


<p><b>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</b></p> <p><b>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</b></p> <p><b>Operational Plan 2018-19</b></p>	
---	---

<b>Decision Input Unit Name:</b>	<b>ART</b>
<b>Site:</b>	<b>K - 12</b>
<b>DIU Chairperson:</b>	<b>Cynthia Morsheimer, Kelly Recktenwald, Cindy Zauski</b>

<b>Name/Title of Committee Members</b>	<b>Name/Title of Committee Members</b>
Jennifer Gillette, Lima/Manor Art Teacher	Jenna Rathbun, High School Art Teacher
Kim Lester, Middle School Art Teacher	Kelly Recktenwald, High School Art Teacher
Lisa Moosbrugger, Lima Primary Principal	Cindy Zauski, Manor School Art Teacher
Cynthia Morsheimer, Middle School Art Teacher	

The DIU/PBAC process is one of continuous improvement. Please developed goals by considering the questions listed in the diagram below. For additional information, see the presentation on *“What is a Strong Goal”* and the *HFL PBAC Guidelines* document.



**Goals for 2018 - 2019**

Select approximately three goals to prioritize for the 2018-2019 budget year. For each goal, describe how you will know if you accomplish each goal. Please detail the budget impacts and resources you will need to accomplish each goal.

1. By June 2019, the K-12 Art Department’s curriculum maps and program will be updated to reflect the needed edits (addition of formative and summative assessments, addition of Common Core Literacy Standards, etc.) and the revised NY State Education Standards for the Arts in order to be in compliance with the state-wide implementation date.
  - Continue to study in detail the finalized NYS Standards for the Arts document. Identify and prioritize potential grade level changes on SCDs and department meetings.

- Continue to Participate in professional development on new standards as it become available through BOCES, Memorial Art Gallery, The New York State Art Teachers Association (NYSATA Conference November 2017), etc.
  - In March 2019, apply for summer curriculum-writing time to finish the revision of maps with the new Art Standards, assessment information and CC Literacy Standards.
  - Continue to utilize SCD to revise maps in need of minor changes.
2. By June 2020, every K-12 art student will successfully demonstrate knowledge of the aligned K-12 technical vocabulary that focuses on conceptual learning and the technical language of art.
- Use the 2018-19 school year to review, prioritize and align the K-12 technical vocabulary
  - View the new NYS Art Standards and glossary to obtain information on vocabulary
  - In K-8 use the iReady vocabulary list to cross reference
  - Continue utilizing SAMR/TPack Model
  - Come up with ways to assess the students use of technical vocabulary (obtain data)
    - Tests/Quizzes (fill in the blank, online quiz, true/false, multiple choice)
    - Rubrics/Artist Statements (section in rubric and/or writing sample to show evidence of vocabulary)
    - Drawing to show evidence of vocabulary
    - Group project/activity

### **Goals for the current School Year (2017-2018)**

Please list your DIU goals for the current school year. For each goal, please indicate if we are on plan with this goal and what measures you are tracking.

1. All K-12 art teachers will implement a unit of instruction to incorporate best practices in technology.
  - This goal is on track to be completed by June 2018.
    - High School New graphic tablets are being utilized for editing, drawing and painting
    - K-12 teachers have examined the new NYS standards and identified where technology will best fit
    - Planning a meeting with technology specialists to find free software to use for art creation
    - Looking into on-line portfolios (Artsonia, Creatubbles, Seesaw and SlideRoom)
2. High School will offer a 20-week course of Graphic Design.
  - This class has been mapped and 28 students are enrolled for Spring semester 2018.
3. By September 2018, the K-12 Art Department's curriculum maps and program will begin to be updated to reflect the needed edits (addition of formative and summative assessments, addition of Common Core Literacy Standards, etc.) and the revised NY State Education Standards for the Arts in order to be in compliance with the state-wide implementation date.
  - Study in detail the finalized NYS Standards for the Arts document. Identify and prioritize potential grade level changes on SCDs and department meetings.
  - Participate in professional development on new standards as it become available through BOCES, Memorial Art Gallery, The New York State Art Teachers Association (NYSATA Conference November 2017), etc.
  - In March 2018, apply for summer curriculum-writing time to revise maps with the new Art Standards, assessment information and CC Literacy Standards. Maps will be prioritized by their degree of needed changes.
  - Utilize the spring SCD to begin to revise maps in need of minor changes.
  - Research and develop a list of the array of contemporary and diverse artists to reflect the changes in the standards.

## **Goals for the previous School Year (2016-2017)**

Please list your DIU goals for the school year just finished this past June. For each goal, please indicate if we achieved this goal and the measures you tracked.

1. The High School Art Department will implement a minimum of two updated course offerings that are more relevant and rigorous.
  - This goal was achieved. The following courses were updated: Photo 1& 2, Advanced Drawing and Painting 1& 2, Drawing & Painting 1&2 Revised curriculum maps Summer 2016
  
2. All K-12 Art programs will increase in rigor and relevance through our art delivery and curriculum.
  - This goal was achieved. Each Staff member created or enhanced a unit using the SAMR model.
    - Lima School:**
      - 1st graders collaboratively create a piece of interactive public art (wings on the wall). They then took photos of one another in front of the artwork, edited their photos, and uploaded their photos plus a written piece to an app to share with their families (seesaw).
  
    - Manor School:**
      - Fifth graders created perspective drawings that required measuring and using rulers at the same time they were learning geometry in math class.
      - Fourth graders painted images of Honeoye Falls highlighting our hometown landmark while learning about the Hudson River School artists of NYS.
      - Third graders constructed clay roosters with texture, color and feathers after studying Chinese art and learning about Customs during Chinese New Year (The year of the Rooster)
  
    - Middle School:**
      - Seventh grade students used Window Movie Maker Live and the internet to research and make a movie/documentary of a famous American artist. They not only covered the artist work and history, but also had to explain how their artists artwork related/relates to what was/is happening in American history and how their artwork related to that time period.
      - Students in 7th grade art experimented with a drawing program/app (drawerings.com) to visualize their design plate as a Radial design/pattern. The students generated at least 2 variations from their design plate, which were used for design revision and design plate creation.
  
    - High School:**
      - Mapped the new course offering Illustration and Graphic Design and wrote a unit, in e-doctrina, using the SAMR model.