

Arizona School for the Arts

1410 N. 3rd Street
Phoenix, AZ 85004
Phone: 602-257-1444
Web: www.goasa.org



**Arizona School
for the Arts
Three Year
ACTION PLAN
2012-2015**

Introduction

Arizona School for the Arts in downtown Phoenix was founded in 1995 and has gained national recognition for its innovative college preparatory and performing arts programs. Through its rigorous yet creative approach, ASA is transforming the face of education by providing an environment for children to become thinkers, leaders, activists, and innovators. The school currently serves over 800 students in grades 5-12. In the fall of 2012, having accomplished its long-term goal of opening its permanent campus, the school engaged its stakeholders in a strategic planning process to set the course for the next three years. The result of its work was to establish a rolling three-year strategic plan to be adopted annually with a new third year.

Five key strategic goals were identified prior to the fall retreat and affirmed by the retreat participants: administrators, board members, faculty, staff, students, and parents. The major areas calling for attention in the plan are presented in order of importance below:

- Financial/Institutional Development
- Academic and Artistic Quality
- Internal Community Relationships/School Culture
- External Community Relationships
- Technological Development

Goal 1: Financial /Development

Attain financial sustainability for Arizona School for the Arts programs and campus

Ultimately, ASA's financial goal is to achieve the level of long-term sustainability necessary to insure that the school's programs thrive and to attract and retain exceptional faculty – both of which are the pillars of the school's mission. Toward that end, ASA's objectives over the next three years are to retire capital debt and to build reliable annual revenue streams that supplement insufficient state funding.

Annual Operational Fund

As a charter school, ASA receives public funding only for its academic programs. The performing arts programs are essential to ASA's model of education, and yet not funded by the state. Through private donations, the Arizona Tax Credit initiative and private grants, the ASA Annual Fund supports the arts programs at the school. The primary expenses funded by the annual campaign include both the cost of attracting and retaining the highest caliber teaching artists and providing the breadth of performing arts programming that builds artistic skill and competency in specific areas of study. The annual cost of the ASA arts program is just under \$1.5 million or \$1,800 per student per year.

Annual Fund

- To meet or exceed the ASA Annual Fund goal through individual pledges, events, and initiatives focusing on ASA parents, grandparents and local businesses

Arizona Tax Credit Initiative

- To meet or exceed the annual Arizona Tax Credit Initiative goal through individual tax credit contributions from parents, grandparents, friends and neighbors of ASA.

Culture of Philanthropy

ASA provides a quality and breadth of programming not found in any other public school in the state. Originally marketed as “tuition free”, ASA cannot sustain its program quality based upon (vastly decreased) state funding alone. The school must cultivate awareness amongst its stakeholders that individual philanthropy is essential to maintaining the quality of the arts programs and faculty.

- Through individual cultivation, events and appeals, the school will educate the community on the gap between the state funding provided and the cost of an ASA education thereby increasing the number of giving units and educating the ASA community
- Engage the Arizona School for the Arts Parent Committee in fundraising activities that encourage parental involvement and commitment to ASA’s fundraising goals
- Increase parent engagement in ASA through increased volunteer opportunities.

Building on Excellence Capital Campaign

As a charter school, ASA does not receive capital funding. In 2008, the school was able to attain bond financing to complete its permanent campus while also doubling its enrollment to meet the increasing demand for ASA’s educational product. ASA must successfully raise \$6 million to pay down a portion of those bonds.

Steering Committee

- Increase the membership and engagement of the steering committee
- Identify key donors and build strategic relationships
- Meet annual goals for capital campaign revenues and multi-year pledges through direct solicitations

Collateral

- Develop a presentation packet for use by steering committee, advisory council, board of directors, and lead administrators to employ in building awareness for and interest in the capital campaign.

Arizona School for the Arts Education Foundation

- Research and apply for establishing a foundation that supports ASA programs by June 2013
- Determine financial priorities for the newly formed foundation

School Branding

- Create an updated ASA monogram and logo to reflect the dual purpose of the school that is a balance of rigorous academics and performing arts.
- Develop and integrate a brand strategy into every point of public contact including business collateral and systems as well building and directional signage.

Goal 2: Program Quality

Engage in a continual process to evaluate and improve the quality of ASA's academic and arts programs.

ASA strives for the highest levels of academic engagement and rigor combined with a conservatory based approach to the study of and engagement in the performing arts. Philosophically, the school is rooted in the idea that content area specialists design and implement creative and stimulating curricula based upon student needs and desired outcomes. All ASA students should graduate with the option to attend a four-year college, university or conservatory and competency in one of the three arts areas provided as part of the core curriculum. Beyond post-secondary education, students should be prepared to think critically, solve problems creatively, conceive of innovative ideas, engage in civic leadership, and become active in their arts and cultural communities. A small percentage of students who possess the talent and training will become professional artists.

Post-secondary Preparation

- Collect baseline data from alumni regarding quality of academic and/or artistic preparation received through ASA and use information to improve program quality in targeted areas.
- Create vertical and horizontal curriculum alignment driving toward academic and artistic outcomes.
- Create on campus opportunities that prepare students to carefully select and to then gain entrance into colleges or conservatories of their choice.

Faculty

- Recruit, retain, and professionally grow the highest caliber of faculty both in their areas of expertise, their expertise in pedagogy, and their character.

Goal 3: The Internal Community

Maintain and improve an ASA school culture that supports the success and happiness of our students, faculty, staff and parents.

ASA School Culture

In large part, ASA's school culture contributes to the success of its students and the retention of a high caliber of academic faculty and teaching artists. ASA's culture is based in respect for each individual, the pursuit of academic and artistic excellence, and celebrating the passion and creativity of its constituents. As the school has grown from 400 to 800 students and from 35 to 75 faculty and staff in the past four years, the fiber that binds the school together has been stretched and at times challenged. Creating deliberate activities, networks and

mechanisms that affirm, reinforce and build the school culture is essential to maintaining the character and quality of the school.

Inform the ASA Community

- Identify existing tools for communication within the ASA community and increase the effectiveness of existing communication methods.
- Identify and implement additional methods for effective internal communications.

Inspire Community Involvement

- Define goals and leadership roles for all ASA student groups in order and implement activities and events based upon the purpose of each organization.

Empower and Involve

- Identify existing ASA traditions and create new traditions that create a sense of community among students, faculty and staff.

Goal 4: The External Community

Develop academic, arts, and business partnerships that further ASA's vision to become embedded in the Phoenix community.

Community Impact and Visibility

ASA is a more than a college preparatory and performing arts school: it is a community resource that has a vision to become part of the fabric of downtown Phoenix. ASA students, faculty, staff, board of directors, and advisory council are the multiple threads that must be woven into that fabric in order to gain the support of downtown businesses and civic leaders.

Student Performances

- Engage students in strategic performances with specified goals and parameters that create opportunity for students, the school, and the receiving organizations and publicize to stakeholders.
- Develop a target list of high visibility/impact events and initiate conversation with organizations we will actively seek to be involved with.

Communication

- Develop relationships that position ASA as a point of contact for developing stories.
- Improve consistent messaging about ASA's value and impact to be used by all stakeholders.
- Update ASA online and social media with new branding and high quality, accessible and timely content.
- Create a PR kit for distribution with student/civic groups as they participate or perform within the community.

Community Engagement

- Identify and develop strategic community partnerships that provide students with meaningful civic engagement and/or internships while providing a benefit to the community or receiving organization.
- Strategically build ASA's Board of Directors with high profile community and business leaders.

Campus Plan

- Expand ASA afterschool programs and Summer Arts Institute.
- Increase the use of ASA facilities for community activities and events as a community resource and as an additional revenue stream.

Goal 5: Technology

Provide a 21st Century learning and working environment for faculty and students.

ASA is cultivating leaders for the future and in so doing must provide environments that incorporate 21st century learning skills and train students with the technological tools they will be expected to use in college and the workplace. Similarly, the ASA faculty and staff expect to work in an environment of ever increasing flexibility and efficiency in order to maximize their ability to create enriching curriculum and incorporate cutting edge instructional techniques. All ASA stakeholders must be confident that the school's technology and policies support an appropriate learning and working environment and facilitate ample avenues for information and communication flow.

Measure Current Climate

- Conduct research to measure faculty and student use of technology and barriers to using technology and technological resources.

21st Century Working Environment

- Increase ASA's infrastructure capacity to accommodate usage requirements for a 1:1 environment.
- Increase technology support levels from .5 FTE to meet all demands of a 1:1 environment.
- Provide faculty with just-in-time technology training including software and digital resources.
- Research, evaluate and purchase appropriate software for 21st century teaching and learning.

Digital Curriculum

- Develop a secure system for storing curriculum resources and requisite tools for developing both inward and outward facing curriculum.
- Design, adopt, and implement a range of formats for curriculum design.
- Apply copyright laws appropriately for the educational environment.

21st Century Learning Environment

- Provide students with just-in-time training on classroom technology and resources.
- Create and implement 21st Century skills workshops for 5-12th grade.
- Skillfully incorporate multiple technology devices and media into classroom teaching and learning.

