

College Station Independent School District Middle Schools Split Fine Arts

The following information is presented to Deputy Superintendent Mike Martindale upon his request related to a plan for the Fine Arts at the middle schools involving two different scenarios. This brief document is a result of the combined efforts of our directors that would be directly effected by the decision made by the CSISD School Board. This staff greatly appreciates the opportunity to provide information that will support a collaborative effort throughout the district for all extra-curricular.

SCENARIO - # 1

AMCMS - 100% feeder to Consol

MS #3 - 100 % feeder to CSHS

CSMS - 50% feeder to each high school

The plan with this scenario would **best suit the goals** we have for all extra-curricular programs in CSISD. At the current time we send staff from band and orchestra during the school day to support each of these programs to build a solid foundation. We are asking that we continue a similar team teaching approach at all levels of band and orchestra to our middle and intermediate schools throughout the day.

- Band-currently sends two members during the day to the middle/intermediate school with supporting/planning the program, implementing a philosophy, and assisting with fundamentals of playing each instrument. Also, one of the middle school directors is able to come to the high school daily.
- Orchestra sends a member from the high school to the middle school and the intermediate. This approach has allowed the middle schools to team teach these students at both campuses....a common approach by all band programs in the state.
- The Middle schools and intermediate schools work in a collaborative manner in both orchestra and band to support these feeder patterns.
- At the present time we are not able to send our Choir staff to the feeder schools....this must be explored in a more detailed manner, as we are losing numbers in these programs currently.

Option #1 - Continue to support all feeder patterns to each high school with this same approach and utilize only one split with each high school having a feeder middle school. Each of these programs must have continuous collaboration with this group of staff members for continuity and development. The band and orchestra programs will continue to support this split school with the visibility of their staff.

Regardless of splits and percentages, we should treat MS #3 and Pecan Trail as a sole feeder to CSHS. As Oakwood and AMCMS will be treated as a sole feeder to AMCHS....please be mindful that it would be almost impossible to have time to consistently be at three split campuses because of the travel involved. Therefore having one middle school that is split would create the opportunity to do the same thing we presently have in place

Positive – Reflecting the unity concept by the school district at the split school, we will ensure the continuity needed to build each program; Directors from both high school feeder patterns would

collaborate together and attend the split middle school at the same time. By doing so, we are making an effort to prevent competition for these students within either of these disciplines... vertical collaboration is needed to establish a systematic approach for student development.

Concerns - The master schedule at the high schools would have to support this initiative for these directors to collaborate at the split campus.

The directors need to be more than just present during these session at the middle/intermediate school level...they really need to implement their system of learning/development needed for a highly competitive program. We really feel there is an accountability piece that must be in place at the middle school...being visible with three sites will be a challenge. Also, with three middle school splits, this will bring an unlimited number of concerns and complaints from parents and how we need to address these problems will be somewhat of a challenge.

Option #2 - Staff the high school with one additional director at each high school for the areas of growth for the fine arts programs....the support is greatly needed even at the present time.

Option #3 – We would not send any directors to the middle and intermediate campuses... just allow those schools to actually run their programs. In our opinion this result would be devastating to extra-curricular programs. This option would be detrimental for reasons shared with the board in our previous communication.

Concern – Losing a connection and visibility with the middle/intermediate could result in a decreasing number of participants. Losing the relationship, building the support to transition with students as they enter high school should be a real concern with more than one split.

A COLLABORATIVE EFFORT MUST BE MADE BY ALL DIRECTORS AT THE SPLIT CAMPUS WITH A GENERAL APPROACH TO PLANNING, PREPARATION AND ORGANIZATIN TO KEEP STUDENTS IN THESE PROGRAMS.

SCENARIO #2-

AMCMS - 84% feeder to AMCHS and 16% feeder to CSHS

CSMS - 48% feeder to AMCHS and 52% feeder to CSHS

MS #3 - 82% feeder to CSHS and 18% feeder to AMCHS

The plan with this scenario in our opinion would hinder the culture, connection and continuity needed to build a truly successful program that can compete and have success. At the current time our ability to send staff to all three programs would have to be re-evaluated with support from the high school principals in building the master schedule

Option #1 – Continue to support each middle school with our high school staff, with what the master schedule would allow. An option would be to rotate the current staff to each of these three middle schools rather than two. The travel involved with this could create a lack of quality support time that is needed for development. According to Mr. Eaks this would be almost impossible as they will have to add an additional section of band at CSHS for the next school year.

Option #2 – Directors at the middle schools would have complete autonomy in regard to planning, philosophy and management of their programs without any input from the high school staff other than the summer time meetings.

Concern – this would create a lack of connection within the feeder patterns, lack of hands on from the high school staff and lack of collaboration within each program. Losing the relationship building and losing the help in transition with students as they enter high school could be a great concern. There may be a concern with favoritism and loss of skill/knowledge of specific system implemented.

Please be mindful, if scenario #2 was implemented; the rationale used for creating this alignment was so that one middle school would not be at a disadvantage over the other two middle schools. However, this proposal would now put all of our middle schools and students at a great disadvantage related to development.

In our opinion, students who will fit into the small population going to the opposing high school now could very well feel alienated. In addition, both athletic and fine arts programs will suffer. This decision could very well lead to having mediocre programs that students would not have a desire to participate.

Conclusion: we all know that building a successful high school program starts with a philosophy, a direction with a plan related to training and development, a connection within that program to establish an identity, collaboration among directors at the middle and high schools and culture where students share a pride with their school.

Our staff members will be driven to support the needs of each of our students without exception. The Challenge ahead will be how to implement the above plans with less confusion and more collaboration. Our group of staff members will be glad to sit with board members to share these thoughts in a more thorough manner if needed.

CSISD Fine Art Staff Members