

**Honeoye Falls-Lima Central School District
Quality Education Design – A Student-Centered Approach
Program Budget Development for Year 2009-10
Decision Input Unit Operating Plan**

Decision Input Unit: K-12 Music

Site: K-12 Music

Scheduled Date of Program Evaluation Cycle Report: 2010-11 School Year

Strategic Intent(s) Under This DIU:

DIU Representative: Mark Borden

Unit Membership (List Member and Position)

<u> Marlene Beckman, Instrumental Music </u>	<u> Milton Mashner, Vocal Music </u>
<u> Mark Borden, Instrumental Music </u>	<u> Dan McCarthy, Manor School Principal </u>
<u> Kim Brienzi, Instrumental Music </u>	<u> Nancy Middleton, Community Member </u>
<u> Brian Coughlin, Instrumental Music </u>	<u> Molly Rositano, Vocal Music </u>
<u> Michael Creegan, Vocal Music </u>	<u> Barbara Salter, Vocal Music </u>
<u> Carol Forstrom, Community Member </u>	<u> June Santini, Community Member </u>
<u> Ken Goold, Vocal Music </u>	<u> Andrew Vetter, Instrumental Music </u>
<u> Ken Kreuzer, Instrumental Music </u>	

1. Program Evaluation

Please attach your DIU's most recent program evaluation report, a copy of any surveys used in the evaluation with a summary of responses to those surveys and any other evaluation information. Include a staff to student ratio report for all programs/class/services reporting under this operating plan

- Enrollment data and projections: Addendum 1
- Technology requests: Addendum 2

A. Last year's operational plan stated how you would know if the DIU met its Goals, describe the results.

Goal #1:

Address the need for upgrades to our facilities at Middle School, Manor and Lima.

We have been working with the existing Capital Planning Committee to consider these upgrades. Tentative plans include exciting possibilities at the Middle School for new band and chorus rooms and a designated music room at Lima. While the large, multi-purpose rehearsal/performance space at Manor is not included, there are possibilities to knock down an existing wall and create at least a space that would accommodate large rehearsals. Final plans are still pending, as is voter approval.

Goal #2:

The music department will seek to improve the provision of supportive and nurturing classroom environments.

Each teacher administered an expanded survey last year. We have discussed the results collectively and are pleased with the student's perception of classroom atmosphere. We also feel the department has benefited from simply asking the question and bringing this perspective into light. We plan to survey the students again and continue this valuable dialogue. In addition to the standard survey questions, a few "open-ended" responses were as follows:

- "Happy teachers, VERY enthusiastic"
- "We practice hard and they taught us well"
- "Great job with the concerts, lessons and band! It was very fun and you've motivated me to keep doing band!"
- "The atmosphere is the best"
- "It's great to have the balance of hard work, fun and results we can be proud of"

B. Describe the Program gaps, or areas for improvement, and how you will improve.

- Sixth-Grade General Music: The existing model of program delivery (every other day for twenty weeks) results in many students being pulled out for special services, thus not meeting the state requirement for General Music. We propose a switch to an every day, ten week delivery and plan to work with administration to determine feasibility, sectioning and potential staffing impact (see Goal #1).
- Facilities: The existing facilities at Middle School, Manor and Lima do not meet the current needs of the program. Through the district's Capital Planning Committee, the music department would like to:

1. Expand existing band and chorus rooms at the Middle School to incorporate more rehearsal space, additional storage and teaching/practice stations.
2. Continue to advocate for a large multi-purpose instructional space at the Manor School to accommodate rehearsals for our multiple-classroom musical productions.
3. Assure that adequate instructional space is provided at Lima. Current setting does not allow for the typical array of classroom performance options designed to engage student learning.

The department has been involved with the Capital Planning Committee along with district and building leadership to help identify and articulate the requests. We plan to stay involved as the process moves forward to continue to refine ideas and clarify needs. As with past Capital Projects that include music components, we will involve Music Boosters in developing strategies to help bring about voter support.

- Instrumental method book alignment: Last year, we identified some concerns with our existing method book sequence and drew up an alternative. We plan to pilot this new sequence this year. (see Goal #3).
- Late bus availability: The elimination of the Wednesday late bus is a concern for our extra-curricular offerings, particularly at the Middle School. With only two days per week with a late bus, many of the after-school opportunities now have to fit into the same two slots. This is having an impact on student participation as well as quality of the programs due to less available time to rehearse. We strongly encourage administration to re-establish the Wednesday run.
- Curriculum mapping and overviews: We need to update maps and create overviews for instrumental music lessons 4-12, and for General Music 1-3. We will apply for summer writing.

2. Strategic Plan Priorities

Please list the areas of the District Strategic Plan that are priorities for this Decision Input Unit. The DIU may list the Strategic Intent that are the focus of the goals listed below. The DIU may also list the Program and/or Foundation Commitments addressed through this Operational Plan.

- A. **Vision:** We will continue to provide a wide variety of performance opportunities for our students. They will not only have an appreciation for music, but a skill set that will allow them to continue with the performing arts in post-secondary study, career pursuits and as an avocation.
- B. **Mission:** We will continue to align our program with the district Exit Standards:
1. Communicator – Students will learn the language of music through classroom and ensemble experiences to use as a tool for communication.
 2. Responsible Members of Society – Students will work cooperatively toward music goals in classroom and ensemble settings. Students will participate in a variety of publicly accessible as well as community-based performances.
 3. Respect for Self and Others – Through the preparation of music for a performance, students will develop an awareness of the process, and a respect for the efforts involved. Through exposure in a variety of settings, students will become aware of diverse musical cultures and styles.
 4. Lifelong Self-Directed Learners – Through cultivating instrumental, vocal, and listening skills, students will have the tools to take advantage of lifelong musical opportunities.
 5. Creative and Critical Thinker – Students will demonstrate their thought processes through performance and display of prepared original projects. By analyzing various presentations, students will demonstrate discerning evaluative skills.
 6. Quality Producer – Through ensemble, individual, and classroom experiences, the student will strive to achieve goals established by the instructor, group, or individual. The student will also be able to transfer the process and means for achieving excellence to any discipline.
- C. **Strategic Intent:** The wide array of co-curricular and extra-curricular opportunities available to our students addresses a total of 31 of the 40 Developmental Assets.

3. Goals and Strategies

Describe the Decision Input Unit's **two or three** goals aimed at accomplishing the District's Strategic Plan over the next three to five years. The goals should be broad, measurable statements such as, *"By June 2009, 80% of all students will demonstrate mastery on grade level measures of literacy skill development."*

Below each goal, describe the Strategies or Major Activities the DIU will implement in order to accomplish the goal. These statements should include specific actions such as, *"During the 2009-10 school year all department members will participate in Balanced Literacy staff development consistent with their skills and experience."*

<p>Goal #1: Increase student participation and achievement for all students in sixth-grade General Music.</p>
<p>Strategies and Major Activities to Accomplish Goal #1: Switch sixth-grade General Music to a ten-week, every-day cycle, allowing most students to participate. Work with Middle School administration and guidance to determine best means and time to make this switch.</p>
<p>Innovation: Describe any innovative strategy or practice the Decision Input Unit has discussed as a means of accomplishing Goal #1: Work with Middle School administration and guidance if alternative schedule models are explored to ensure most efficient delivery of General Music.</p>
<p>Resources Needed to Improve the Program Quality: Please describe the resources recommended for Goal #1 to improve the quality of the program. These are resources that will lead to improved student performance, program efficiency and service. Please describe the resources that may be available through reallocation within the DIU or through collaboration with other DIUs. The only potential change in resources would be with regard to staffing. Once a model for the switch is in place, administration will need to determine sectioning. At this point, we will know whether existing staff can accommodate the change or if additional staff is needed.</p>
<p>Assessment Of Effectiveness of Program. Describe in detail how you will know whether the DIU has achieved its Goal # 1. Our effectiveness will be dependent upon whether or not we are able to make the schedule change. If it does happen, we will assess student placement, contact time and achievement as well as using future enrollment data to see if less pull-outs are occurring.</p>

<p>Goal #2: To more effectively align the instructional goals and sequencing of the instrumental music program to improve student learning and performance.</p>
<p>Strategies and Major Activities to Accomplish Goal #2: Pilot newly designed sequence of method books in grades 4-12 during the current school year.</p>
<p>Innovation: Describe any innovative strategy or practice the Decision Input Unit has discussed as a means of accomplishing Goal #2: We have worked with a wide variety of method books over the past number of years. In meetings and discussions last year, we drew up a uniform sequence to try along with some options for further concept reinforcement when needed.</p>
<p>Resources Needed to Improve the Program Quality: Please describe the resources recommended for Goal #2 to improve the quality of the program. These are resources that will lead to improved student performance, program efficiency and service. Please describe the resources that may be available through reallocation within the DIU or through collaboration with other DIUs. No additional resources are needed to pilot the new sequence.</p>
<p>Assessment Of Effectiveness of Program. Describe in detail how you will know whether the DIU has achieved its Goal # 2. We will meet as a department at the end of the year and discuss the initial effects of the new sequence. We will evaluate student progress in lessons to determine if adjustments need to be made in the short-term while beginning to monitor long-term effectiveness.</p>

ADDENDUM 1

ENROLLMENT DATA AND PROJECTIONS
Music Enrollment Projections

Instrumental Music*

Grade	08-09	09-10	10-11	11-12
4	125	125	130	108
5	105	100	100	104
6	60	79	75	75
7	58	46	61	58
8	50	43	34	45
9	28	32	27	22
10	41	24	27	23
11	19	32	19	21
12	22	17	28	17
Manor	230	225	230	212
Middle	168	168	170	178
High	110	105	101	83
Total	508	498	501	473

*Based on average participation over last 5 yrs.

Retention Rates:

Begin = **66%**; 4-5 = **80%**; 5-6 = **75%**; 6-7 = **77%**; 7-8 = **74%**;
 8-9 = **63%**; 9-10 = **84%**; 10-11 = **77%**; 11-12 = **88%**

Vocal Music*

Grade	08-09	09-10	10-11	11-12
4	79	76	79	66
5	124	91	87	91
6	41	87	64	61
7	56	40	84	62
8	49	52	37	77
9	35	23	25	20
10	29	24	29	20
11	23	27	30	23
12	24	26	36	24
Manor	203	167	166	157
Middle	146	179	185	200
High	111	100	120	87
Total	460	446	471	444

*Based on average participation over last 5 yrs.

Retention Rates:

Begin = **40%**; 4-5 = **115%**; 5-6 = **70%**; 6-7 = **97%**; 7-8 = **92%**

High School: Trip year = 14% of 9-12 enrollment; Non-Trip year: 11%

ADDENDUM 2

HF-L CSD Technology Request Form

SCHOOL YEAR: 2009-2010



- Lima Primary
 Manor School
 Middle School
 High School
 Other:

REQUEST INFORMATION:

Person(s) Requesting: Ken Goold	Date submitted: 10/29/08
	Department: HS Music
	CARE Rep: Mark Borden

BUDGET INFORMATION:

- The DIU recommends reallocating department funds to purchase technology equipment.
 The DIU recommends that the District TLT budget for this technology equipment purchase.

RESOURCE REQUESTED:

- What specific equipment are you recommending for purchase?
 1. 2 mounted projectors (Band Room and Music Theory Classroom)
 2. 1 mounting (Music owns 1 projector)(HS Chorus Room)
 3. Projector replacement bulbs
 4. Projector Screen for Band Room
 5. SmartMusic software subscription (10 mac laptops)

- Have you communicated this recommendation to your building level TLT? YES NO

- Describe how the use of this equipment will impact your instruction and student learning?
 (Your description should reference specific items in the HF-L Technology Scope and Sequence)

Music Theory and Composition classes use the projector for presentations and video viewings. Chorus room – class use, lesson use, movie nights.

HF-L CSD Technology Request Form

SCHOOL YEAR: 2009-2010



- Lima Primary
 Manor School
 Middle School
 High School
 Other:

REQUEST INFORMATION:

Person(s) Requesting: Brian T. Coughlin	Date submitted: 10/29/08
	Department: MS Music
	CARE Rep: Mark Borden

BUDGET INFORMATION:

- The DIU recommends reallocating department funds to purchase technology equipment.
 The DIU recommends that the District TLT budget for this technology equipment purchase.

RESOURCE REQUESTED:

- What specific equipment are you recommending for purchase?
One copy of Finale Music writing software for the Band/Chorus program

- Have you communicated this recommendation to your building level TLT? YES NO
- Describe how the use of this equipment will impact your instruction and student learning?
 (Your description should reference specific items in the HF-L Technology Scope and Sequence)

Being able to publish/print music instead of hand written parts will make the music much easier to read and able to learn faster. Jazz band music charts often do not come with alternative instrument parts. This would allow me to write parts for non traditional jazz instruments in a much more timely fashion. This program could also be used by the general music students for composition assignments. It would also allow me to arrange more music for the bands.

HF-L CSD Technology Request Form

SCHOOL YEAR: 2009-2010



- Lima Primary
 Manor School
 Middle School
 High School
 Other:

REQUEST INFORMATION:

Person(s) Requesting: Milt Mashner	Date submitted: 11/09/08
	Department: Music
	CARE Rep: Mark Borden

BUDGET INFORMATION:

- The DIU recommends reallocating department funds to purchase technology equipment.
 The DIU recommends that the District TLT budget for this technology equipment purchase.

RESOURCE REQUESTED:

- What specific equipment are you recommending for purchase?
1 projector permanently mounted in Room 304

- Have you communicated this recommendation to your building level TLT? YES NO

- Describe how the use of this equipment will impact your instruction and student learning?
 (Your description should reference specific items in the HF-L Technology Scope and Sequence)

Music Theory and Composition classes use the projector for presentations and video viewings. Chorus room – class use, lesson use, movie nights.

Visualizing music literacy visuals, learning lyrics to songs and musicals with up to 3 classes in the room, music history displays and DVD clips, performance reviews