

5 Year Action Plan

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Goal 1: K-5 Gen Music	<ul style="list-style-type: none"> ▪ Collect curricula examples from various general music programs, and document what is currently a part of music classes. ▪ Determine sequence for curriculum writing. ▪ Begin dialog regarding music scheduling, storage and facilities in the Elementary school. ▪ Collaboration and communication needs to occur among PQ administration, music teachers and grade level teachers in finding creative ways to schedule rehearsal time. ▪ Request and find a music technology consultant for 2009-2010. 	<ul style="list-style-type: none"> ▪ Write curriculum for music courses K-12. ▪ Upgrade music technology in the elementary music classrooms. ▪ Hire music technology consultant to assess and recommend music technology in the elementary school. ▪ Purchase two high quality sound reproduction systems (stereo) for PQ. 	<ul style="list-style-type: none"> ▪ Write curriculum for music courses K-12. ▪ Implement new curriculum and collect student performance data. ▪ Propose scheduling changes to accommodate for elementary general music twice a cycle as art is, and as recommended by the Opportunity to Learn Standards of the National Association of Music Educators. ▪ Hire Additional staff to accommodate an additional music class in the 6 day rotation at PQ. ▪ Purchase and implement music technology & equipment in Elementary classrooms. ▪ Replace two pianos at PQ. 	<ul style="list-style-type: none"> ▪ Write curriculum for music courses K-12. ▪ Implement new curriculum and collect student performance data. ▪ Replace choral risers at PQ. 	<ul style="list-style-type: none"> ▪ Write curriculum for music courses K-12. ▪ Implement new curriculum and collect student performance data.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
<p>Goal 2: NYSSMA Level 1 by Grade 5</p>	<ul style="list-style-type: none"> ▪ Discuss the addition of new music facilities including a permanent large performance space, auditorium and general music classroom at PQ. ▪ Document individual student level of proficiency. ▪ Determine sequence for curriculum writing. ▪ Request an increase in funds for band and chorus music at PQ. ▪ Make PQ instrumental rental policy consistent with the middle/high school, stating that the only instruments provided by the school are low brass and low woodwind. All other instruments will not be rented from the school. ▪ All old instruments at PQ and Middle/High school that are in poor condition and no longer usable should be sold for parts or disposed of. ▪ Request support at PQ for the recording of performances in terms of staff and equipment. 	<ul style="list-style-type: none"> ▪ Architect planning, acoustical planning and financial planning for new music area at PQ. ▪ Band and chorus are scheduled during the school day in elementary school. ▪ Write curriculum for instrumental and vocal music courses 4-5. ▪ Purchase additional band and chorus music at PQ. ▪ Implement district wide instrumental rental policy. ▪ Purchase low brass and low woodwind instruments for PQ and Middle/High school per instrument rental policy. ▪ Replace and add stand racks at PQ. 	<ul style="list-style-type: none"> ▪ Build new music facilities ▪ Write curriculum for instrumental and vocal music courses 4-5. ▪ Implement new curriculum and collect student performance data. ▪ Purchase band risers at PQ. ▪ Adjust Staffing and scheduling in order to maintain small instrumental lesson groups as the instrumental music program grows at PQ. 	<ul style="list-style-type: none"> ▪ Move into new facilities ▪ Purchase chairs, and miscellaneous equipment for the new facilities ▪ Write curriculum for instrumental and vocal music courses 4-5. ▪ Implement new curriculum and collect student performance data. ▪ The current band room/closet is converted to storage space for music and performance equipment. ▪ 	<ul style="list-style-type: none"> ▪ Write curriculum for instrumental and vocal music courses 4-5. ▪ Implement new curriculum and collect student performance data. ▪ Purchase timpani, for new band room at PQ.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	<ul style="list-style-type: none"> ▪ Assess and adjust instrument repair budgets at PQ and Middle/High school per instrument rental policy. ▪ Investigate options to include Band and Chorus rehearsals in the school day. 				
Goal 3: Composition Grades 6-12	<ul style="list-style-type: none"> ▪ Collect student work and determine North Salem level of “Proficient” in composition. ▪ Review and discuss gender equity in middle school music classes. ▪ Review and discuss balance of students with disabilities among middle school music sections. ▪ Determine sequence for curriculum writing. ▪ Request in-class training/staff development for middle school music classes to evaluate and improve differentiation. ▪ Recommend student enrollment Caps for all classes in the middle/high school 	<ul style="list-style-type: none"> ▪ Write curriculum for composition in music courses 6-12. ▪ Experience in-class training/staff development for middle school music classes to evaluate and improve differentiation. ▪ Continue the district policy of computer replacement in the middle/high school music lab. ▪ Balance students with disabilities among all sections of a class. ▪ Balance gender enrollment among all sections of a class. 	<ul style="list-style-type: none"> ▪ Write curriculum for composition in music courses 6-12. ▪ Implement new curriculum and collect student performance data. ▪ Continue the district policy of computer replacement in the middle/high school music lab. ▪ 	<ul style="list-style-type: none"> ▪ Write curriculum for composition in music courses 6-12. ▪ Implement new curriculum and collect student performance data. ▪ Continue the district policy of computer replacement in the middle/high school music lab. ▪ 	<ul style="list-style-type: none"> ▪ Write curriculum for composition in music courses 6-12. ▪ Implement new curriculum and collect student performance data. ▪ Continue the district policy of computer replacement in the middle/high school music lab. ▪

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	music technology lab.				
Goal 4: Middle School Electives	<ul style="list-style-type: none"> ▪ Music faculty will brainstorm ideas and discuss solutions with administration for Middle School Performance electives. ▪ Explore possibility of doing both band and chorus in Middle school ▪ Inquire about push-in solutions for current pull out programs. ▪ Determine sequence for curriculum writing. ▪ Investigate increasing combined rehearsals prior to concerts from 2 to 3 for 6th and 7th grade band and chorus. 	<ul style="list-style-type: none"> ▪ Write curriculum for Middle School Music Electives. ▪ In 7th grade, offer additional performance based electives. 	<ul style="list-style-type: none"> ▪ Write curriculum for Middle School Music Electives. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Middle School Music Electives. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Middle School Music Electives. ▪ Implement new curriculum and collect student performance data.
Goal 5: Music and Culture Grades 6-12	<ul style="list-style-type: none"> ▪ Middle & high school music faculty will collaborate to determine appropriate courses to include music and culture, as well as an appropriate level of “Proficient.” ▪ Determine sequence for curriculum writing. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Goal 6: Reflection, Critique, Evaluation, Grades 6-12	<ul style="list-style-type: none"> ▪ Collect student written reflections and determine level of “proficient” for reflection, critique, and evaluation ▪ Determine sequence for curriculum writing. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for Music courses 6-12. ▪ Implement new curriculum and collect student performance data.
Goal 7: NYSSMA Level 4 6-12	<ul style="list-style-type: none"> ▪ Document individual student performance per grade level. ▪ Propose and hire one additional instrumental music faculty to increase the push-in lesson program through 12th grade, provide small group instruction for 6th grade beginning instrumentalists, or students who are switching instruments (for example, clarinet to bassoon), and to provide additional elective classes as needed. ▪ Determine sequence for curriculum writing. ▪ Provide a list of private teachers for 	<ul style="list-style-type: none"> ▪ Write curriculum for vocal & instrumental music courses 6-12. ▪ Extend Push in lessons through 12th grade. ▪ Purchase books for instrumental music students each year for students to keep. ▪ Purchase low brass and low woodwind instruments for PQ and Middle/High school per instrument rental policy. ▪ 	<ul style="list-style-type: none"> ▪ Write curriculum for vocal & instrumental music courses 6-12. ▪ Implement new curriculum and collect student performance data. ▪ Purchase a full set of timpani, drum set, vibraphone and full size tuba for MS/HS. ▪ Explore Storage options need for guitars that students bring to school and use in classes. ▪ 	<ul style="list-style-type: none"> ▪ Write curriculum for vocal & instrumental music courses 6-12. ▪ Implement new curriculum and collect student performance data. 	<ul style="list-style-type: none"> ▪ Write curriculum for vocal & instrumental music courses 6-12. ▪ Implement new curriculum and collect student performance data.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	<p>interested students.</p> <ul style="list-style-type: none"> ▪ Request money for student workbooks in bands 6, 7, & 8 ▪ All old instruments at PQ and Middle/High school that are in poor condition and no longer usable should be sold for parts or disposed of. ▪ Assess and adjust instrument repair budgets at PQ and Middle/High school per instrument rental policy. ▪ Investigate options for additional small-group lesson space at the MS/HS. ▪ Find and recommend acoustical consultant to evaluate and propose solutions for the lack of soundproofing in the MS/HS music wing. 				
MISC.	<ul style="list-style-type: none"> ▪ Recommend K-12 music coordinator. ▪ Explore options for K-12 music collaboration during contractual day. 	<ul style="list-style-type: none"> ▪ Appoint K-12 music coordinator to facilitate music leadership, improve instruction and consultant work. ▪ Collaborate K-12 in 	<ul style="list-style-type: none"> ▪ Continued collaboration among music teachers, K-12 music coordinator and consultants to assess and revise instruction 	<ul style="list-style-type: none"> ▪ Continual collaboration among music teachers, K-12 music coordinator and consultants to assess and revise instruction 	<ul style="list-style-type: none"> ▪ Continual collaboration among music teachers, K-12 music coordinator and consultants to assess and revise instruction

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	<ul style="list-style-type: none"> ▪ Continued collaboration with consultants. ▪ Project instrumental and vocal enrollment through the 5 year plan ▪ Discuss temperature and humidity fluctuations in all music rooms in the district to maintain consistent levels. 	<p>our contractual day, on a regular basis in order to foster alignment.</p> <ul style="list-style-type: none"> ▪ Continued collaboration with consultants. 	<p>to meet goals for student performance.</p>	<p>to meet goals for student performance.</p>	<p>to meet goals for student performance.</p>