


<p>HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT</p> <p>Quality Education Design: A Student-Centered Approach to Program Budget Development for the 2018-19 School Year</p> <p>Operational Plan 2018-19</p>	
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Decision Input Unit Name:	Music
Site:	Music K - 12
DIU Chairperson:	Mark Borden

Name/Title of Committee Members	Name/Title of Committee Members
Mark Borden, Instrumental Music	Christine Miester, Community Member
Kimberly Brienzi, Instrumental Music	Barbara Salter, Vocal Music
Jen Carter, Community Member	Gretchen Schober, Community Member
Brian Coughlin, Instrumental Music	Carina Telesca, Vocal Music
Kenneth Goold, Vocal Music	Andrew Vetter, Instrumental Music
Kenneth Kreuzer, Instrumental Music	Steve Warfle, Community Member
Marlene Lowenthal, Instrumental Music	Joelle Weaver, Manor School Asst. Principal
Milton Mashner, Vocal Music	

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. We recommend the addition of a district accompanist.
 - Accompaniment is a critical component for vocal programs in both rehearsal and performance, and when the teacher fills this role, it takes attention away from both the music, and more importantly, the students. Repertoire selecting is at the heart of choral music and a skilled accompanist allows for complex music selection and impressive performances demonstrating rapid progress of student learning

at the highest level. A talented accompanist assists teachers in the effectiveness and speed of skill development at all levels. Our approach of using a director/accompanist has exposed some gaps that impact the effectiveness of teaching and learning. Many area schools utilize a full or part-time professional in this role for rehearsals, performances and solo festivals.

- Through an analysis of the District Accompanist needs throughout the department during the 2017-2018 school year, we have concluded that the position would necessitate a full-time professional with availability daily 7:30am-3:00pm as well as evenings multiple times a week September - November and January –March. * Daily accompanist duties would average approximately 3.7 hours (not including driving between schools), in addition to evening events and rehearsals (approximately 212 hours annually) and solofest preparation and performance (approximately 75 hours annually). The district currently spends \$7,900 annually utilizing multiple accompanists to cover a portion of the overall need.

See Appendix A

2. We encourage the district to follow through with previous discussions regarding the hiring of a technical theatre manager.
 - We have already established the rationale, outlined the needs, and have job descriptions from other districts as a model. The district would need to construct HFL’s specific job description, advertise, interview and hire. We may also need to actively canvas for qualified and certified applicants.
3. We offer to reallocate existing high school equipment money to fund the three musical advisor positions that are in the contract but not currently funded by the District (Backstage Director, Producer, Assistant Vocal Director).
 - These positions are currently supported through the Musical extra-curricular account, which as a result, limits resources for royalties, sets, costumes, properties, etc.
 - The \$3,450 needed to cover these positions (two Tier 2/Level 3 and one Tier 3/Level 3) would be reallocated from high school equipment.

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. The Music Department will expand our sight-reading initiative to the Manor School ensembles.

Our choral ensembles have begun to integrate the connection between aural and visual interval identification into each rehearsal. This serves as a critical building block for sight-reading. Our bands are currently reading new chorale material weekly, which establishes an accessible means for large group collective reading.
2. We encourage the district to follow-through with previous discussions regarding the hiring of a Technical Theatre Manager.

This clear gap has been discussed for many years now and continues to negatively impact our program and our students. There are multiple facets (including successful execution of our concerts and assemblies, recording of performances as a critical part of our assessment process, daily facilities scheduling and maintenance, and long-term oversight for equipment replacement/upgrades) that are inconsistently addressed, perpetuating a long and detrimental cycle to an otherwise vibrant program.
3. The K-12 Music department will begin to explore additional opportunities for vertical as well as horizontal program alignment.

After discussing various pedagogical approaches to common language for teaching rhythmic patterns, we have settled on a vocabulary sequence to use from beginning introductions in primary and elementary general music classes all the way through each of our secondary ensembles. We have also reviewed and formalized our lesson book sequence for instrumental students from grades 4-12.

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 Music Department will expand our sight-reading initiative to the Middle School ensembles.
Our choruses have successfully implemented regular sight-reading and have seen the benefits in terms of literature accessibility. Our bands have explored various resources and have now chosen material to systematically employ as part of each rehearsal.
2. In order to improve music literacy and cooperative learning as well as provide a strong foundation for successful integration into our large group settings, the Music Department will endeavor to incorporate pre-ensemble skills within the existing program beginning with our second-grade.
We have integrated the study of Orff instruments into the second-grade curriculum. Through building-level funding in addition to another reallocation of high school funds, we are continuing to build the instrumentarium. We anticipate needing an additional \$1,500 for each of the next two years to complete the set and achieve 1-1 student access. We have added a unit of study on the recorder in second grade, funded by our Music Boosters, which is also now part of the annual curriculum. This Spring, the six second grade classrooms will once again collaboratively present a patriotic program on Flag Day, servicing as an introduction to large ensemble settings.
3. The K-12 Music department will begin to explore additional opportunities for vertical as well as horizontal program alignment.
We had not addressed this goal as of the beginning of last year. Thanks to time on Staff Development days to work collaboratively K-12, we were able to look into these opportunities (see Goal #3 above).

Appendix A:

Proposed Daily Accompanist Schedule:

High School 7:30-8:30
Middle School 9:00-10:00 (Tuesday, Thursday, Friday)
High School 9:40-10:30 (Monday, Wednesday)
Middle School 1:24-2:04
Middle School 2:10-4:00 (Tuesday)
Manor School 2:05-2:50 twice a week (A day chorus 40 minutes 2:05-2:50 and E day 12:00-12:40)
High School 2-3 twice a week
Manor School 3:05-3:50 Select Chorus, March, April, May (once a week)

Seasonal Accompanist Schedule:

High School Solo Festival Prep for 20-30 students in January and May (rehearsal days and times would be flexible).
(Total: 50kids x 60min = 50 hours)

Middle School Solo Festival Prep for 20-30 students in May (rehearsal days and times would be flexible).
(Total: 25kids x 60min = 25 hours)

Third Grade Musical: October-January - 3 rehearsals, 2 dress rehearsals and 2 shows each @ 60 minutes. (7 hours.)

Second Grade patriotic show: 6 rehearsals, 2 dress rehearsals and 2 shows each @ 60 minutes. (10 hrs.)

High School Musical: rehearsals and performances Jan.-Mar. (45 sessions @ 3 hours = 135 hours)

Middle School Musical: rehearsals and performances Sept.-Nov. (30 sessions @ 2 hours = 60 hours)