

**Name of Professional Outreach Programs in the Schools (POPS) organization:**

Plan-B Theatre  
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 Salt Lake City, UT 84101  
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**Q8 Budget Expenditure Report and Income Source Reports**

	Legislative Appropriation Expenditures	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation of Total Expenditures
Salaries	4,000.00	85,487.58	239,487.58	64.30%
Employee Benefits	5,000.00	19,171.36	24,171.36	20.69%
Travel	0.00	21,855.58	21,855.58	0.00%
Supplies & Materials	0.00	22,920.83	22,920.83	0.00%
Other (Not eligible for indirect)	0.00	10,214.70	10,214.70	0.00%
Columns 1, 2, & 3: Total Dollar Amount Column 4: Percentage Average	159,000.00	159,650.50	318,650.05	49.9%

**Q10 Please provide numerical totals for POPS services for the categories below.**

- Number of Districts 41
- Number of Charters 119
- Total Number of Schools 659
- Home School Students 0
- Total Instructional Hours (Direct services to teachers and students) 233.34
- Number of Teachers Served - In-person 2,947
- Number of Students Served - In-Person 20,591
- Number of Teachers Served - Virtual 115
- Number of Students Served - Virtual 2,300

## Programs and Services:

### Program Name: Free Elementary School Tour of *Squeak* by Tito Livas

SQUEAK by Tito Livas was our eleventh annual Free Elementary School Tour (FEST). Each school year FEST tours a new work by a Utah playwright to schools throughout the state. Created specifically for grades K-3, SQUEAK served 102 schools with live, in-school performances and an additional 83 schools virtually via our video and audio options. Five schools registered to access the virtual options after an in-school performance so classes who missed the assembly could experience SQUEAK. All participating schools are invited to arrange a Q&A with the creative team via video call.

FEST allows students to develop audience skills (Standards K-3.T.R.1). During our in-school performances, 7,782 students (40%) indicated that it was their first experience with live theatre. In addition to introducing basic theatre terminology, the Tour Manager and actors carefully established expectations in the pre-show discussion at the beginning of the program and reinforced those expectations throughout the performance.

SQUEAK introduced students to the topic of neurodiversity in an accessible and age-appropriate way. Playwright Tito Livas based the play on his son Oliver, who was diagnosed with ADHD at the age of 5. "SQUEAK is the story of what I think it's like inside his brain, the difficulties he has within himself and his interactions with others, and how to better serve his neurodivergence."

The script was designed with interactive moments to keep the students engaged: students were invited to practice breathing exercises with Squeak throughout the 25-minute play, and at the midpoint, Squeak led the audience in creating a cacophony of animal noises as an illustration of how their brain feels when overwhelmed.

Principal Erik Jacobson wrote that at Ensign Elementary (Salt Lake City School District), "We had great discussions about how neurodivergent students learn and how to accept others. SQUEAK was great! We loved having it be a part of our school year. It is something we will reference throughout the 2023-24 academic year."

"A number of children really identified with Squeak and were able to tell their teachers how much Squeak is like them," Instructional Coach Gwen Andrus told us after our performance at Promontory School of Expeditionary Learning (Box Elder County Charter School), "The teachers marveled at the diversity of children who feel like Squeak." Similarly, second-grade teacher Katie Himes at Boulton Elementary (Davis School District) shared, "I had one kid turn around during the play and say [referring to Squeak], " That's like me!" He was mesmerized with the whole play and LOVED it!" At Valley Elementary

(Kane School District), Special Education teacher Wendy Harris was moved by the experience of watching SQUEAK with her students. She told us, "It resonated with all my students. I LOVED it! Thank you so much for showing others how students with ADD/ADHD feel and struggle. It is so real. It also helped the ones who deal with this to see they are not bad kids. They have a challenge they need to face, but they are not BAD."

We heard from schools across the state how effectively SQUEAK taught emotional management skills to their students. First-grade teacher Linda Cox at Fountain Green Elementary (North Sanpete School District) loved how "Squeak taught the students how to calm themselves down and then they got to practice." Third grade teacher Akaisha Russell at Terra Academy (Uintah County Charter School) said, "I had a student that struggles with her emotions. She blew out the candles [a breathing technique from the play] all day long and we talked about her chaotic brain."

Immediately following the play, our Tour Manager and actors led a post-show discussion specifically constructed to encourage students to share personal responses (Standard K-3.T.R.2) and to identify similarities between the characters and their own experience (Standard K-3.T.CO.1). Video and audio options included pre-recorded versions of the pre- and post- show discussions. This discussion was extended in each classroom with the activities in the accompanying study guide which provided opportunities for students to evaluate the performance (Standards K-3.T.R.5) and create their own dramatic works (meeting all standards in the Create and Perform strands of the Core Standards for Drama).

FEST provides a powerful catalyst for improving classroom communities by helping students better understand others. Second-grade teacher Shana Ginocchio at Morgan Elementary (Morgan School District) wrote, "I have a student in my classroom with autism. When we came back to the classroom many of the students made the connection. It led to a great classroom discussion about how we all think differently and how important it is to think about how someone else might be thinking. First-grade teacher Lynette Gittins at Maeser Elementary (Uintah School District) noticed that "problems at recess were quickly resolved when we reminded students about SQUEAK."

Open Classroom (Salt Lake City School District) student Pi wrote, "Thank you for the assembly. I liked the amount of details when you paused the play like when you taught us dragon breaths. I learned how brains are different."

Did you charge a fee for this program?

- Yes (1)
- No (2)

**Please indicate the fee charged to participants.**

N/A

**How was this program delivered?**

- In-person - In-school visit
- In-person - Field trip/off school campus
- Virtual - Synchronous
- Virtual - Asynchronous

**Total services provided for this program:**

Total number of times program was delivered 190

- Number of Districts 36
- Number of Charters 17
- Total Number of Schools 185
- Total Instructional Hours (Direct services to teachers and students) 113.19
- Number of Teachers Served - In-person 1,442
- Number of Students Served - In-Person 19,562
- Number of Teachers Served - Virtual 115
- Number of Students Served - Virtual 2,300

**Program Name: *A Week With A Play***

*A Week With A Play* offers secondary students the opportunity to read a play, see that play at no cost, and discuss what they've read and seen with the playwright. For each play, we provided the teachers with the script and study guide in advance to read in class with their students. Each performance was followed by a Q&A where students asked the creative team questions. This year 435 students attended one or more of the three plays offered, meeting theatre standards (L1-L3).T.R.1, (L1-L3).T.R.2, (L1-L2).T.R.3, L1.T.R.6, (L1-L3).T.R.7, (L1-L3).T.CO.3.

RADIO HOUR EPISODE 17: SHERLOCK HOLMES AND THE FINAL PROBLEM by Matthew Ivan Bennett was also broadcast live on KUER's RadioWest. Students and teachers from six public schools were part of our "live studio audience" during the morning broadcast from the Rose Wagner Performing Arts Center. Student Charlie Van Cooten from Tooele High (Tooele School District) told us, "I really enjoyed the performance. It was very entertaining and cool to see how to put on a radio play." Student Taryn Wann (City Academy, Charter School in Salt Lake County) commented, "I was creatively inspired by this!"

English teacher Elpitha Gamvroulas (Kearns High School, Granite School District) wrote of her experience attending RADIO HOUR EPISODE 17: SHERLOCK HOLMES AND THE FINAL

PROBLEM by Matthew Ivan Bennett, "Excellent work! Thank you for making this play available to our Kearns high school students! We often feel left out of these opportunities so it was really awesome to know that we were with schools like Juan Diego and Cottonwood! Our kids loved the play and it was nice to see such a great group of artists working together to involve the community!"

English Teacher Eva Belliston, who brought students from Valley High School (Granite School District) to a matinee performance of BALTHAZAR by Debora Threedy, told us, "I enjoyed the play very much and the talkback with the playwright, actors & production staff was so helpful. It was a great experience for our students." Student Peyton Horvath from Utah Arts Academy wrote on our feedback survey, "I thought the play was excellent! An amazing idea (or groups of ideas) brought together to tell an entertaining story with a meaningful underlying message!"

Student Danielle Parsons from City Academy (Salt Lake County Charter School), who came to a matinee of BITTER LEMON by Melissa Leilani Larson, wrote that she "liked learning Melissa Leilani Larson's reasons for writing it. I also really liked the discussion after seeing the play, discussing what happened and how each person viewed the play." English teacher Melelina Fiaui (also from City Academy) said, "Thanks for letting us attend! It's great that our students have the opportunity to be exposed to theater and also to listen to the playwright at the end. Even kids who don't traditionally like drama are learning and having experiences they wouldn't otherwise."

**Did you charge a fee for this program?**

- Yes (1)
- No (2)

**Please indicate the fee charged to participants.**

N/A

**How was this program delivered?**

- In-person - In-school visit
- In-person - Field trip/off school campus
- Virtual - Synchronous
- Virtual - Asynchronous

**Total services provided for this program:**

Total number of times program was delivered 7

- Number of Districts 3

- Number of Charters 3
- Total Number of Schools 9
- Total Instructional Hours (Direct services to teachers and students) 12
- Number of Teachers Served - In-person 41
- Number of Students Served - In-Person 435
- Number of Teachers Served - Virtual 0
- Number of Students Served - Virtual 0

### **Program Name: Playwriting Residencies**

This year we enjoyed multi-week residencies at four charter schools in Salt Lake County, serving students in third through fifth grade at Mana Academy, sixth grade at Guadalupe Charter school, sixth through eighth grade at Utah International Charter School (UICS), and ninth and tenth grade at City Academy. All four schools do not have a theatre teacher on staff and this was a first experience with theatre arts for many of the students. Mana Academy third grade teacher Eliza Matagi told teaching artists Ashlei Havili Thomas and Amona Faatau that her students eagerly anticipated seeing them each week. “They’re going to miss you. They love this class. This is the first time we’ve had theatre and they’ve really enjoyed it.”

Residencies are guided by our curricula Playwriting With Young People (for elementary students) and Playwriting With Young Adults (for secondary students) written by Julie Jensen with accompanying lesson plans by Penelope Caywood and Sarah Meservy. We introduce students to the art of playwriting and guide them through the process of writing short plays.

Each class engaged in activities to strengthen their imagination and collaboration skills and to practice communicating using their bodies and voices (Standards T.CR.1, T.P.6, T.P.4, and T.P.5 ). Students developed characters through improvised scenes, learning how physical and vocal choices could impact character interactions and becoming skilled at listening and responding to scene partners in character (Standards T.CR.4, T.CR.6, and T.P.3 ).

Teaching artists guided students as they developed characters, structured plots, and refined their scripts (Standards T.CR.3 and T.CR.4 ).

At City Academy and Guadalupe, professional actors visited the classroom to read aloud the students’ first drafts. This “table read” allowed the budding playwrights to hear their words read aloud by people who had not been involved in the writing process and receive unbiased feedback from industry professionals (Standards T.R.4 and T.CR.8).

Finally, the students performed their completed plays for an audience. Participants at Mana Academy performed for their peers in class, at Guadalupe parents and other grades were invited to an assembly of staged readings, students from UICS presented their work at the Living Traditions Festival, and City Academy arranged a public, evening showcase of staged readings.

UICS English teacher Kim Warren wrote, “[Teaching artists] Darryl, Talia, and Wendy were amazing to work with and the students LOVED them as instructors! The actors were also talented and kind, but direct and incredibly effective teachers who know how to center students in their lessons, allowing for maximum, full participation and fun. Students’ attendance and tardies went down during Plan B’s professional outreach program, and every student was a co-creator and actor at the Living Traditions Festival. We hope to have Plan B work with Utah International again in the next two years—it was an unforgettable, powerful, and meaningful program for the students and for myself as an educator. Thank you!”

Guadalupe Charter School Sixth grade teacher Mits Bryant was similarly effusive with praise: “This was the first time we have collaborated with Plan B Theater and it was great. Our two instructors [Darryl and Estephani] were awesome and really connected with the class. The students really took ownership of their scripts and plays. After our performance, I had former teachers of the students tell me they were so impressed with what they saw. I’m not a very ‘artsy’ person, so when I can get some people to come into the classroom and help teach in an area that the students normally wouldn’t get from me it’s awesome. More than core standards, the students learned about compromise and working together.”

City Academy English teacher Christal Jackson said, “I can’t say enough good things about Plan-B and this program. Lessons were engaging and effective. Students were fully supported throughout the process. My students have expressed their enthusiasm about the program and several have told me they want to continue playwriting.” City Academy student Savanna Palacios told us, “Thank you. You have brought so many great opportunities for us and helped us see and discover a new love. You are the best!”

We also enjoyed a one-day residency at Foxboro Elementary in Davis School District. Education Coordinator Sarah Meservy and teaching artist Niki Rahimi co-taught seven classes with Beverly Taylor Sorenson Theatre Specialist Pieter Lingen. Students in grades K-6 were introduced to key concepts from Playwriting With Young People and then worked together as a class to write and perform 2-minute plays.

**Did you charge a fee for this program?**

- Yes (1)
- No (2)

**Please indicate the fee charged to participants.**

N/A

**How was this program delivered?**

- In-person - In-school visit
- In-person - Field trip/off school campus
- Virtual - Synchronous
- Virtual - Asynchronous

**Total services provided for this program:**

Total number of times program was delivered 80

- Number of Districts 1
- Number of Charters 4
- Total Number of Schools 5
- Total Instructional Hours (Direct services to teachers and students) 88.74
- Number of Teachers Served - In-person 5
- Number of Students Served - In-Person 409
- Number of Teachers Served - Virtual 0
- Number of Students Served - Virtual 0

**Program Name: Teacher Professional Development**

Education Coordinator Sarah Meservy taught a one-hour workshop on Playwriting With Young People for elementary arts specialists in Davis School District. Shanda Stenger, Fine Arts Supervisor for Davis School District described it as “a wonderful training with easy application.” Sarah led participants through several simple activities that can be adapted to any grade level.

On the feedback survey, second-grade teacher Melissa Miles at Wasatch Elementary wrote, “The finger puppets were amazing. So many great ideas that will be quick and easy to do. Great workshop.” Prep Time Specialist Christy Jacobs at Mountain View Elementary said her favorite part of the training was “the activities for getting kids ready to create, improvise, and come up with a story. So helpful! Great training and so many ways to apply it in any classroom. Thank you!” Prep Time Specialist Shelly Allred at Creekside Elementary commented, “I realized I can do plays in my Fine Arts classroom. It’s more accessible than I thought.”

**Did you charge a fee for this program?**

- Yes (1)
- No (2)

**Please indicate the fee charged to participants.**

N/A

**How was this program delivered?**

- In-person - In-school visit
- In-person - Field trip/off school campus
- Virtual - Synchronous
- Virtual - Asynchronous

**Total services provided for this program:**

Total number of times program was delivered 1

- Number of Districts 1
- Number of Charters 0
- Total Number of Schools 62
- Total Instructional Hours (Direct services to teachers and students) 1
- Number of Teachers Served - In-person 15
- Number of Students Served - In-Person 0
- Number of Teachers Served - Virtual 0
- Number of Students Served - Virtual 0

**Program Name: *Henry and Me* by Carleton Bluford and illustrated by Alisha Jones**

Our original picture book, created specifically for grades K-3, “Henry and Me” by Carleton Bluford and illustrated by Alisha Jones, our gift to the library at every public elementary school in Utah in observance of Black History Month 2024, supports Utah Core Standards in Social Studies. This book contributes to students reading and listening to stories from a variety of cultures and genres and making connections to historical and social issues (3.T.CO.4).

Librarian Shauna Humphrey at Hawthorn Academy South (Salt Lake County Charter School) told us that “Henry and Me” was shared as a read-aloud during Black History Month.

Media Specialist Teresa Edmunds at Jim Bridger Elementary (Granite School District) wrote, “Thank you for the book about Wallace Henry Thurman. It’s nice to have books about the talented people from Utah. It will make a great addition to the Jim Bridger Elementary library.”

Librarian Doree Burt at Meadowlark Elementary (Salt Lake City School District) described it as a “beautiful and important addition to our library.”

Librarian Dana Garrett at Ascent Academy (Utah County Charter School) said, “I received this beautiful book in the mail “Henry and Me,” along with so many resources. Thank you. Thank you for your support of schools. Thank you for your support of arts education. I really appreciate it!”

Media Specialist Kaye Gensel at Adams Elementary (Logan School District) wrote, “Thank you for the lovely book, Henry & Me. It will be a fabulous addition to our library. I have worked diligently to create a diverse collection for our diverse student population. I look forward to showcasing it and reading it to our students during Black History Month.”

**Did you charge a fee for this program?**

- Yes (1)
- No (2)

**Please indicate the fee charged to participants.**

N/A

**How was this program delivered?**

- In-person - In-school visit
- In-person - Field trip/off school campus
- Virtual - Synchronous
- Virtual - Asynchronous

**Total services provided for this program:**

Total number of times program was delivered 638

- Number of Districts 41
- Number of Charters 113
- Total Number of Schools 638
- Total Instructional Hours (Direct services to teachers and students) 0
- Number of Teachers Served - In-person 0
- Number of Students Served - In-Person 0
- Number of Teachers Served - Virtual 0
- Number of Students Served - Virtual 0

**Documentation of Statewide Coverage**

**Number of Schools Served in Each District**

Alpine District	60	Jordan District	41	Rich District	2
Beaver District	3	Juab District	3	Salt Lake District	28
Box Elder District	13	Kane District	3	San Juan District	6
Cache District	17	Logan City District	6	Sevier District	5
Canyons District	28	Millard District	6	S Sanpete District	3
Carbon District	5	Morgan District	2	S Summit District	2
Daggett District	2	Murray District	7	Tintic District	2
Davis District	62	Nebo District	4	Tooele District	17
Duchesne District	9	N Sanpete District	5	Uintah District	7
Emery District	6	N Summit District	1	Utah Schools	
Garfield District	5	Ogden City District	11	for Deaf & Blind	7
Grand District	1	Park City District	4	Wasatch District	5
Granite District	57	Piute District	2	Washington District	22
Iron District	9	Provo City District	13	Wayne District	2
				Weber District	30

Q20 **Charters:** Please enter the number of times you served each charter school.

Academy for Math Engineering & Science (Salt Lake City)	0
Advantage Arts Academy (Herriman)	2
American Academy of Innovation (South Jordan)	0
American Leadership Academy (Spanish Fork)	0
American Preparatory Academy (Pony Express Road, Draper)	1
American Preparatory Academy - Accelerated School (3100 South, West Valley City)	0
American Preparatory Academy - Draper #2 (K-6, Lone Peak Parkway)	1
American Preparatory Academy - Draper #3 (7-12, Lone Peak Parkway)	0
American Preparatory Academy - Salem	0
American Preparatory Academy - The School for New Americans ( West Valley)	0
American Principles Academy (Cedar City)	0
Ascent Academies of Utah Farmington	1
Ascent Academies of Utah Lehi	1
Ascent Academies of Utah Saratoga Springs	2
Ascent Academies of Utah West Jordan	2
Ascent Academies of Utah West Valley	2
Athenian eAcademy (American Fork)	0
Athlos Academy of Utah (Herriman)	1
Bear River Charter School (Logan)	1
Beehive Science & Technology Academy (Sandy)	0
Beehive Science & Technology Academy - Elementary (Sandy)	1

Bonneville Academy (Stansbury Park)	1
Bridge Elementary School (Roy)	1
C.S. Lewis Academy (Santaquin)	1
Canyon Grove Academy (Pleasant Grove)	1
Canyon Rim Academy (Salt Lake City)	2
Career Academy of Utah (South Jordan)	0
Channing Hall (Draper)	1
City Academy (Salt Lake City)	20
Davinci Academy (Ogden)	1
Dual Immersion Academy (Salt Lake City)	2
Early Light Academy at Daybreak (South Jordan)	0
East Hollywood High (West Valley City)	0
Edith Bowen Laboratory School (Logan)	2
Elevated Charter School (Saratoga Springs)	0
Endeavor Hall (West Valley City)	1
Entheos Academy Kearns	0
Entheos Academy Magna	0
Esperanza School (West Valley City)	1
Excelsior Academy (Erda)	1
Fast Forward High (Logan)	0
Franklin Discovery Academy (Vineyard)	1
Freedom Preparatory Academy Provo	0
Freedom Preparatory Academy Vineyard	1
Freedom Preparatory Academy Washington	1
Gateway Preparatory Academy (Enoch)	1
George Washington Academy (St. George)	2
Good Foundations Academy (Riverdale)	1
Greenwood Charter School (Harrisville)	1
Guadalupe School (Salt Lake City)	15
Hawthorn Academy South Jordan	2
Hawthorn Academy West Jordan	1
Highmark Charter School (South Weber)	2
Ignite Entrepreneurship Academy (Lehi)	1
InTech Collegiate Academy (North Logan)	0
Itineris Early College High (West Jordan)	0
Jefferson Academy (Kaysville)	2
John Hancock Charter School (Eagle Mountain)	0
John Hancock Charter School (Pleasant Grove)	1
Karl G. Maeser Preparatory Academy (Lindon)	0

Lakeview Academy (Saratoga Springs)	1
Leadership Academy of Utah (Clearfield)	0
Leadership Learning Academy (Layton)	1
Leadership Learning Academy (Ogden)	1
Legacy Preparatory Academy (Woods Cross)	0
Lincoln Academy (Pleasant Grove)	0
Lumen Scholar Institute (Orem)	0
Mana Academy Charter School (West Valley City)	12
Maria Montessori Academy (Ogden)	2
Merit College Preparatory Academy (Springville)	0
Moab Charter School (Moab)	2
Monticello Academy (West Valley City)	0
Monticello Academy (West Point)	1
Mountain Heights Academy (West Jordan)	0
Mountain Sunrise Academy (Saratoga Springs)	0
Mountain View Montessori (Washington)	2
Mountain West Montessori Academy (South Jordan)	1
Mountainville Academy (Alpine)	0
Navigator Pointe Academy (West Jordan)	0
No. UT. Acad. for Math Engineering & Science (Layton)	0
No. UT. Acad. of Math Engineering & Science (Ogden)	0
Noah Webster Academy (Orem)	1
North Davis Preparatory Academy (Layton)	0
North Star Academy (Bluffdale)	0
Odyssey Charter School (American Fork)	1
Ogden Preparatory Academy (Ogden)	0
Open Classroom (Salt Lake City)	2
Pacific Heritage Academy (Salt Lake City)	1
Paradigm High School (South Jordan)	0
Pinnacle Canyon Academy (Price)	0
Promontory School of Expeditionary Learning (Perry)	2
Providence Hall (Herriman)	1
Quest Academy (West Haven)	0
Ranches Academy (Eagle Mountain)	1
Reagan Academy (Springville)	1
Renaissance Academy (Lehi)	0
Rockwell Charter High School (Eagle Mountain)	0
Roots Charter High School (West Valley City)	0
Salt Lake Academy High School (Herriman)	0

Salt Lake Arts Academy (Salt Lake City)	0
Salt Lake Center for Science Education (Salt Lake City)	0
Salt Lake School for the Performing Arts (Salt Lake City)	2
Scholar Academy (Tooele)	1
Soldier Hollow Charter School (Heber City)	1
Spectrum Academy (North Salt Lake)	2
Spectrum Academy (Pleasant Grove)	0
St. George Academy (Washington)	0
Success Academy (Cedar City)	0
Success DSU (St. George)	0
Summit Academy (13200 South, Draper)	1
Summit Academy Bluffdale (14400 South, Bluffdale)	1
Summit Academy Independence (Noell Nelson Dr, Bluffdale)	1
Summit Academy High School (560 West, Bluffdale)	0
Syracuse Arts Academy (1700 South, Syracuse)	0
Syracuse Arts Academy - North (1550 West, Syracuse)	0
Terra Academy (Vernal)	1
The Center for Creativity Innovation and Discovery (Providence)	1
Thomas Edison - North (North Logan)	2
Thomas Edison - South (Nibley)	0
Timpanogos Academy (Lindon)	1
Treeside Charter School (Provo)	1
Uintah River High (Fort Duchesne)	0
Utah Arts Academy (St. George)	2
Utah Career Path High School (Kaysville)	0
Utah Connections Academy (Salt Lake City)	0
Utah County Academy of Science (Orem)	0
Utah International Charter School (South Salt Lake)	30
Utah Military Academy (Riverdale)	0
Utah Military Academy - Camp Williams (Lehi)	0
Utah Virtual Academy (Murray)	0
Valley Academy (Hurricane)	1
Vanguard Academy (West Valley City)	0
Venture Academy (Marriott-Slaterville City)	0
Vista School (Ivins)	1
Voyage Academy (Clinton)	1
Walden School of Liberal Arts (Provo)	0
Wallace Stegner Academy (Salt Lake City)	1
Wallace Stegner Academy (West Valley City)	2

Wasatch Peak Academy (North Salt Lake)	1
Wasatch Waldorf Charter School (Holladay)	1
Weber State University Charter Academy (Ogden)	1
Weilenmann School of Discovery (Park City)	2
Winter Sports School (Park City)	0

**Please include details/documentation of the effort to ensure that all schools that have been offered an opportunity to receive an educational service over a three year period, to the extent possible and consistent with the organization's plan.**

Each school year we send emails to every elementary school principal in Utah to invite their school to participate in our Free Elementary School Tour. We send emails to LEA arts coordinators detailing all of our educational programs and attend the annual arts coordinator meetings to present the same information in person. We also email all teachers whose email addresses are publicly available with information about our programs available to their students.

**Please share details/documentation of your collaboration with USBE and/or community stakeholders in planning your educational programming.**

Strong partnerships contribute to our educational planning. Several teachers attended a reading of SQUEAK by Tito Livas during the play's development and offered helpful feedback. We actively engage teachers in planning for residencies, adapting our lesson plans to the needs of their students.

We are intensely grateful to be part of the POPS program and for all of the extensive support, mentoring, and feedback we receive from our colleagues at USBE and other POPS organizations. We enjoyed participating in the peer review process for several of our POPS colleagues this year and learned a great deal from observing their programs. We actively participate in POPS meetings and serve on committees. Our residency at Mana Academy was a partnership with SpyHop. Artistic Director of Ririe-Woodbury Daniel Charon designed the projections which our live theatre audience enjoyed during RADIO HOUR EPISODE 17: SHERLOCK HOLMES AND THE FINAL PROBLEM.

## **Self-Evaluation**

### **Cost Effectiveness**

Although we are by far the smallest POPS organization with the smallest budget, our educational programs are on par with or exceed those of larger organizations locally and

nationally. We are experts at nimbly navigating the tension between frugality and professional excellence, using creativity and innovation to amplify every cent. Our Free Elementary School Tours are kept simple—three artists, and minimal (if any) set pieces—in order to be highly portable and easy to stage at any school. By eschewing spectacle in favor of leveraging audiences’ imagination, we not only reduce unnecessary expenses, but we demonstrate how accessible creating theatre really is. Our simple, direct and interactive approach creates intimacy in the noisiest urban cafetorium and collective effervescence in the smallest rural classroom.

### **Procedural Efficiency**

Our programs are carefully planned to ensure seamless operation.

Our Education Coordinator Sarah Meservy makes the scheduling process quick and easy for schools. While educators are welcome to schedule with us via phone or email, most choose to use the scheduling tool on our website. Sarah also sends out reminder emails ahead of programming and follows up with a feedback survey immediately after.

Our Tour Manager Kallie Filanda keeps our Free Elementary School Tour running efficiently. She is adept at arriving at a school, setting up, leading the pre-show discussion, running the soundboard, leading the post-show discussion, and packing everything up, all in under two hours. First-grade teacher Whitney Benign at Mapleton Elementary (Nebo School District) commented, “I loved how everything ran so smoothly. We have had other assemblies fall through but they were there on time, set up and super engaging!”

For every field trip we host, we ensure each school group is met at the door by a member of staff to welcome them and guide them into the theater.

We consistently assess our programs and seek opportunities for procedural enhancements. We genuinely value and carefully consider all feedback.

### **Collaborative Practices**

Theatre is the most collaborative art form. We strive to exemplify the same skills we teach students: teamwork, cooperation, and collaboration. We seek input from teaching artists and educators at every step. With our residencies, we teach side-by-side with teachers, tailoring our lessons to the needs of each classroom. Before each residency, Education Coordinator Sarah Meservy meets with school faculty and the Plan-B teaching artists to map out the project together. She looks for ways to tie playwriting concepts to what students have already learned. For example, at UICS students had recently read the novel “The Giver” by Lois Lowry. So as part of an introductory lesson, students explored the

differences between novels and plays by comparing a passage from “The Giver” to the corresponding scene in the stage adaptation of “The Giver” by Eric Coble. They then chose another passage from the book to adapt and perform for their classmates.

Representation is a vital part of Plan-B’s mission. Thanks to decades of working with local theatre artists of color, we’re able to provide something that many LEAs are not: the opportunity for students to be taught by someone who reflects their racial or ethnic identity. At Guadalupe, where the majority of students are Hispanic and Latinx, bilingual Mexican-American, teaching artist Estephani Cerros supported students who chose to write plays incorporating both English and Spanish dialogue in ways that reflected their lived experiences.

At Mana Academy (a charter school serving students with Pacific Islander heritage), Tongan teaching artist Ashlei Havili Thomas and Samoan teaching artist Amona Faatau seamlessly integrated playwriting activities with Mana’s mission of developing scholars who are rooted in their native cultures.

By collaborating with diverse teaching artists and educators and allowing them the flexibility to adapt lesson plans to student needs, we create powerful and meaningful experiences for our students.

### **Educational Soundness**

We work closely with our two Education Liaisons: Penelope Caywood, Artistic Director of Youth Theatre at the University of Utah and the Theatre Arts Educator/Specialist at Wasatch Elementary in Salt Lake City School District, and Aliyah Bacca, School Librarian and Media Specialist at Horizonte Instruction and Training Center in Salt Lake City School District.

As our Elementary Education Liaison, Penelope writes the first draft of every study guide that accompanies each Free Elementary School Tour, ensuring all content, including the script, is grade-level appropriate. She was also instrumental in developing our playwriting curriculum, writing lesson plans, and demonstrating activities in our teacher training videos.

As our Secondary Education Liaison, Aliyah reviews every script and study guide for A Week With A Play. Her feedback and guidance have been invaluable in developing high-quality materials for middle and high school students.

Playwriting With Young People and Playwriting With Young Adults meet Core Standards in both Language Arts and Drama. The curricula also lead to improved creativity, flexibility,

collaboration, and teamwork skills. English teacher Kim Warren at Utah International Charter School described how well Playwriting With Young Adults supported her teaching: "Plan-B implemented script and story-writing lessons around what we'd already been doing in class: Freytag's Plot Pyramid, the novel "The Giver," and collaborative small groups. Students wrote and performed their own plays utilizing the elements of a well-put-together story (rising action, climax, falling action, etc) and the process of students collaboratively discussing, brainstorming, planning, mapping a story, editing, re-editing, finalizing their scripts, and the performance apex met myriad speaking and listening, reading, and writing ELA grades 7 and 8 core standards."

Of the 163 teachers, parents, and administrators who responded to the FEST feedback survey, 67 mentioned Core Standards and/or SEL connections in their comments. K-6 teacher Jaeann Tschiffely at the Goldminer's Daughter Satellite school (Canyons School District) praised SQUEAK as a "cross-curricular experience." First-grade teacher Lavinia Holiday at Tsebii'nidzsigai Elementary (San Juan School District) who said her favorite thing about the study guide was "the standards it included" was most appreciative of the connections to first-grade Healthy Foundations standards. Third-grade teacher Thuvia Matsumoto at West Bountiful Elementary (Davis School District) wrote that "the Drama standards connection was most helpful because this is an area that is difficult to fit into our daily work."

### **Professional Excellence**

We at Plan-B continue to produce award-winning work. During SY24, we were named 'Best of the Beehive' in Arts & Entertainment by Salt Lake Magazine; we were recognized by Honor Roll!, a coalition of more than 1,800 playwrights nationwide, for our commitment to producing plays by women+ over the age of 40; and our production of FIRE! by Jenifer Nii was named one of The Utah Review's Top 10 Moments of the Utah Enlightenment. Ann Poore, in her review of BALTHAZAR by Debora Threedy for 15 Bytes/Artists of Utah, asserted that "Plan-B never misses." In his review of SQUEAK for The Utah Review, Les Roka noted that our FEST productions "do not condescend to the audience and provide a constructive yet gentle reminder to adults, parents and teachers that children understand a lot more than what we might credit them for, especially in situations that often make adults act awkwardly."

94% of FEST survey respondents found SQUEAK's message valuable and relevant and 68% indicated that the study guide was useful. Second-grade teacher Fern Dent at Morgan Elementary (Morgan School District) wrote on our FEST feedback survey, "The actors were absolutely amazing! They kept the student's attention. It was fast-paced and entertaining. The actors explained in detail how students were to respond as they were asked to be

active participants in the play. They taught students about theater. How to handle situations in their own lives was part of the question and answer section as the actors reviewed what they learned during the play. The play gave students tangible strategies to use in their lives immediately. My compliments to your actors, directors, and company for providing relevant plays that are applicable in student's lives."

We maintain similar high standards of professional excellence in the classroom, as evidenced by feedback from educators. Executive Director Sonia Woodbury at City Academy (Salt Lake County Charter School) wrote, "Plan-B's playwriting curriculum went beyond our expectations. Students were immersed in many facets of the playwriting experience at an intellectually high level. The Plan-B classes were well-planned and implemented with a consistent faculty week-on-week who got to know our students. That engaging and personalized learning experience added to each student's depth & breadth of understanding as they continue their English language arts study of not only drama, but also of a writer's point of view in other genres of literature. We consider Plan-B's program that our students experienced a true gift of a lifetime, they will always remember what they did and what they learned."

The organization's goals, plans, or both for continued evaluation and improvement

In SY25, as our twelfth annual Free Elementary School Tour, we present ELLAMENTAL by Dee-Dee Darby-Duffin. Created specifically for grades 4-6, ELLAMENTAL centers on Ella, a Black, twelve-year-old sixth-grader struggling to make sense of her Big Feelings from the pandemic—grief, loss, fear, and anger—in a post-COVID world. ELLAMENTAL engages students in an accessible, real-time, comforting conversation, one as barrier-free as possible, one that instantly invites students to live inside the play rather than searching for a way in. Instructive without feeling preachy, ELLAMENTAL provides a much more chill experience than students in grades 4-6 might expect: one that is natural, aspirational, and even inspirational.

As part of A Week With A Play during SY25, we are offering free student matinees for three productions: FULL COLOR by Tatiana Christian, Chris Curlett, Dee-Dee Darby-Duffin, Courtney Dilmore, Bijan Hosseini, Tito Livas, Iris Salazar, and Darryl Stamp; KILO-WAT by Aaron Asano Swenson, a co-production with UtahPresents; and THE BEATRIX POTTER DEFENSE SOCIETY by Janine Sobeck Knighton. Our collaboration with UtahPresents will boost our reach.

In SY25 we are returning to both Guadalupe Charter School and City Academy for playwriting residencies. At City Academy, our residency is expanding from a one-semester English unit to a year-long English elective on playwriting. Teaching artists Sarah Meservy

and Darryl Stamp are collaborating with English teacher Christal Jackson to provide students with a deep-dive into playwriting which will include learning about how each of the various aspects of theatre influence texts, meeting and interviewing playwrights and other industry professionals, learning how to adapt works from other art forms into plays, and creating and staging original works. The year will conclude with a showcase of fully-staged, student-written 10-minute plays.

Sharah and Christal are presenting on this partnership at Utah Advisory Council of Theatre Teachers summer conference where they will share our *Playwriting With Young Adults* curriculum with theatre teachers from all over Utah.

Beginning in SY25, we are partnering with Utah Schools for the Deaf to support the annual National Deaf High School Theatre Festival. The festival takes place in Utah every spring and brings students from Deaf schools across the country. We will be providing technical assistance for the student performances next spring. We're hoping to be able to host the festival at the Rose Wagner Performing Arts Center in SY27.

We look forward to working with USBE to add our teacher training units to MIDAS.