

Date: May, 2016

To: Tavish MacLean
Geoff Doy
Dan Popp
Marci Busby
Carolyn Simpson

Cc: Joel Aune, Jeff Hogan, Building Principals

From: Carol Reitz, SVSD Music Coalition

Subject: SVSD 6th Annual Report on Music Education

Thank you for taking the time to review our sixth annual report on Music Education K-12 in the SVSD. Our Music Coalition has continued to work closely with all of the music teachers in our district to provide the data for this report. The goal is for decision makers to view the music coalition as a respected resource for making informed decisions as it relates to music education in our district.

There are many changes in the music department planned for next year at the high school level. The need for strategic planning is even more pressing in order to sustain a healthy program. The focus of the report is to provide the data to justify and need for such a plan to ensure the wise use of equipment, finances and personnel.

Sincerely,

Carol Reitz
SVSD Music Coalition/MSHS Band Boosters President
425-765-9284 carolreitz@msn.com

I love that choir is so accepting and that we are a family. Sydney H., Junior

If I hadn't joined choir my freshman year, I don't know where I'd be. These people are my family and I'd be lost without them. Madeline W., Junior

Purpose	The purpose of the annual report is to keep administration and school board informed of the current status of music programs in our school district.
SVSD Music Coalition	<p>A citizen based advocacy group focused on promoting music education in the SVSD. Music teachers across the district serve as partners in creating a positive environment for maintaining and building music programs for students K-12.</p> <p>We continue to provide training to school districts around the state and are held up as a role model for how to effectively communicate and advocate for music education.</p>
Mission	To ensure equal access to music education K-12 in the Snoqualmie Valley School District
Goal	For decision makers to see the coalition as a valuable resource when making decisions impacting music students
Principles	<p>The coalition is built on the following principles:</p> <ul style="list-style-type: none"> • The coalition is student centered—focused on the impact of any decision on the students. • The focus is on music education as a unified district-wide effort – not focused on individual schools, specific programs or music directors. • The coalition is a community based organization committed to creating long-term collaborative relationships with the key decision makers.
Focus of this report	<ol style="list-style-type: none"> 1. Recommendations for creating a 5-10 year strategic plan for music education district wide. 2. Participation rates in music performance groups K-12 3. Band and choir retention rates from middle school to high school
Resources	<ol style="list-style-type: none"> 1. A Facebook page SVSD Music Coalition used to publicize events, educate, promote resources, and communicate actions as needed 2. The coalition serves as a resource for parents, teachers and other coalitions around the state and region 3. Music Advocacy: From Survival to Vision, by John Benham 4. Washington Music Educators Association (WMEA), www.WMEA.org

Summary:

In three years there will be a remodeled high school, and additional elementary and middle school. The high school is also adding a curricular orchestra program for the first time. Strategic planning for effective use of personnel, equipment, finances, and feeder programs is essential for the next 5-10 years.

A strategic planning process would include:

1. Administrators
2. Parents
3. Music Teachers
4. Community

The goals and outcomes of the process include:

1. A description of the future state of music education, 5-10 years out.
 - a. What programs do we want?
 - b. Who do we serve?
 - c. What access should students have to music education K-12?
2. Learning outcomes – a pathway and alignment of learning objectives K-12
3. An action plan for implementation of the future vision based on an analysis of the current state and desired future state
 - a. Include budget requirements
 - b. Personnel requirements
 - c. Space requirements
 - d. Roles and responsibilities outlined
 - e. Accountability

Elementary Music: 5th Grade Band/Chorus

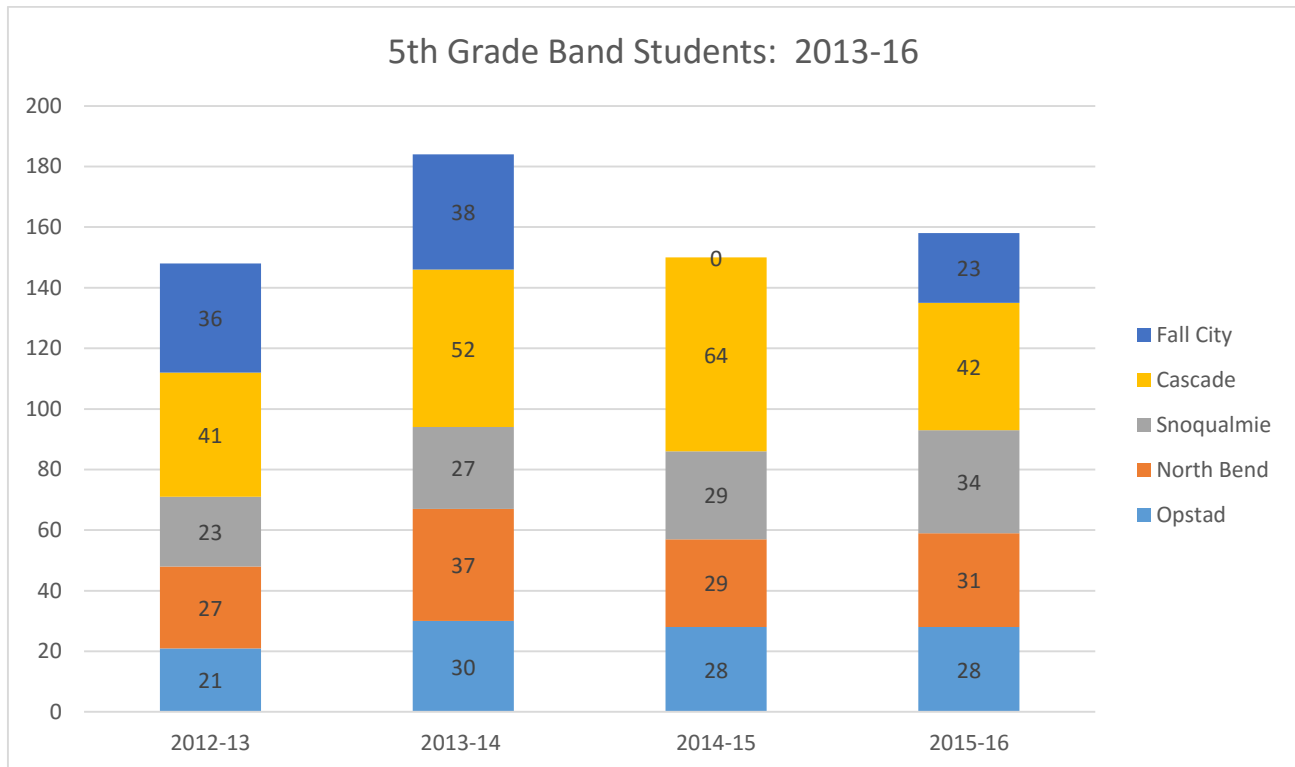
Carol Heitt, OES

Dan Thompson, NBE Lorraine Thurston, NBE Band

April Herb, CVE

Kristi George, SES

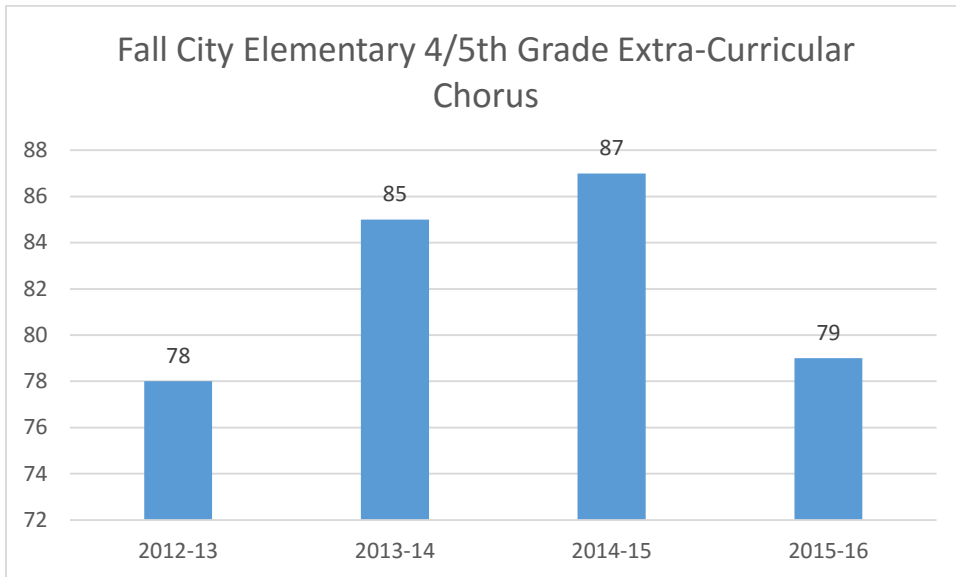
Jaime Schultz, FCE Rachel O'Neil, FCE 4/5th Grade Chorus



This year the Cascade View 5th Grade Marimba Ensemble really took off and they are loving their new bass marimba (granted from Snoqualmie Valley Schools Foundation). It adds a great depth to the sound. They have 15 members who meet weekly after school.

5th Grade Band is currently extra-curricular at all the elementary Schools. The percentage of 5th graders participating in band is 35%. The benchmark for participation is 65%. This is one area that needs to be included in a thoughtful philosophical discussion about the best time to introduce band instruction, when (curricular or extra-curricular) and who should teach it.

There is only one school, Fall City, that offers a structured extra-curricular choral experience. The Fall City 4/5th grade chorus rehearses once a week with 2 performances. This is an area of lack of equal access for students across the district.



Middle School Band and Choir

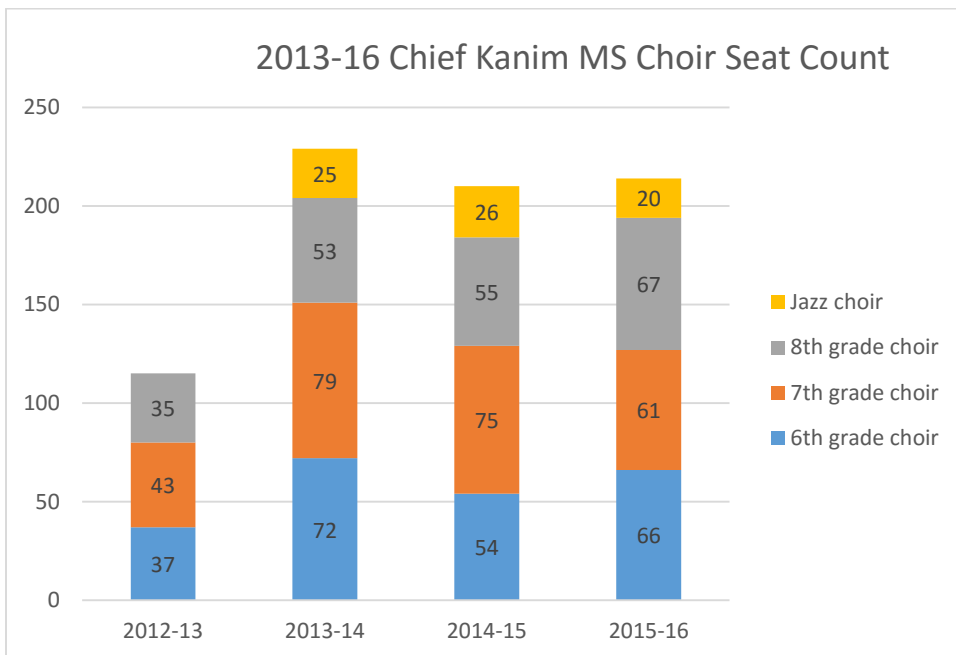
Laura Thompson, Choir (CKMS)

Haley Smith, Band (CKMS)

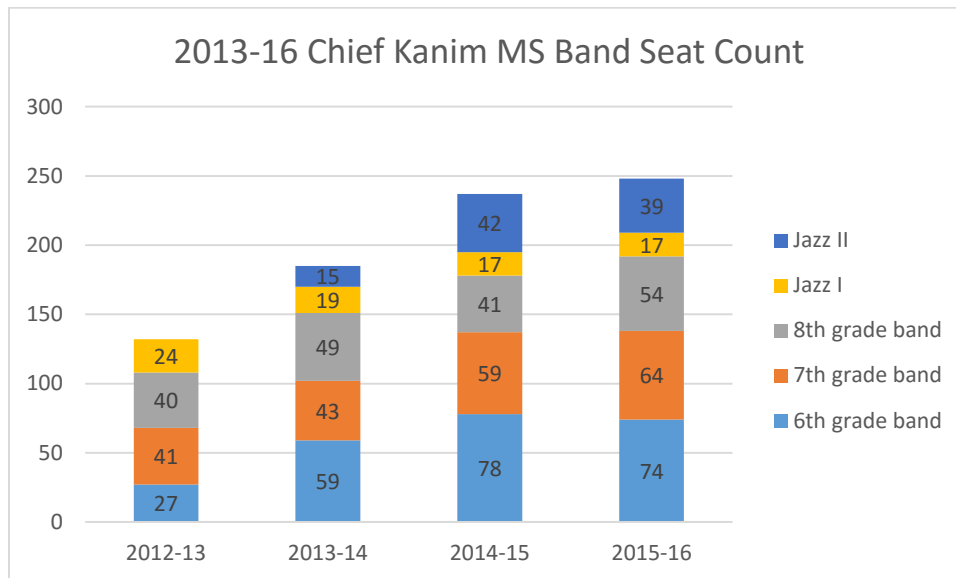
Daniel McCafferty, Choir (TFMS)

Dan Taylor, Band (TFMS)

Chief Kanim Middle School Choir



Chief Kanim Middle School Band

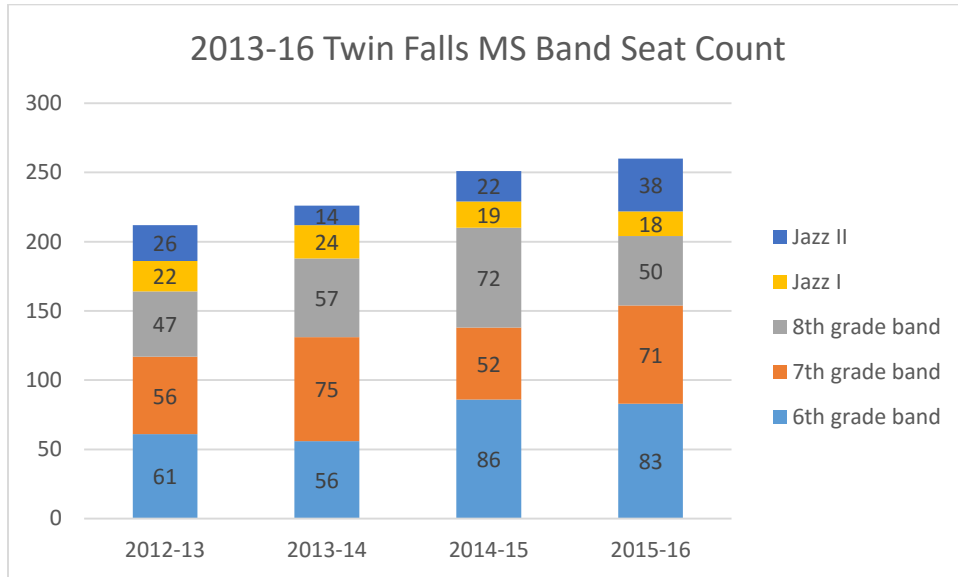


The SMS closure drastically increasing the numbers in the 2013-14. The 2012-13 school year sixth grade class was abnormally small with students not having a band teacher in 5th grade, as well as having 6th grade band only every other day.

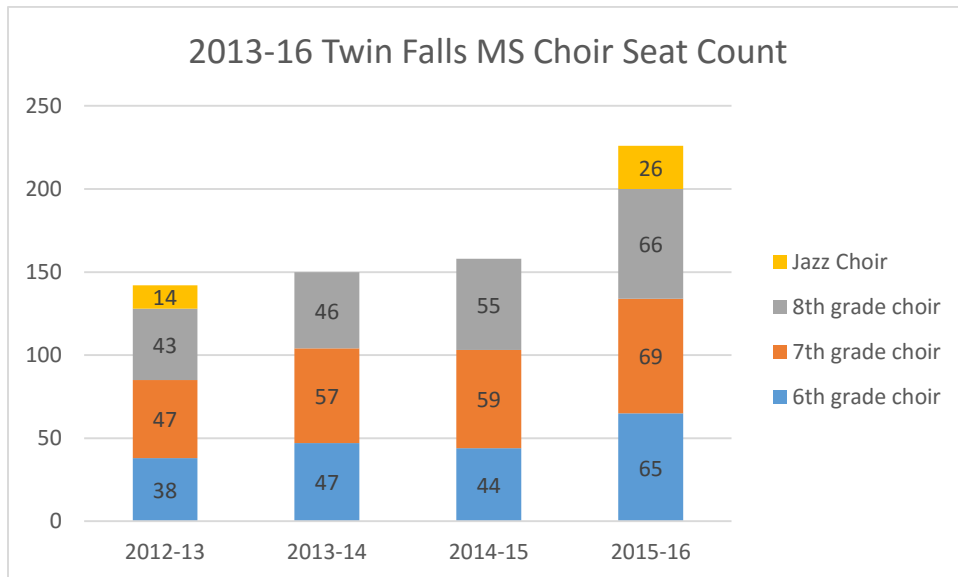
The 5th grade tour (first ever) helped the 6th grade numbers in year 2014-15, and also, helped sustain them as they lost the biggest elementary feeder last year with no band teacher at Fall City.

The band director markets the high school band program-speaks well of directors, all facets of the program, attends concerts, and plugs the jazz program. The MSHS band playing at the CKMS concert *really* helped the advertising! Kids are *definitely* aware about what's happening with the jazz program at the high school and it's had an immediate impact on the middle school jazz program!

Twin Falls MS Band:



Twin Falls MS Choir:



Mount Si HS

Haley Isaacs, Choir Director

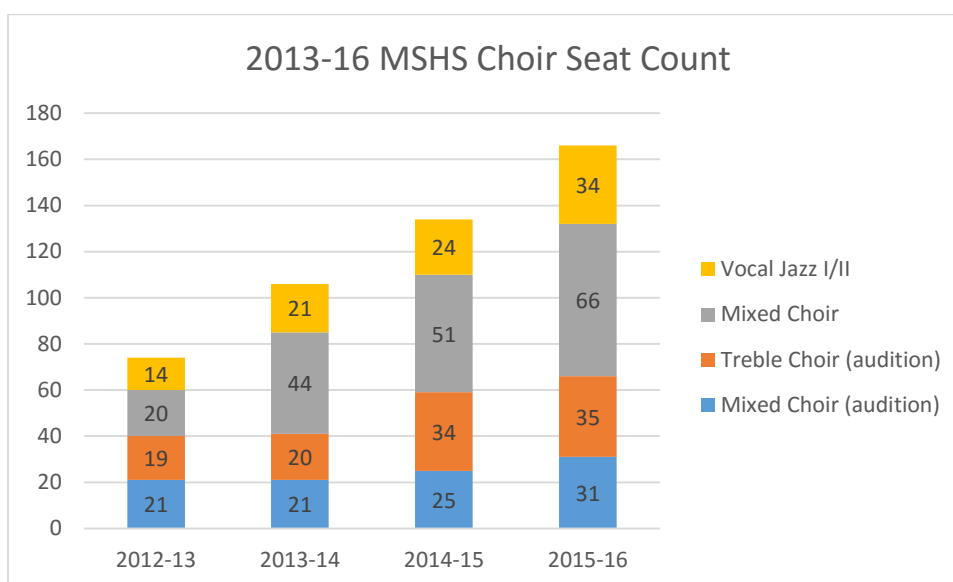
Matt Wenman, Band Director

Danny Kolke, Asst. Jazz Band Director

Maria Henriksen, Administrative Assistant

The hiring of the part-time music department administrative assistant has helped relieve a bit of pressure on the directors for planning 30 trips this year. It also takes a team of choir and band boosters to support the directors and their programs through administrative support, fundraising, inventory, financial and database management. Adding third music teacher will require a full-time administrative person.

MSHS Choir:

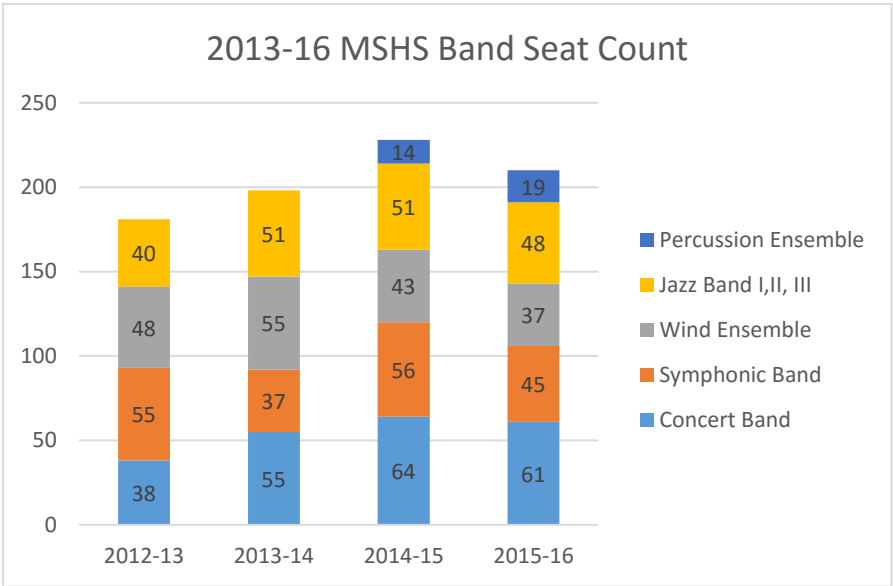


2016 Choir Highlights:

- Sang the National Anthem at two of the home football games
- 2nd annual Camerata Choir Retreat at Warm Beach Camp with Wind Ensemble
- Bella Voce participated in Western Washington University's Women's Ensemble Festival
- Vocal Jazz I participated in a special invitation only concert at Bellevue College with only two other high schools invited
- Vocal Jazz I and Vocal Jazz II traveled to Lionel Hampton Jazz Festival (with Jazz Band I and Jazz Band II). Vocal Jazz I was honored as a top contender and got to perform in their special evening concert.
- Hosted the 2nd annual District Vocal Jazz night with TFMS and CKMS jazz choirs as well as Green River College Vocal Jazz group.
- Vocal Jazz I placed 3rd at Bellevue Jazz Festival (first time in top 3 in recent history)
- Hosted the 3rd annual district choir concert with FCE 4th-5th grade chorus, TFMS and CKMS 8th grade choirs, + Bella Voce and Camerata high school choirs.

- Camerata Choir traveled to Disney Land with Wind Ensemble for Heritage Music Festival— received a Silver Award
- Bella Voce traveling to Vancouver, B.C. for Heritage Music Festival
- Concert Choir participating in Music In the Parks festival in May
- Hosted choir exchanges with multiple choirs including University of Montana, Evergreen High School, Edmonds-Woodway High School, and Fall City Elementary.
- Haley Isaacs presented to music education students and professors at Western Washington University on the Music Creativity and Collaboration class and its success.
- Received a grant from SVSF for new microphones and mic cords for vocal jazz program

MSHS Band



2016 Band Highlights

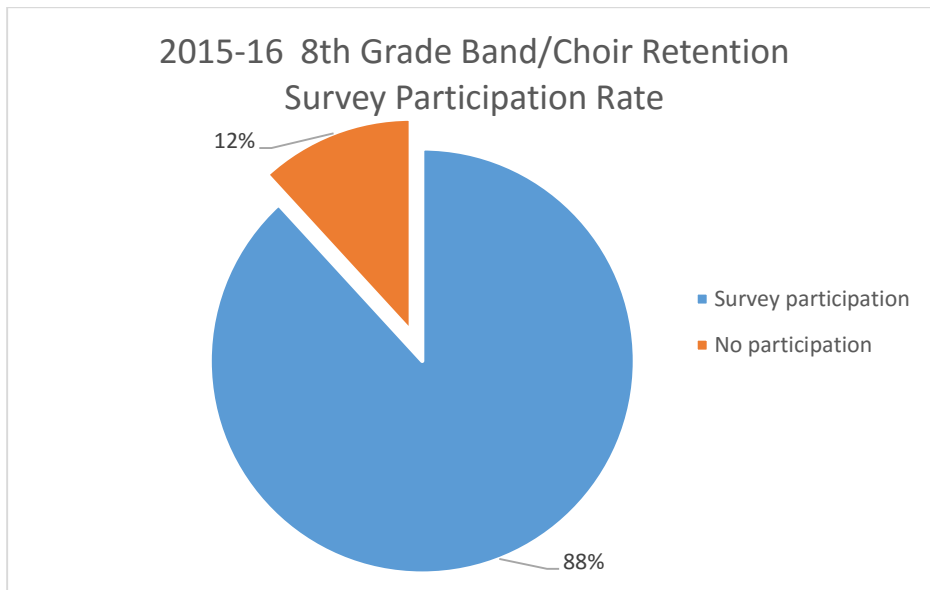
- Three concert bands participated in their respective regional band festival
- Jazz I placed in the top 3 at the Bellevue College Jazz Fest
- Wind Ensemble traveled with Camerata Choir to the Heritage Fest music competition in Anaheim. The band received a Gold award and first place for their performance, an Adjudicator trophy, Top Band award Trophy and two soloist awards.
- Jazz I and II were invited to perform at the finalist concert at the Lionel Hampton Jazz Fest in Idaho.
- Wind Ensemble selected to participate in the HS Band Invitational in Vancouver, WA
- Wind Ensemble selected to participate in the HS Band festival at Central WA
- Wind Ensemble participated in the HS Band festival at University of Washington
- Symphonic Band and Wind Ensemble performed at the CKMS and TFMS Band Concerts
- Jazz I invited as 1 of 5 bands to perform at the 21st annual Starbucks Hot Java Cool Jazz concert at the Paramount Theater in Seattle for the second year in a row.
- Jazz I was selected as 1 of 15 jazz bands nationwide to compete at the Essentially Ellington Jazz Festival in NYC for the 3rd year in a row.

Band and Choir Retention Rates

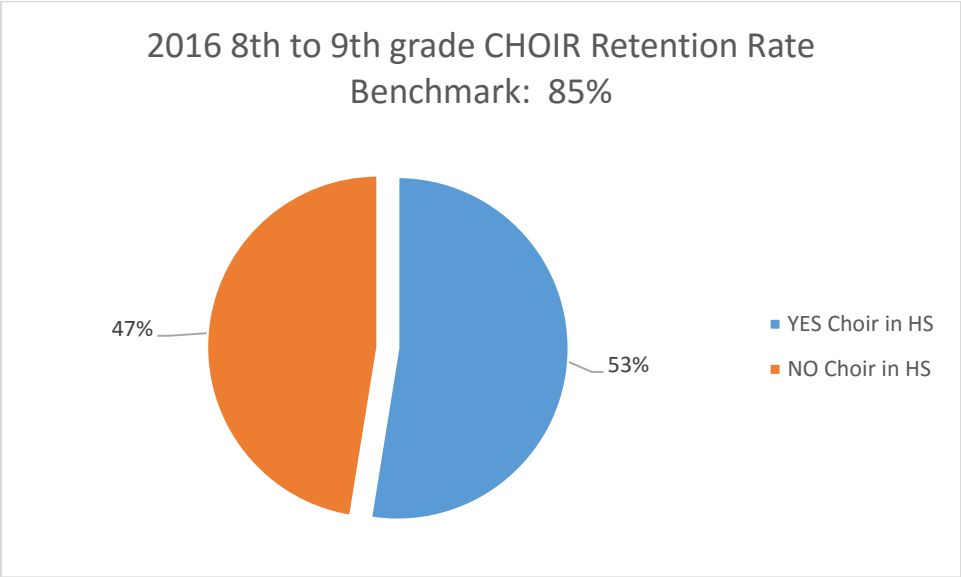
Every time I walk into the classroom, I feel a sense of connection to the school as a whole. I'm not the type of student who would normally attend football games or after school clubs, but the band program has helped me to feel a part of the school community. A. Edwards, Junior

The choir/band retention rate as they move from middle school to high school is a key measure. This is the 4th year that the middle school band and choir directors have administered a simple paper survey to all of their 8th grade music students. Understanding the barriers for students wanting to continue in band and choir is critical for taking action to remove them.

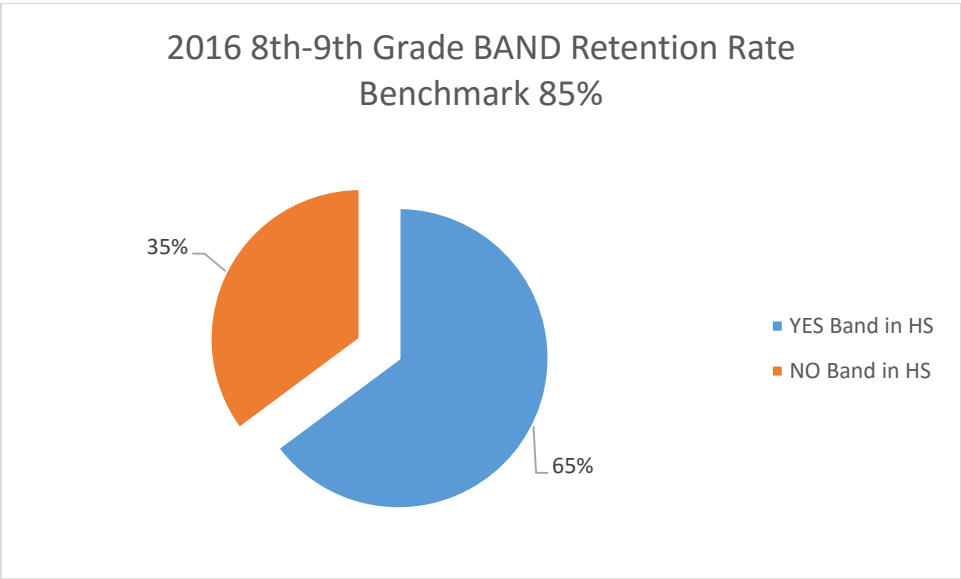
Of the 237, 8th grade band and choir students, 209 participated in the survey at a participation rate of 88%.



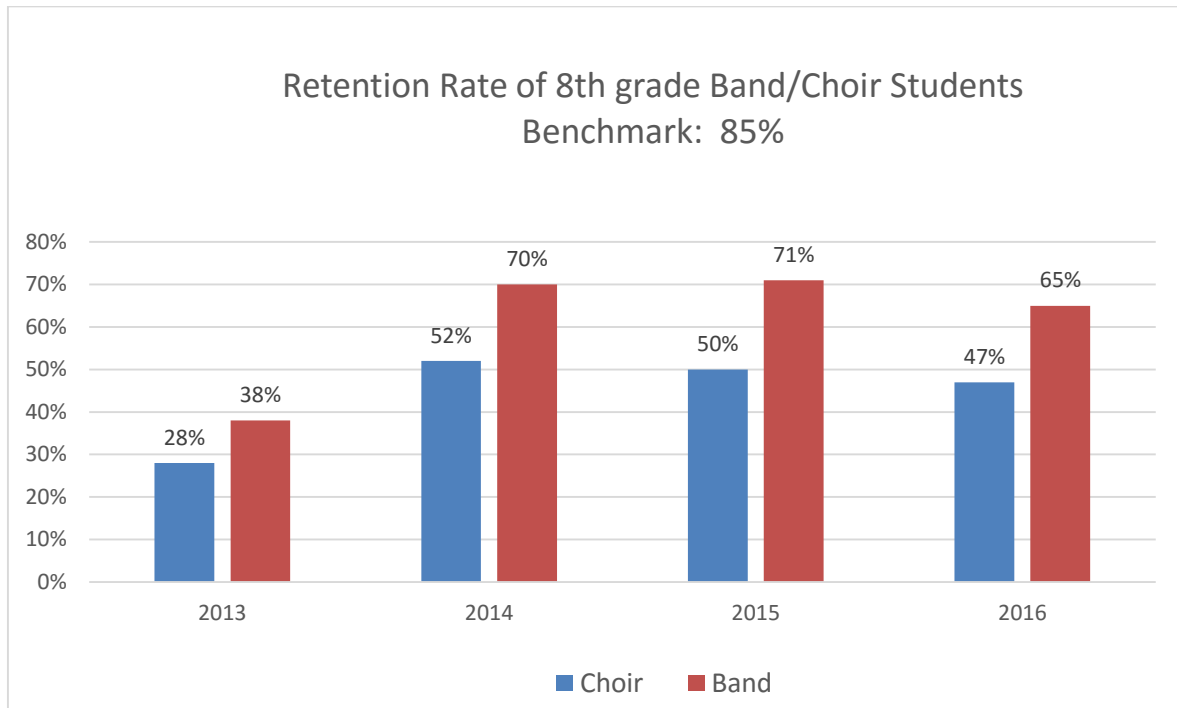
This year's current choir retention rate is 53%. 62 of the 118 choir students surveyed said they would continue choir in HS.



This year's current band retention rate is 65%. Fifty-nine of the 91 8th grade students will continue band in high school.



Our historical trend has shown healthy growth with new directors, and specific action plans to address real or perceived barriers to continuing music. This year is showing a drop in the retention rate in both band and choir.



The MSHS band and choir directors have been working with counselors, students, parents and middle school directors to address the key barriers for why interested students are not pursuing music. Last year the biggest reason for not pursuing band/choir, was that the other electives sounded more interesting.

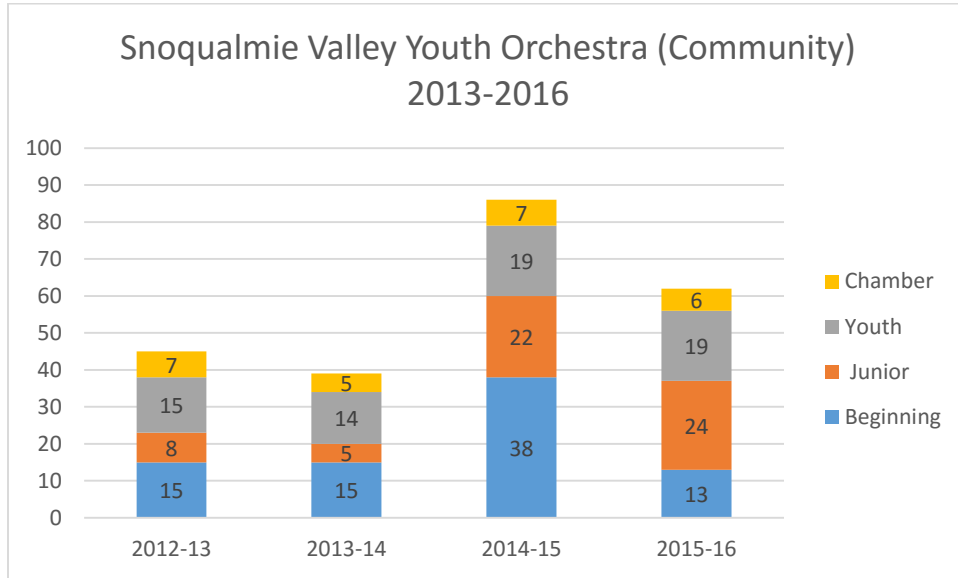
There is the perception that there are increasing requirements at the high school level, that there is no room in their schedule to take music for four years. The data bears this out – with the number reason, up from last year, is no room to take music for 4 years without having to take summer school, add zero or seventh period, which makes this option less attractive for students who would love to continue music.

<u>Top 3 reasons for quitting band/choir</u>	<u>This year</u>	<u>Last Year</u>
No room in my schedule	24%	15%
Other electives sound more interesting	24%	24%
Not important to my HS or College career	18%	10%

Snoqualmie Valley Strings

Sheila Bateman, Director

Tracking the community youth strings program becomes important as Mount Si HS is offering a curricular strings program for the first time. There is no curricular string offering for middle or elementary school students.



Appendix: What Makes a Strong Program?

Professor Robert Culver, The University of Michigan

Based upon findings of 1990 Research Project involving 50 districts, 113 instrumental music teachers from 27 states.

I. Teaching:

a. Schedule: Frequency of teaching opportunities are in direct relationship with program quality

i. Elementary Instrumental Program

1. Begin in 5th grade, sometimes in 4th for strings and 5th for the winds and percussion
2. 65% of grade 5 students participate in instrumental music
3. Have no fewer than 2 meetings per week, most preferably 3-5 per week
4. All classes are in the regular school day

ii. Middle or Junior High Instrumental Program

1. Daily instruction is the majority pattern
2. Provisions for full orchestra with winds exist for at least two grading periods per year

iii. High School Instrumental Music Program

1. Daily instruction offered
2. Provisions for regular full orchestra with winds begins after marching band season ends
3. The finest instrumental music programs always had provisions for private instruction, provisions for sectional instructing of like instruments and a small ensemble program

b. Routine

i. Directed aspects

1. Planning obvious
 - a. Anticipatory set
 - b. Quality plans available
 - c. Class outcomes are related to planning
 - d. Time envelope is controlled with consideration of pacing, energy profile, and starting and ending times
2. Self-directed aspects
 - a. Students are aware and responsive to routine
 - b. Students involve themselves in appropriate activity quickly and efficiently
3. Methodology
 - a. Strategy choice
 - Ear to hand beginning instruction
 - Non-verbal teaching used extensively
 - Experiential teaching devices
 - Multiple strategies and teaching devices employed in every class session
 - b. Modeling
 - An instrument, voice, gesture, media or proxy is used to demonstrate as opposed to verbal description
4. Delivery elements
 - a. Ratio is maintained at a maximum of 15% verbiage to 85% activity.
 - b. Teacher demonstrates awareness and use of proxemics
 - Eye scan is used evenly to all parts of the room and is direct to the student
 - Proximity to students spread evenly around the room

- Pedagogical or supportive touch is used appropriately
- Names of students are used
- c. Pacing Elements
 - Pace consistent and controlled between instruction and response
 - Energy profile is controlled by teacher
- d. Prioritization
 - Teaching interventions follow a sense of priorities
 1. Posture
 2. Format or mechanics of playing
 3. Sound
 4. Intonation
 5. Rhythmic structure (Intonation and rhythm may be switched for older students)
 6. Style/Speed
- e. Curriculum
 - A printed curriculum is available
 - There is common understanding among the staff
 - There is skill-based grading in use

II. ORGANIZATION OF SYSTEM

- a. Chain of command/decision making
 - i. Parents
 - ii. School Board
 - iii. Superintendent
 - iv. Assistant Superintendents
 - v. Area supervisors or coordinators, including building principals
 - vi. Teachers
- b. Meeting function and structure
 - i. Access to agenda
 - ii. Meeting is run efficiently
 - iii. Minutes are kept
 - iv. Contentious problem solving process in place
- c. Paper work
 - i. Computer is used extensively
 - ii. Curriculum/planning is an ongoing procedure
 - iii. Grading is based on skill acquisition
 - iv. Cumulative file for music program
 - v. Memo process
- d. Data gathering/use
 - i. Cost per student
 - ii. Percentage of student body in program
 - iii. Drop out rate analyzed and kept to under 15% any year
 - iv. Schedule disruption and cause
 - v. Skill acquisition over time
 - vi. Course election patterns
- e. Budget

- i. Predictable
 - ii. Based on student count and activities
 - iii. Managed by music department or building principal
 - iv. Based upon an amortization rate of equipment replacement costs
- f. Inventory
 - i. Maintained on a schedule
 - ii. Storage and access is adequate
 - iii. Is renewed upon an amortized base
- g. Schedule
 - i. A central calendar is maintained district wide
 - ii. Secondary music classes are scheduled before single section classes
 - iii. Elementary music classes are scheduled by a music administrator
 - iv. Annual performances by major ensembles
 - High School 8-11
 - Middle/Junior HS 4-8
 - Elementary 3-5
- h. Library
 - i. Centralized library with staff
 - ii. Computerized control and maintenance
- i. Support Structures
 - i. Parent Boosters are music department wide
 - ii. By-laws clearly delineate functions of teacher and supporters
 - iii. Community resources include service groups, media, etc.
- j. Interdepartmental politics
 - i. All areas of the music department are equally supported
 - ii. Staff supports other areas than their own
 - iii. Recruiting is a collective effort, especially between band and orchestra
- k. Community
 - i. Private teachers' role
 - Available as resource to school program, attitude development, sectionals, festival assistance, etc.
 - Support school groups
 - ii. Professional musicians' role
 - Positive performance model for student population
 - Available as resource to school program, attitude development, sectionals, festival assistance, etc.
 - iii. Commercial music stores
 - Support school groups with maintenance visits, loaner program, economic support for special programs, tours, clinicians, etc.
 - iv. Higher education
 - Available as resource to school program, attitude development, sectionals, festival assistance, etc.
 - Clinician and consultant availability
 - Student teacher availability
 - Demonstration resources to keep schools abreast of developments