receives a Visual & Performing Arts Assembly presented by both High Schools ❑ Conduct annual meetings with HS Dept. Chairs and VAPA Coordinator meetings with	Ed Services, Site Principals, VAPA Coordinator, Teachers, PAEC Staff	-Recruitment plan in place. -An increase in the number of students enrolled in VAPA electives grades 6-12.

	MS Administrators and MS Dept. Chairs and VAPA Coordinator meeting with Elementary Administrators		
Broadcast the Strategic Arts Plan via multiple communication platforms (i.e., website, newsletters, social media, events, etc.)	☐ Identify staff responsible for building and maintaining the website ☐ Create documents of the vision that are disseminated in a variety of ways ☐ Continue to update document(s) of VAPA staff in LVUSD as needed	Ed. Services, VAPA Coordinator	-Updated, maintained, and active website. -Additional communication pathways established and accessed.

**Strategic Direction B:
Aligned and Expanded Delivery of VAPA**

Goal 5: Establish a robust and aligned VAPA curriculum

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Utilize an Arts Advisory Committee to evaluate current offerings and pathways (2024-2025)	☐ Identify members and a system for collecting data at each school site and create a calendar of meetings ☐ Evaluate current pathways & provide recommendations to Cabinet & Curriculum Council & Pathways Committee ☐ Explore course offerings from districts beyond the borders of LVUSD	Ed. Services, VAPA Coordinator, Site-Principals, Teachers	-The Arts Advisory Committee has documented pathway offerings and identified needs and opportunities.
Continue to align district-wide VAPA Curriculums TK-12."	☐ Adopt curriculums for Elementary VAPA	Ed. Services, VAPA Coordinator,	-Vertical articulation is mapped and documented for each arts

	☐ Utilize PD days to work on establishing mapping/articulation in each arts discipline ☐ Strengthen vertical articulation (scope and sequence) to ensure equitable access	Site-Principal, Teachers	discipline.
--	--	--------------------------	-------------

Goal 6: Expand VAPA exposure through performance			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Establish and align yearly arts events/ activities/ performances for school sites district-wide (Ongoing)	☐ Create a district-wide performance calendar ☐ Identify support for performing arts teachers to schedule performances and transportation ☐ Via a district-wide VAPA Calendar, explore opportunities to showcase events to Elementary schools ☐ Schedule performing arts center use in tandem with other facilities in the district to ensure teachers at each site have viable options and opportunities	VAPA Coordinator PAEC Facilities Manager Various site-based VAPA leads and booster parent organizations	The district calendar of VAPA performances is established with support for teachers and transport for students in place.

Goal 7: Leverage and cultivate VAPA partnerships			
Action(s)	Tasks		Measurable Outcome
Arts Advisory Committee to identify industry professionals, community leaders, and	☐ Determine goals, including expanding exposure to professional VAPA experiences and VAPA curriculum for students as well as	VAPA Coordinator PAEC Facilities	- Arts Advisory Committee has established new VAPA partnerships with calendared

stakeholders with shared interests to develop VAPA partnerships	identifying funding opportunities and resources ❑ Research previous relationships with community members and stakeholders ❑ Committee determines collaborative opportunities and creates a calendar of corresponding meetings ❑ Establish social media presence to share and celebrate partnerships	Manager Chief Technology Officer Various site-based VAPA leads and booster parent organizations	and promoted opportunities and events.
---	--	--	--

Goal 8: Update student programming and pathways of learning			
Action(s)	Tasks		Measurable Outcome
Evaluate and assess the VAPA needs at High Schools	❑ Create and conduct a census of offerings at each high school site and compile outcomes ❑ Identify gaps in vertical VAPA articulation ❑ Investigate possibility of VAPA expansion where needed	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-High School VAPA offerings, gaps, and possibilities for expansion are documented.
Continue to align VAPA instruction at the middle schools	❑ Evaluate and assess current course offerings at each middle school site and compile outcomes. ❑ Redesign middle school rotation program to create equity between schools ❑ Expand theatre (potentially in after-school programs) ❑ Hire CTE and/or VAPA teacher(s) to support the expansion of VAPA Pathways	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Middle school VAPA offerings are documented. -Middle school VAPA rotation program is redesigned for equity across middle schools with new teachers hired to support expansion.

Strengthen the alignment of VAPA instruction across Elementary schools	☐ Evaluate Elementary VAPA, identify gaps, and compile outcomes ☐ Identify curriculums that will support the delivery of standards-based VAPA instruction ☐ Provide teachers with weekly or bi-weekly opportunities for teacher collaboration	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Elementary school VAPA offerings and gaps are documented. -Elementary schools are aligned via standards-based curriculum -Teachers have weekly or bi-weekly opportunities to collaborate.
--	--	--	--

Strategic Direction C: District and Community-Wide Professional Development			
Goal 9: Ensure ongoing professional development and collaboration			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Implement a system for mentoring new VAPA teachers (Ongoing)	☐ Deepen the existing mentorship system by assigning ongoing support for new teachers from veteran teachers in the same discipline, including recently retired teachers.	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-The process for mentoring new VAPA teachers is sustained and developed. -Teacher mentors are established and assigned to new teachers.
Explore common times for collaboration among HS and MS teachers (Ongoing)	☐ Schedule options between secondary teachers in the same discipline ☐ Share schedules with middle school teachers in the same discipline in case it makes sense for vertical alignment ☐ Look at MS early-out times to see if that provides options for interaction between MS	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Teachers' collaboration opportunities are consistently scheduled, funded, and shared across secondary.

	and HS ❑ Explore the possibility of funding for after-school meetings in appropriate disciplines		
Explore offering PD hours via outside Arts organizations (Ongoing)	❑ Gather and compile existing resources ❑ Create and administer a survey to gather knowledge on conferences and PD needs. ❑ Seek flexibility to provide a mix of in-house and specialized opportunities for PD. ❑ Create a resource list of applicable PD opportunities e.g., conferences, local specialists and providers, etc, to share district-wide	VAPA Coordinator	-An annual list of approved PD allowances and resources is established and shared with teachers
Utilize Prop 28 funds to bring in specialists in different disciplines to work with a class and to spotlight careers in the arts (Ongoing)	❑ Compile and share a database of parent & community expertise ❑ Specify allotted funds for teachers to use for VAPA guest artists ❑ Explore utilizing an annual artist-in-residence program	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Students gain increased access to and knowledge of Creative Career Pathways.

Goal 10: Expand access and support for utilizing performing arts spaces			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Develop PD opportunities focused on relevant technological systems for	❑ Determine topics of interest in collaboration with PAEC staff	Ed Services, VAPA Coordinator, Site-Principals,	-PD is delivered to provide additional access to the performing arts center, and

performing arts spaces (Ongoing)	☐ Offer PD for general ed teachers across sites to inform them of opportunities at the performing arts spaces ☐ Maintain and share a master list of what equipment is available at each site ☐ Communicate and vet protocol and develop training for essential rehearsal/use for “light-touch” use of facilities ☐ Provide teachers with training on how to use equipment (i.e. lights, sound, etc.) and resources at each unique facility	Teachers, PAEC Staff	district-wide use is increased within VAPA disciplines and other subject areas. -Existing equipment in all performance spaces is documented, and teachers’ desired equipment training is compiled. -PD for both rehearsal and light touch use of the performance art spaces is delivered. -Teachers’ use of performance spaces is increased.
Conduct ongoing evaluation of VAPA spaces across the district to ensure that full access for delivering arts instruction is available	☐ Assess the updated needs for instruction by conducting a yearly census and walk-throughs	Ed Services, VAPA Coordinator, Site-Principals, Teachers	- Annual evaluation of VAPA spaces and equipment is compiled, and needs are recorded and communicated.

Phase 2: 2026–2029

Strategic Direction 1: Empowered Administration, Coordination, and Advocacy			
Goal 1: Create clarified and streamlined budgets			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Continue to explore potential streams of revenue to support the goals of the strategic plan.	❑ Create a report template and identify what content should be included in an annual report	Ed Services, VAPA Coordinator	-Reports disseminated annually to identified constituents.
Continue to distribute annual Prop 28 reports to VAPA teachers, sites, and the Arts Advisory Committee	❑ Stay abreast of the CDE guidelines for reporting out on Prop 28 ❑ Identify when to share reports with teachers, sites, and the Arts Advisory Committee	Ed Services, VAPA Coordinator	-Reports created and disseminated.
Consider seeking new sponsorship and business partnerships to provide funding beyond Prop 28 and other funding streams	❑ Create a list of potential sponsors and local business partners and develop an outreach strategy	VAPA Coordinator	-New partnerships providing additional resources for the arts.

Goal 2: Develop and maintain district-wide VAPA Schedule			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Revisit and assess Phase 1 actions	❑ Update calendars and master schedule as needed	VAPA Coordinator PAEC Facilities	-District-wide calendar of events shared publicly.

		Manager Chief Technology Officer Various site-based VAPA leads and booster parent organizations	-Evidence of increased attendance at events. -Equitable and consistent delivery of arts instruction across elementary.
--	--	---	---

Goal 3: Implement highly qualified VAPA staff TK-12			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Hire itinerant music teachers in choir, band, and orchestra in grades 4-5	☐ Identify funding availability ☐ Research the cost of instrument purchases and associated equipment that might be needed ☐ Assess the desired need for the programs from Elementary sites and middle school programs	CBO, Ed Services, Site Principals	-Additional teachers hired and increase the number of students receiving music, choir, band, and orchestra.
Continue targeted staff PD supporting all of the arts disciplines	☐ Gather information on what professional learning is needed and establish a budget ☐ Identify PD opportunities, facilitators, or providers	Ed Services, VAPA Coordinator	-Surveys from attending identified professional learning experiences. -An outline of discipline-specific learning opportunities for teachers.
Create positions that allow for multi-site work	☐ Work with the director of human resources and union to investigate possibilities	Human Resources, CBO, Ed Services	-Hired teachers or local arts partners supporting the implementation of the arts across sites.

Goal 4: Highlight, advocate for, and communicate about VAPA district-wide			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Continue collecting student work, testimonials, photos, and data that tell the story of delivering high-quality arts instruction	☐ Create a system for compiling and housing the data ☐ Share the information via promotional media	VAPA Coordinator	-Data collected, compiled and shared to increase awareness of student excellence, productivity and learning across all subject areas.
Build and maintain a database of LVUSD Alumni currently working in the creative field	☐ Investigate effective Alumni organization practices ☐ Utilize County resources and tools that track student involvement in creative careers	VAPA Coordinator	-A database of LVUSD alumni working in creative industries.

**Strategic Direction B:
Aligned and Expanded Delivery of VAPA**

Goal 5: Establish a robust and aligned VAPA curriculum			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Reevaluate the Elementary VAPA curriculum for potential updates or new hires	☐ Facilitate the collection of data to identify the needs of Elementary VAPA Curriculum ☐ Research newly published curriculums or resources that might be available ☐ Share data with Cabinet, Ed. Services and Site-Principles	Ed Services, Site-Principals	- Additional resources might be supplemented - Potential adoption of new Elementary VAPA curriculums -New teachers and/or arts partners are hired and in place to

	☐ Make approved recommendations to Pathways / Curriculum Council		support VAPA articulation gaps identified in Phase 1.
Continue to seek funding to support VAPA programming	☐ Identify VAPA fundraising opportunities as a District eg. Visual Arts Spring Showcase as a Fundraising opportunity with ticket sales	VAPA Coordinator	-Additional funding, paired with Prop 28, is identified and utilized to expand supplies and equipment for VAPA programs.

Goal 6: Expand VAPA exposure through performance

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Seek opportunities for all students to attend VAPA performances with the district.	☐ Track and support transportation and schedule trips to performances	Ed Services, VAPA Coordinator, Site Principals	-Students are transported to field trips and performances equitably district-wide.

Goal 7: Leverage and cultivate VAPA partnerships

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Document, celebrate, and share VAPA Partnerships	☐ Collect and compile VAPA partnership outcomes and share Districtwide via newsletter, website, social media, etc.	VAPA Coordinator, Instructional Specialists	-VAPA partnership outcomes are shared and celebrated districtwide across multiple platforms.
Continue to grow and expand VAPA partnerships	☐ The Advisory Committee works to assess and continue to grow partnerships	VAPA Coordinator, School Site principals	-VAPA partnerships are expanded in number and/or scope.

Goal 8: Update student programming and pathways of learning			
Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Annually allocate time for cross-site collaboration to assess the success of vertical articulation (elementary to MS and MS to HS)	☐ Calendar time for VAPA teachers and VAPA Coordinator to meet and assess what is offered ☐ VAPA Coordinator reports to Directors on findings to create changes if needed ☐ Explore the possibility of VAPA becoming its requirement in Middle and High School	Ed Services, VAPA Coordinator, Site-Principals	-VAPA teachers bridging elementary to MS and MS to HS have met with VAPA coordinator to assess vertical articulation. -VAPA coordinator reported articulation assessment to directors and addressed necessary changes.
Annual collaboration to assess VAPA disciplines to inform horizontal articulation across schools	☐ Calendar time for VAPA teachers and VAPA Coordinator to meet and assess or review what is offered through a horizontal articulation equity lens ☐ VAPA Coordinator reports to Directors on findings to create changes if needed	Ed Services, VAPA Coordinator, Site-Principals	-VAPA teachers have met with the VAPA coordinator to assess horizontal equity across all disciplines and sites. -The VAPA coordinator documented and reported horizontal articulation assessment to directors and addressed necessary changes. The possibility of VAPA becoming a requirement in Middle and High School has been addressed.

**Strategic Direction C:
District and Community-Wide Professional Development**

Goal 9: Ensure ongoing professional development and collaboration

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Provide additional mentorship to new VAPA teachers	☐ Hire mentors (for example: from the retired pool of LVUSD VAPA teachers) ☐ Survey teachers who engaged in mentorship and document their reflections	Human Resources, Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Surveys of teacher mentorship experience. -Evaluation report of teacher mentoring process is documented, and new strategies are added where needed.
Clarify the route for attending conferences and professional development opportunities	☐ District reviews list of PD options for approval and alignment with teacher individual PD plan	Ed Services, VAPA Coordinator, Site-Principals	-PD opportunities for teachers are reviewed and approved.
Conduct an evaluation of annual PD goals	☐ VAPA Committee collects data on suggested offerings and overarching PD goals	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-An evaluation report of annual PD goals is documented and shared with district leadership.\

Goal 10: Expand access and support for utilizing performing arts spaces

Action(s)	Tasks	Point Person(s)/Group	Measurable Outcome
Continue to update and explore new technologies as needed for CTE & VAPA Courses	☐ Continue to provide training for current and updated technologies.	Ed Services, VAPA Coordinator, Site-Principals, Teachers	-Use of PEAC by VAPA teachers remains consistent or increases.

Provide regular opportunities for collaboration between teachers and PAEC staff	☐ Continue to Integrate PAEC staff into district-wide staff development days with certificated teachers	Ed Services, VAPA Coordinator, Site-Principals, Teachers, PAEC Staff	-VAPA teachers and PAEC staff meet to collaborate regularly to assess the use of the space and equipment.
---	--	--	---