



Arizona School for the Arts

Strategic Plan

2023-2026

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www.goasa.org

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Strategic Priority 1

Student Achievement and College Readiness

Strategic Priority Focus Areas

ASA seeks to grow curricular proficiency and skill mastery of all students by 25% through the delivery of high-quality, rigorous, engaging, and standards-aligned curriculum alongside targeted interventions.

Goals

1. Increase proficiency rates in core subjects [Math, ELA, and Science] by 25% as evidenced by AASA and AzSci.
2. Increase student engagement in the classroom [active and well-managed learning] with an outcome of 85% of the students being engaged 85% percent of the time as evidenced by walk throughs, informal observations, and ELEOT data.
3. Increase the number of students meeting or exceeding grade-level standards in Math, ELA, and Science by 20% as evidenced by NWEA.
4. Increase the number of students meeting or exceeding standards in ELA and math for ESS, ELL, SES, AA, and H/L subgroups.
5. Increase the number of students meeting or exceeding IEP goals as evidenced by the data from IEP-Pro.
6. Increase participation and performance in advanced placement (AP), honors courses, and dual enrollment.
7. The Arts department will focus on foundational literacy in entry level arts classes by achieving 85% mastery by 85% of the students each school year.

Year 1 2023-2024

- Create and codify a curricular vertical articulation with emphasis on core skills and power standards for each academic focus area (ELA, SS, Sci, Math, LifeSkills).
- Increase AP and honors offerings at the high school level with the focus on more choice and rigor in the sciences.
- Professional Development and coaching on test preparation with focus on middle school Math and ELA to increase confidence, buy-in, and performance of all middle school students.
- Develop a targeted intervention model to be offered during the school day to students who are three or more grade levels behind in math and ELA.

Year 2
2024-2025

- Codified unit plans reflective of unit plan expectations with appropriate and correct links and inclusive of pacing calendar, organized and sequential materials, performance assessments, reflections, and vertical articulation alignment.
- Codified ASA pedagogy of teaching and learning (Constructivism, 3D Modeling, Inquiry, Critical Response Process, 3QP) and align to unit plans, lesson plans, and evaluation system.
- College and Career Readiness Seminar - scope and sequence for 7th and 8th grade with focus on presentation skills, research skills, note taking and study skills, inquiry and critical response, collaboration, conflict resolution, and stress management.
- Develop and use metrics dashboard to track progress and growth of student achievement by grade level and academic concentration.
- Redesign and implement a new model for grading for college and career readiness (formally known as “engagement” and “participation”).
- Redesign summative assessments to meet performance-based assessment criteria; allow students to apply skills to new content/context.
- Track and report achievement metrics and goals for performing arts.

Year 3
2025-2026

- Gradebook alignment to skills-based grading.
- Codified rubrics across all grade levels and content areas.
- Implement and facilitate student-led conferences at every grade level.
- Implement student tracking of their own progress and yearly goal setting for achievement.

Strategic Priority 2

Teacher Recruiting and Retention

Strategic Priority Focus Areas

ASA seeks to recruit, hire, retain, and professionally develop highly qualified teachers and staff who are aligned to the ASA mission, values, and pedagogy.

Goals

Retention Goals

1. Achieve a teacher retention rate of 90% every year.
2. Achieve a retention rate of 80% for newly hired teachers within their first two years of employment.
3. Increase participation in professional development programs and offerings with outside organizations and programs by 25%.
4. Establish a mentorship and coaching program for new teachers that guides their professional growth over three years.
5. Establish a process and protocol for exit interviews to gather data for improvement and increased teacher retention.
6. Implement recognition programs for outstanding teaching performance and see a 15% increase in teacher satisfaction within the first year.
7. Implement relationship/community building opportunities on a monthly basis and grow participation by the establishment and participation in strategic cross-campus cohorts.
8. Introduce work-life balance initiatives and achieve an improvement in work-life satisfaction among teachers.
9. Correlate teacher retention rates with student performance metrics and aim for a 5% increase in standardized test scores linked to higher retention rates.

Recruitment Goals

1. Increase the number of qualified applicants for teaching positions by 25% within the next recruitment cycle.
2. Increase the percentage of diverse candidates in the applicant pool from 10% to 30% over the next two recruitment cycles.
3. Increase the percentage of candidates meeting minimum qualifications to 85% within the next recruitment cycle.
4. Evaluate recruitment sources (e.g., job fairs, online platforms) and increase hires from the most effective sources by 15% over the next year.
5. Fill all open positions with high quality and pedagogically aligned teachers by May 31st, annually.
6. Evaluate internship pipelines and creative opportunities to attract high quality candidates.

Year 1
2023-2024

- Focus on professional accountability and alignment with ASA pedagogy through professional development, coaching, and relationship building.
- Analyze gaps in providing support, accountability, and professional development.
- Hiring completed by August 1st.
- Provide professional development in Cognitive Coaching to Deans of Arts and Academics.
- Refine and streamline the hiring framework:
 - Indicators of alignment in mission, vision, pedagogy
 - Indicators of highly qualified
 - Process to include application, screening, interview, demo, offer
 - Targeted and aligned interview process and questions

Year 2
2024-2025

- Create two new Instructional Coach positions for ASA Master Teachers.
- Provide a certification program for new Instructional Coaches and all Dean-level positions.
- Refine observation tools and norm for the observation process and outcomes.
- Revise and codify a walk-through rubric that is aligned to the RISE framework.
- Create a master planning calendar with regular observations, walk-throughs, and coaching.
- Revise the New Teacher Orientation and 2-year plan to support “new to the profession” and “new to ASA” teachers.
- Develop ten Professional Development micro sessions throughout the year.
- Relationship-building and connection opportunities monthly.
- Quarterly feedback opportunities - what's working and what is not working.

Year 3
2025-2026

- Establish and codify a teacher leadership framework:
 - Opportunities for leadership
 - Opportunities for master teachers to present at conferences
 - Framework for leadership election/selection
 - Evaluation framework for teacher leadership roles
- Facilitate a 360° review/evaluation framework.

Strategic Priority 3

Student Recruiting and Retention

Strategic Priority Focus Areas

ASA seeks to grow and sustain an enrollment of 850 students annually who are aligned to the ASA mission in their interest, goals, and curricular readiness.

Goals

Retention

1. Improve student satisfaction and engagement through initiatives such as student surveys, focus groups, and feedback mechanisms, with a target of a 25% increase in positive feedback.
2. Enhance support services for students including academic advising, counseling, intervention, and extracurricular activities, resulting in a 30% decrease in student attrition rates.
3. Implement mentorship programs or peer support networks to foster a sense of belonging and connection among students, aiming for a 25% decrease in feelings of isolation or disengagement.
4. Strengthen and streamline communication channels between school administration, faculty, students, and parents/guardians to address concerns and provide timely support, leading to 15% increase in retention rates.
5. Challenge and enrich our gifted and/or advanced students.
 - a. Quarterly independent study projects.
6. Develop targeted interventions for at-risk students including academic support programs, counseling services, and personalized learning plans.
7. Retain 85% of our current 8th and 9th graders on a yearly basis.
8. Enhance student opportunities for community and social outreach directly related to curriculum, ie: JA Finance park, Holocaust survivor speakers, touring the capitol, etc.
9. Eliminate 9th hour arts to shorten the day; frees up 9th hour for extracurricular/peer tutoring offerings and opportunities.

Recruitment

1. Increase enrollment of new students by 5% every year.
2. Strengthen community partnerships and outreach efforts to increase awareness and interest in the school, resulting in 15% growth in prospective student inquiries.
3. Implement targeted marketing campaigns leveraging social media, digital advertising, and community events to reach potential students and families, with a goal of 15% increase in applications.
4. Recruit students with interests, goals, and skills aligned to the ASA mission.

Year 1 2023-2024

- Create a system to assess student records and educate families about ASA demands and expectations prior to enrollment.
- Assessment of needs, skills, and abilities to best determine placement in the programming:
 - New family meetings
 - Placement testing
 - Proactive messaging on expectations
- Streamline and codify student activities framework to include:
 - Teacher advisor roles and responsibilities
 - Budgets
 - Club manual
- Streamline and codify student incident response to include:
 - Student Discipline tracking in Synergy
 - Student Intervention tracking in Synergy
 - Classroom expectations for low-level incident response by teachers
 - Protocol for administering exclusionary discipline responses
 - Ladder of escalation and prescription for multiple incidents
- Establish a process and protocol for McKinney-Vento and National School Lunch Program (NSLP) to support students with socioeconomic needs

Year 2 2024-2025

- Conduct exit interviews to determine why students are leaving.
- Hold proactive family meetings on what's going well and how we can provide support; balancing retention meetings with satisfaction and opportunity meetings.
- Create a Student Recruiting Task Force to devise the strategies, communications, and timeline for student recruiting.
- Expand our calendar of activities and target organizations for recruiting students whose interests and goals align with the ASA mission.
- Appropriate levels of intervention and academic and non-academic supports:
 - Launch a peer tutoring program where students can get NHS/NJHS service hours
- Streamline and codify student expectation and intervention supports in the classroom:
 - Grade-level intervention planning documents and protocols
 - Universal intervention and accommodations
 - Tracking progress of classroom-based interventions and accommodations
- Implement and track effectiveness of the following:
 - Ladder of escalation
 - Restorative responses in the form of conversations and mediations
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Year 3
2025-2026

- Restore the total number of student applicants to ASA to 2019-2020 results; pre- and post-lottery aligned.

Strategic Priority 4

Communications, Visibility, and Marketing

Strategic Priority Focus Areas

ASA seeks to improve the relevance, clarity, consistency, and transparency of written communications to faculty, families, and students. ASA will build its brand recognition through strategic marketing initiatives.

Goals

1. Assess strengths and weaknesses of our current communications program.
2. Using past survey responses from 2022-2023, create a framework for communicating with ASA Families, Students, and Staff that includes articulation of audience, purpose, tool/mechanism/author(s), and timing.
3. Increase brand presence and community visibility with donors, prospective families and the broader community through earned marketing (reviews, media coverage, social shares, etc) owned marketing (our website, social profiles, emails, etc.), and paid marketing (advertising).

Year 1 2023-2024

- Review and assess effectiveness of existing communication with the Senior Leadership Team and Parent Committee.
- Create grade level parent leaders to streamline and ensure relevance and consistency of grade level communications to families.
- Create a framework for communications by type, purpose, and timing referred to weekly as needed during Senior leadership Team meetings.
- Create an Event Planning Guide to ensure communications are ample and appropriate for events planned by the arts, academic, and leadership teams.
- Implement *HOS Weekly Notes* to faculty to communicate essential information from the Board of Directors, Business office and Leadership Team.
- Deliver daily student announcements led by the Dean of Students.
- Deliver a weekly family e-newsletter, *News from the Coop*, with timely announcements and events.
- Design marketing materials for recruiting and new student enrollment:
 - Website updates and redesign
 - Student enrollment overview packet
- Rebrand/design hard copy programs for end-of-year celebrations.

Year 2
2024-2025

- Deliver a minimum of four non-curricular student performances for community events.
- Deliver at least four arts or academic outreach programs to local schools or arts organizations with the purpose of student recruitment and marketing.
- The Principal and designees will create a communication plan that provides meaningful, timely, and regular communication and builds transparency between students and administration.
- Evaluate through surveys the effectiveness and impact of the current communication plan.
- Evaluate the frequency and effectiveness of communications and collaboration with staff.

Year 3
2025-2026

- Implement communications improvements identified through surveys and feedback from ASA stakeholders.
- Evaluate ASA's brand awareness in education, arts, and downtown communities.

Strategic Priority 5

Resource Development for Sustainability and Growth

Strategic Priority Focus Areas

ASA seeks to expand and diversify the fundraising program to increase ASA's long-term sustainability alongside improving engagement, communication, and stewardship of all stakeholders.

Goals

1. Prioritize engagement and effective communication with families and other key stakeholders.
2. Continue to optimize participation and revenue targets in the Annual Fund and other important fundraising initiatives and events.
3. Develop a major donor pipeline and revitalize the stewardship program.
4. Launch tax credit campaigns with targeted marketing to potential donors.
5. Develop and activate diverse sponsorship opportunities to strengthen the engagement of small to large corporate donors.
6. Identify and develop potential "windfall initiatives" (low probability, high pay-off) that are not included in annual revenue goals, ie: planned giving and naming/dedication opportunities.

Year 1 2023-2024

- Maintain fundraising levels of prior years with reduced enrollment.
- Establish Department and Signature Series Sponsorship Program.
- Organize community Amphitheatre Ribbon Cutting Event and related mini-fundraising campaign, *ASA RISING*.
- Recognize alumni through stories and annual awards at Showcase, Alumni newsletter, and reunions.

Year 2 2024-2025

- Restore the Annual Fund's growth to 10% year over year.
- Develop and activate ASA's major donor portfolio of current parents, alumni, and non-parent community members, utilizing "Moves Management" practices.
- Engage in collaborative conversations and focused fundraising tactics with board members, parents/guardians, faculty, and administrators to increase corporate sponsorship of Department, Signature, and Showcase performance events by 10% in

FY24, 15% in FY25, and 20% in FY26; increase foundation grant requests from to 3-4 proposals per year.

- Create additional revenue through ticket sales for Signature Series performances (\$5 - \$10, depending on the performance), anticipating an additional ~\$10,000.
- Deepen communication and activities with student alumni and parent alumni to increase school involvement and drive an increase in giving; doubling student alumni giving and parent alumni giving by 60%.
- Implement recognition and stewardship programs to express gratitude for contributions made by student alumni and parents of alumni, fostering a sense of belonging and value within the institution.
- Strongly communicate ASA's position as an academic and artistically excellent school, through greater storytelling practices that highlight students, donors, volunteers, and alumni, across multiple internal and external communication channels. Send 2-4 press releases per semester focusing on academic, arts, extracurricular, and leadership/event achievements.

Year 3 2025-2026

- Innovate supplemental methods for parents and families with varying financial and time resources to raise funds for the Annual Fund.
- Add parent voice/perspective to fundraising strategy, ie: Annual Fund Campaign chairs.
- Launch specific affinity group-giving campaigns detailing how their contributions can directly support initiatives important to them, such as programs or campus improvements.
- Implement a customized acknowledgment and stewardship program to express gratitude for contributions made by student alumni and parents of alumni.
- Organize an event independently or in conjunction with existing events to unite alumni students and their parents, cultivate a sense of community, and highlight the positive impacts of giving. These events may involve networking, guest speakers, and student performances.

Strategic Priority 6

Community Engagement and Partnerships

Strategic Priority Focus Areas

- Redefine what it means for ASA to be embedded in the arts and downtown communities to pursue purposeful partnerships (existing and new) with impact on students, faculty, and the school at large.
- Elevate and deepen existing partnerships with arts and downtown organizations to enrich the school experience.
- Reignite and expand Phoenix Youth Arts Collective (PYAC) to boost collective presence, visibility, and access to performance opportunities and arts education.
- Nurture opportunities to use the ASA campus for after school/summer arts and academic enrichment programs and community performances.

Goals

1. Create a definition statement and stories that exemplify ASA's community embeddedness.
2. Develop after school opportunities for students through strategic arts partnerships.
3. Create purposeful partnerships with notable education, arts, and community organizations and institutions to elevate ASA teaching, learning and impact that reflects a national model of excellence in 5-12 education.

Year 1

2023-2024

- Three attempted and one successful afterschool arts program for ASA students.
- One performance for Phoenix Community Alliance (PCA).
- Co-hosted a mixer with the Phoenix Youth Arts Collective (PYAC) and other arts focused youth organizations at Rosie's House.
 - Reconnected with high-potential partners (PCM, PYSO, PBC/PGC, Harmony Project) to explore interest and potential for future collaborations.
- Established a stronger ASU Partnership with aligned schools within the university:
 - Popular Music Program - one faculty mixer and two performing/recording opportunities (guitar and choir) at the ASU downtown campus.
 - Established relationship with ASU Arts Education Department for a research project.
 - Attended ASU Sparking Synergy event to explore future ASU Partnerships.

Year 2
2024-2025

- Establish 2-3 new after school opportunities for ASA and community students delivered through partner organizations.
- Create a definition statement that describes what it means for ASA to be embedded in the arts and downtown community.
- Establish a target list of high impact partners and purposeful strategy for engagement with each organization.
- Meet with community partners/affiliations with defined purpose and impact goals to be fully executed by School Year 2025-2026.
- Develop 3-5 Case Studies/Stories to exemplify ASA's impact on the downtown Phoenix community to be used in presentations and collateral.
- Establish one pilot program with ASU Arts Education Department and publish the results.
- Co-construct a 2-3 year Phoenix Youth Arts Collective Work Plan working jointly with interested PYAC leaders.

Year 3
2025-2026

To be determined in consultation with the incoming Executive Director as community relationships are established.

Strategic Priority 7

Campus Development - Master Site Plan

Strategic Priority Focus Areas

ASA will complete a Master Site Plan suitable to meet the current and future needs of both its innovative college preparatory and robust performing arts programs including classroom, practice, and performing space. In the process, ASA seeks to assess interest in a broader collaborative project from potential partner organizations that are aligned in mission, values, and goals.

Goals

1. Revise the current Master Site Plan to include the new amphitheatre and current needs of the school that includes, among other needs, a Performing Arts Center.
2. Assess high potential new partnerships for a joint venture in developing performing arts spaces.
3. Evaluate and select an operating structure for a joint venture (if appropriate) that includes, ownership, management, use, and accountabilities. OR create a short- and long-term plan for the development and use of the new performing arts center owned and operated by ASA.
4. Create a comprehensive project plan for completing the agreed upon development project.

Year 1 2023-2024

- Develop a list of interested, mission and values aligned partners (including PYAC) for developing shared performance space.
- Convene ASA Board of Directors, ASA Senior Leadership, and high potential partners for an exploratory workshop on developing a jointly developed/occupied performing arts space.

Year 2 2024-2025

- By December 2024 the ASA Board will reach a decision regarding the best pathway for building a PAC for ASA - whether jointly with other organizations, or as a single entity.
- By June 2025 the Board will develop a Master Site Plan with a project plan and timeline for completing a multi-year project to build space determined to be essential for sustaining the ASA mission.

Year 3
2025-2026

- Executive Phase 1 of the project plan including: designing the ownership structure, site plan, feasibility study, and building a capital campaign cabinet.