

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Work Session - November 23, 2009 - 4:00 PM  
District Administration Building, 210 County Rd. 101, N., Plymouth

### **AGENDA**

- |    |  |    |
|----|--|----|
| 1. | CALL TO ORDER/ROLL CALL                                      | 3  |
| 2. | ADMINISTRATIVE   |    |
|    | A. CES Annual Report - B. Wittman                            | 4  |
|    | B. Early Learning/Scholarships Update - B. Wittman, M. Treno | 24 |
|    | C. M.V.T. Update - C. Anderson, J. Ridle Hoover, T. Kilkelly |    |
| 3. | CURRICULUM AND INSTRUCTION                                   |    |
|    | A. Music Curriculum Report - S. Critzer                      | 30 |
| 4. | FINANCIAL  |    |
|    | A. 2008 - 2009 Preliminary Financial Results - J. Westrum    |    |
| 5. | HUMAN RESOURCES  |    |
| 6. | BOARD REPORTS  |    |
|    | A. District 287 Facilities Discussion - C. Peterson          |    |
| 7. | SCHOOL BOARD   |    |
|    | A. LAC Platform (Draft) - B. Noyed, S. Droegemueller         | 56 |
|    | B. School Board Compensation - 2010 - J. Moroz               | 57 |
|    | C. Tentative Board Agenda for December 14, 2009              | 58 |
| 8. | ADJOURN  | 59 |

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**VISION**

***A model of excellence among learning communities***

**MISSION**

***The mission of the Wayzata School District is to prepare all students for the future by providing a challenging education which builds academic competence, develops responsible citizenship, encourages creativity, promotes lifelong learning, advances critical thinking skills, instills a commitment to personal wellness, and fosters respect for self and others.***

**District Directions for 2008-2010**

*To ensure high achievement on the part of each student and to realize our vision, the district's directions for 2008-2010 are:*

- *Provide a more personalized education for each student.*
- *Eliminate the predictability of student achievement based on race.*
- *Provide opportunities for students to engage in global connections.*
- *Prepare students in skills that they will need to function effectively in the future including creative thinking, diplomacy, problem solving and teamwork.*
- *Enhance the sense of ownership and engagement in the district by all segments of the community.*

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – November 23, 2009

**AGENDA ITEM:** 1. CALL TO ORDER/ROLL CALL

**COMMENTS BY:** Board Chair Moroz

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan J. Droegemueller	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Mr. Greg D. Rye	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

# A Year in Review 2008-2009

## *Wayzata Community Education*

### *The Next Generation*

#### *Chapter One...*

#### *Constructing A New Foundation*

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# In a Land Far, Far Away

- ★ A veteran and talented staff bid farewell to the only CE director Wayzata had ever known
- ★ New director begins July 1
- ★ New, also, are the superintendent, business executive director, technology director and 3 of the 11 principals
- ★ Economic recession continues
- ★ No new funding for education from legislature for either community education nor general fund
- ★ Decision is made to ask the voters to renew operating and technology levies in the November elections

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# *Highlight #1*

## *A Seamless Transition*

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# Programs Meet or Exceed Expectations

★ Program	FY 2008	FY 2009
★ ABE		
★ ELL	1279	1464
★ GED	300	365
★ Adult Enrichment	2,927	2,741
★ Project Soar	2,218	2,823
★ Volunteers	3,550	3,750
★ Young Scientist	2,600	1,600
★ Family Involvement	780	655

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# Programs Meet or Exceed Expectations

★ Program	FY 2008	FY 2009
★ Drivers Ed	585	640
★ Club Y.E.S.	585	604
★ Home Base	2,264	2,390
★ Bright Start		NEW - 110
★ Wayzata PLUS	273	283
★ WISHES	2,109	2,472

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# Programs Meet or Exceed Expectations

★ Program	FY 2008	FY 2009
★ ECFE	348	323
★ Pep. Fence	266	286
★ School Readiness	36	53
★ Home Visiting	50	60

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# Seamless Transition

- ★ **Virtually no staff turnover**
- ★ **Community Education Advisory Councils and program committees have successful years**
- ★ **Problems and challenges are addressed in a timely and appropriate fashion**

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# Seamless Transition

- ★ Understanding the Wayzata Way - programs, processes and protocols
- ★ The role of community education in a variety of community partnerships and collaborations is re-articulated
- ★ The role of CE within the District begins to be redefined

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# Sound Fiscal Management

- ★ Ending retained revenue balance of \$923,818 which is 12.68% of total program revenue
- ★ Advisory Council Fund Balance  
Target set at 8-15% of Total Revenue

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# *Highlight #2*

## *Developing Relationships and Building Community*

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# *Developing Relationships and Building Community*

- ★ **Listening and learning**
- ★ **Acknowledging and maximizing staff gifts, talents and expertise**
- ★ **Creating a greater sense of community/belonging**

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# *Developing Relationships and Building Community*

## ★ **New teams create new synergy and connections**

- ★ **Community Education Leadership Team**

- ★ **24 Member Expanded Leadership Team**

- ★ **8 Member Support Staff Team**

- ★ **160 Total Staff**

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# New K-12 Connections Include

- ★ New connections with Business and HR
- ★ Stronger ties with Assessment
- ★ Closer linkages with Technology
- ★ More integration with individual schools and school programs
- ★ New connections with Special Ed
- ★ Stronger ties with Teaching and Learning
- ★ Continued connections with Buildings and Grounds

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# Contributing to and/or Engaging a Caring Community

★ CfKI Expansion

★ CICC

★ Partners Breakfast

★ Parenting with Vision

★ Literacy Program

★ Plymouth Park and Recreation

★ Associations

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## *Highlight #3*

# *A Model of Excellence Among Lifelong Learning Communities*

*In Search of WOW!*

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# Home Base Bright Start 2008-2009

- ★ **Site-based, all-day, everyday enriched childcare for 4-year-olds**
- ★ **110 total students**
- ★ **Multi-aged programming and curriculum**
- ★ **Combined with Kindergarten Home Base, all seven programs ran at full capacity**
- ★ **Overwhelming, positive response from parents, staff and school staff**

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# In Search of WOW

- ★ Senior Night at Dress Rehearsal
- ★ Club YES
- ★ Literacy Program
- ★ CfKI and CICC
- ★ It Ain't Your Grandma's Classroom
- ★ AND SO MANY MORE!

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# The Wayzata Community Education Core Values

- ★ A culture that is warm, welcoming, inviting and inclusive
- ★ Staff who are knowledgeable, well connected to information, resources and community, and really good at their jobs
- ★ Programs that are innovative and responsive to the needs and wants of our community
- ★ People throughout skillful in and committed to building community and developing relationships
- ★ Marketing & communications activities that are strategic, intentional and focused
- ★ Work that is aligned and critical to the mission and vision of both the school district and of the communities with which it serves
- ★ Meaningful opportunities for community involvement and engagement throughout the Community Education process

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# Thank You

- ★ To our community for being lifelong learners
- ★ To our staff for living our core values
- ★ To our advisory council for sharing their thoughts, ideas and perspectives
- ★ To our community partners for being collaborative and having a broader vision
- ★ To district board and leadership for supporting the vision of Community Education
- ★ To all who made a difference in our learning community – no matter what their age

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# *Wayzata Public Schools Community Education*

## **A Model of Excellence Among Lifelong Learning Communities**

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# Report on Early Learning

November 23, 2009

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# Summer 2009

## ★ Loss of Pre-K Allowance scholarship program for 3 & 4 year olds

★ Approximately 40 fewer children would have be served in 2008-09

★ The Allowance was \$4,000 per child

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# Summer 2009

- ★ The charge from the School Board in the summer of 2009 was to maintain and, if possible, expand the opportunity for children in poverty to participate in quality early learning and family support opportunities offered through the school district.

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# Mission Accomplished, Exceeded and Continuing

- ★ **39 stimulus scholarships with 8 in process**
- ★ **21 School Readiness scholarships**
- ★ **4 Bright Start scholarships**
- ★ **4 Peppermint Fence scholarships**
- ★ **4 CfKI scholarships for 4 year olds**
- ★ **A total of 80 scholarships for 3 & 4 year olds**  
(Presuming those in process qualify)
- ★ **15 slots remain**

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# 'Wrap Around Model'

- ★ High-quality pre-school experiences for school readiness
- ★ Parent support and education
- ★ Demographic collection/student information
- ★ Home visits
- ★ Connections to community resources
- ★ Classroom observations of each child
- ★ Pre/post testing

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# Results so far...

- ★ 47 Children served through stimulus scholarships compared to 40 last year served by Pre-K allowance
- ★ Total of 80 on scholarship with capacity for 15 more
- ★ CCAP application process is now included
- ★ Data collection process now integrated
- ★ Early Childhood Screening has screened 90% of the children on scholarship
- ★ Piloting off-site early childhood screening
- ★ And MORE!

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# Music Department Curriculum Review Update

*“One's mind,  
once stretched by a new idea,  
never regains its original dimensions.”*

(Oliver Wendell Holmes Sr.)

November 23rd, 2009

School Board Work Session

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# Music Department

## \*Mission Statement\*



Example: 1st Grade Curriculum and Instruction Website  
(handout)

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# Music Department

## \*Curriculum Mapping/Website\*



- ★ [Example Of Curriculum Mapping Template](#)  
(handout)
- ★ **Format of curriculum mapping**  
**(1st grade sample)**

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# Music Department

## \*Elementary Items\*

- ★ Updated curriculum mapping
- ★ Common assessments
- ★ Updated textbook series
- ★ Updated classroom technology

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# Music Department

## \*Middle School Items\*

- ★ Updated curriculum mapping
- ★ Common Assessments
- ★ Band: Smart Music Impact
- ★ Updated classroom technology
- ★ Intro to middle school 'collaboration'
- ★ Common 8th Grade Music Exploration

### Course

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# Music Department

## \*High School Items\*

- ★ Updated curriculum mapping
- ★ 'Jazz In America' textbook update
- ★ Updated software for 'Music Theory'
- ★ Updated classroom technology

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# Recommendations

- ★ **Connections with students and families during building transitions (Translated documents)**
- ★ **Continued communication between staff, buildings and courses.**
- ★ **‘We’ should be more interested in the academic behavior of students who don’t understand concepts....”**

**Art Costa**

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# Resources and Role Models:

- ★ Jane Sigford / Building Principals
- ★ Technology Office
- ★ C and I Resource Team
- ★ Wendy Barden (Osseo) and Kay Hawley (Hopkins)
- ★ Wayzata Music Colleagues

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Comments?

Questions?

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# Wayzata Public Schools

## Music Department

### Vision Statement

*“Embracing and illuminating humanity through music”*

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### Mission Statement

Because music is an integral part of human activity throughout the world, the Wayzata Public Schools supports comprehensive, high-quality opportunities for each student to develop his or her musical potential, understand his or her relationship to the feelings, beliefs and narratives expressed through music and create community and shared meaning through musical collaborations with peers and faculty.

District Directions for Music Education:

- Support every District 284 student, regardless of race, gender or economic status, in his or her efforts to become musically literate, technically competent and artistically sophisticated.
- Provide formative instruction and assessment within a curricular structure that includes elementary classroom music, band, orchestra and vocal music as well as emerging, non-traditional, or alternative music disciplines and advanced instruction in music theory and history.
- Clearly communicate curricular goals, learning activities, student outcomes, and expected K-12 progress in music to parents and students at every grade level.
- Employ highly qualified faculty who incorporate model instruction based on research, experience and state and national standards.
- Collaboratively utilize the strengths and experiences of students, staff, administration, parents and the community to further improve instructional opportunities for all students.
- Encourage students, staff, administration, parents and the community to recognize music as a lifelong endeavor appropriate for vocation or avocation.

# Wayzata Public Schools Curriculum Mapping Standards

## Wayzata Area #1: Perform Music

### National Standards:

#1: Singing, alone and with others, a varied repertoire of music.

#2: Performing on instruments, alone and with others, a varied repertoire of music.

### Minnesota Standard:

**Strand III:** Perform/Present

**Standard I:** Perform/Present in a variety of contexts in the middle school music classroom using the artistic foundations.

## Wayzata Area #2: Opportunities For Creativity

### National Standards:

#3: Improvising melodies, variations, and accompaniments.

#4: Composing and arranging music within specified guidelines

### Minnesota Standard:

**Strand II:** Create and Make

**Standard I:** Create and make music in a variety of contexts in the art area using the artistic foundations.

## Wayzata Area #3: Read And Write Music

### National Standard:

#5: Reading and writing music

### Minnesota Standard:

**Strand I:** Artistic Foundations

**Standard II:** Demonstrate knowledge and use of the technical skills of the art form including technology when applicable

## Wayzata Area #4: Listen To, Analyze And Describe Music

### National Standard:

#6: Listen To, Analyze And Describe Music.

### Minnesota Standard:

**Strand IV:** Respond And Critique

**Standard I:** Respond to and critique a variety of creations or performances using the artistic foundation.

# Wayzata Public Schools Curriculum Mapping Standards

## Wayzata Area #5: Evaluate Music And Music Performances

### National Standard:

#7: Evaluate Music and Music Performances

### Minnesota Standard:

Strand IV: Respond And Critique

Standard I: Respond to and critique a variety of creations or performances using the artistic foundation.

## Wayzata Area #6: Explore Music In Relation To History And Diverse Cultures

### National Standards:

#8: Understanding relationships between music, the other arts, and disciplines outside the arts.

#9: Understanding music in relation to history and culture.

### Minnesota Standard:

Strand I: Artistic Foundations

Standard III: Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota American tribes and communities.

## Wayzata Area #7: Recognize Music As A Life Long Endeavor

### National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

### Minnesota Standards:

Strand I: Artistic Foundations

Strand II: Create Music

Strand III: Perform And Present

Strand VI: Respond And Critique Music

# Wayzata Public Schools Music Curriculum Mapping

Subject: Elementary Classroom Music

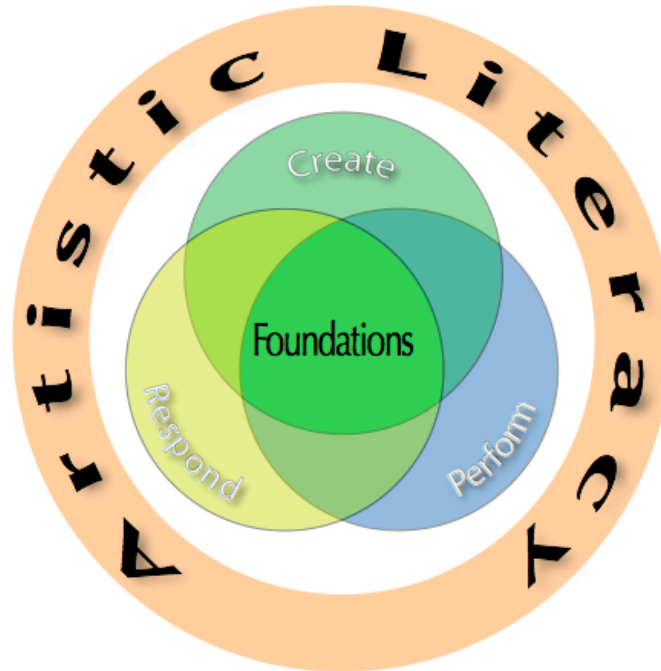
Grade: 1<sup>st</sup> Grade

W A Y Z A T A

## Music Education

For Students • For Life • For Humanity

Sample



Sample

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #1: Perform Music

### National Standards:

#1: Singing, alone and with others, a varied repertoire of music.

#2: Performing on instruments, alone and with others, a varied repertoire of music.

### Minnesota Standard:

**Strand III:** Perform / Present

**Standard I:** Perform/Present in a variety of contexts in the elementary music classroom using the artistic foundations.

Learning Target	Essential Questions	Content And Skills	Assessments	Resource Bank
Students will demonstrate a steady beat.	Why is it important to keep a steady beat?	Classroom activities including: body percussion, non-pitched percussion	Common Summative Assessment	Spotlight On Music textbook.  Refer To “Music Progress Report” Rubric  Instruments Supplemental resources.
Students will identify long and short sounds.	What is sound? How are sound and music alike and different?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Common Summative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources.

# Wayzata Public Schools Music Curriculum Mapping

Subject: Elementary Classroom Music

Grade: 1<sup>st</sup> Grade

## Wayzata Area #1: Perform Music (Continued)

Learning Target	Essential Questions	Content And Skills	Assessments	Resource Bank
Students will read and perform rhythm patterns that include quarter notes, quarter rests and eighth notes that are connected.	What is sound? How are sound and music different? How are they alike?	Classroom activities that include: singing, playing, listening, reading and/or moving.	STUDENTS WILL READ AND PERFORM AN 8 BEAT PATTERN TO RECORDED INSTRUMENTAL MUSIC.  <b>Common Summative Assessment included in district progress report.</b>	Spotlight On Music textbook.  Instruments Supplemental resources
Students will demonstrate an understanding of “so”, “mi” and “la” solfege	What is sound? How are sound and music different? How are they alike?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Students will play on barred instruments and sing using Curwen hand signs.	Spotlight On Music textbook.  Instruments Supplemental resources
Students will demonstrate an understanding of AB and ABA music forms.	What are the building blocks of music?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources
Students will perform simple borduns.	What are the building blocks of music?	Classroom activities that include playing barred instruments.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources

# Wayzata Public Schools Music Curriculum Mapping

Subject: Elementary Classroom Music

Grade: 1<sup>st</sup> Grade

## Wayzata Area #1: Perform Music (Continued)

Learning Target	Essential Questions	Content And Skills	Assessments	Resource Bank
Students will play simple ostinati.	Why is it important to keep a steady beat?	STUDENTS WILL PLAY A 4 BEAT OSTINATO PATTERN USING:  Quarter Notes Quarter Rests Connected 8 <sup>th</sup> Notes  TO ACCOMPANY A KNOWN SONG.	STUDENTS WILL PLAY A 4 BEAT RHYTHM PATTERN USING:  Quarter Notes Quarter Rests Connected 8 <sup>th</sup> Notes  TO ACCOMPANY A KNOWN SONG.  ----- <b>Common Summative Assessment included in district progress report.</b>	Spotlight On Music textbook.  Instruments Supplemental resources  Refer To “Music Progress Report” Rubric
Students will demonstrate knowledge of loud and soft.	How does music communicate?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources
Students will demonstrate knowledge of fast and slow.	How does music communicate?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources
Students will differentiate between speaking, whispering, calling and singing voices.	What is a good singing voice?	Classroom vocal activities.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #1: Perform Music (Continued)

<b>Learning Target</b>	<b>Essential Questions</b>	<b>Content And Skills</b>	<b>Assessments</b>	<b>Resource Bank</b>
Students will differentiate between head and chest voices.	What is a good singing voice?	Classroom vocal activities.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources
Students will demonstrate the ability to match pitches.	What is a good singing voice?  What is good listening?	Students will sing a short song limited to: so-mi-la.	Students will sing a short song limited to: so-mi-la.  <b>Common Summative Assessment included in district progress report.</b>	Spotlight On Music textbook.  Instruments Supplemental resources  Refer To "Music Progress Report" Rubric
Sing and play a varied repertoire that includes simple rhythms and melodies.	Why is it important to keep a steady beat?  What is a good singing voice?	Classroom activities that include: singing, playing, listening, reading and / or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #2: Opportunities For Creativity

**National Standards:**

#3: Improvising melodies, variations, and accompaniments.

#4: Composing and arranging music within specified guidelines

**Minnesota Standard:**

**Strand II:** Create and Make

**Standard I:** Create and make music in a variety of contexts in the art area using the artistic foundations.

Learning Target	Essential Questions	Content and Skills	Assessments	Resource Bank
Using a pentatonic scale, students improvise a melody on a barred instrument to a given rhythm.	What is the difference between Improvising and composing?	Classroom activities that include playing barred instruments.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature
Students improvise simple rhythmic patterns.	What is the difference between Improvising and composing?	Classroom activities that include body percussion and playing unpitched percussion.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #3: Read and Write Music

**National Standard:**

#5: Reading and writing music

**Minnesota Standard:**

**Strand I:** Artistic Foundations

**Standard II:** Demonstrate knowledge and use of the technical skills of the art form including technology when applicable

Learning Target	Essential Questions	Content and Skills	Assessments	Resource Bank
Students read quarter notes and rests, and eighth notes.	Why is it important to keep a steady beat?	Classroom activities that include body percussion, unpitched percussion and moving.	<b>Common Summative Assessment included in district progress report.</b>	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature  Refer To "Music Progress Report" Rubric
Students use "so", "mi" and "la" to read simple notation.	What is a good singing voice?	Classroom activities that include singing.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #3: Read and Write Music (Continued)

<b>Learning Target</b>	<b>Essential Question</b>	<b>Content And Skills</b>	<b>Assessments</b>	<b>Resource Bank</b>
Students identify symbols and traditional terms referring to simple dynamics and tempi and interpret them correctly when performing.	What are the building blocks of music?	Classroom activities that include: singing, playing, listening, reading and/or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

**Wayzata Area #4:** Listen To, Analyze And Describe Music

**National Standard:**

#6: Listen To, Analyze And Describe Music

**Minnesota Standard:**

**Strand IV:** Respond And Critique

**Standard I:** Respond to and critique a variety of creations or performances using the artistic foundation.

Learning Target	Essential Questions	Content and Skills	Assessments	Resource Bank
Students will differentiate between a steady beat and no beat.	Why is it important to keep a steady beat?	Classroom activities that include: playing, listening and/or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature
Students will differentiate between high and low sounds	What are the building blocks of music?	Classroom activities that include: singing, playing, listening and /or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature
Students will describe the characteristics of a variety of musical works and performances.	How does music communicate?  What are the building blocks of music?	Classroom activities that include: singing, playing, listening and /or moving.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature
Students identify simple music forms when presented aurally. Forms include AB and ABA.	What are the building blocks of music?	Classroom activities that include: singing, playing, listening and/or moving.	Formative Assessment	Spotlight On Music textbook. Instruments Supplemental resources Concert Literature

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

**Wayzata Area #4:** Listen To, Analyze And Describe Music  
(Continued)

<b>Learning Target</b>	<b>Essential Questions</b>	<b>Content And Skills</b>	<b>Assessments</b>	<b>Resource Bank</b>
Students use appropriate terminology in explaining notation, instruments, voices and performances.	What are the building blocks of music?	Students describe and explain music using musical terminology. (Forte vs Loud and Decrescendo vs. get softer)	Formative Assessment	Spotlight On Music textbook. Instruments Supplemental resources
Students identify the sounds of a variety of instruments.	Why do we have different instruments?	Students identify classroom instrument categories including skins, woods, metals, scraper and shakers.	Formative Assessment	Spotlight On Music textbook. Instruments Supplemental resources
Students respond through purposeful and moving to selected music.	How does music communicate?	Students demonstrate original and movings that reflect the mood and character of a brief unfamiliar recorded song.	Formative Assessment	Spotlight On Music textbook. Instruments Supplemental resources

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

**Wayzata Area #5:** Evaluate Music And Music Performances

**National Standard:**

#7: Evaluate Music and Music Performances

**Minnesota Standard:**

**Strand IV:** Respond And Critique

**Standard I:** Respond to and critique a variety of creations or performances using the artistic foundation.

<b>Learning Target</b>	<b>Essential Questions</b>	<b>Content and Skills</b>	<b>Assessments</b>	<b>Resource Bank</b>
Reflect on performance based on the feedback of others.	How does music communicate?  What is good listening?	Students evaluate class performances.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental classroom technology.

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #6: Explore Music In Relation To History And Diverse Cultures

**National Standards:**

#8: Understanding relationships between music, the other arts, and disciplines outside the arts.

#9: Understanding music in relation to history and culture.

**Minnesota Standard:**

**Strand I:** Artistic Foundations

**Standard III:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas including the contributions of the Minnesota American tribes and communities.

Learning Target	Essential Questions	Content and Skills	Assessments	Resource Bank
Students will explore music of different cultures.	How does music communicate?	Classroom activities that include: singing, playing, listening and/or moving.	Not Applicable	Spotlight On Music Textbook
Describe the similarities and differences among the art areas and disciplines outside the arts such as mathematics science or history.	How does music communicate?	Classroom discussion	Not Applicable	Spotlight On Music Textbook
Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.	What is good listening?  How is music important?	Curriculum songs and concert selections.	Formative Assessment	Spotlight On Music textbook.  Instruments Supplemental resources Concert Literature

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

**Wayzata Area #6:** Explore Elements Of Music In Relation To History And Diverse Cultures  
(Continued)

<b>Learning Target</b>	<b>Essential Questions</b>	<b>Content And Skills</b>	<b>Assessments</b>	<b>Resource Bank</b>
Students demonstrate audience behavior appropriate for the context and style of music performed	What is good listening?  How is music important?	Students discuss and demonstrate appropriate audience behavior.	Formative	Classroom discussion. School Assemblies.

# Wayzata Public Schools Music Curriculum Mapping

**Subject:** Elementary Classroom Music

**Grade:** 1<sup>st</sup> Grade

## Wayzata Area #7: Recognize Music As A Life Long Endeavor

### National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

### Minnesota Standards:

**Strand I:** Artistic Foundations

**Strand II:** Create Music

**Strand III:** Perform And Present

**Strand VI:** Respond And Critique Music

Learning Target	Essential Questions	Content and Skills	Assessments	Resource Bank
Students become aware of their music opportunities in our schools and community	How is music important?	Classroom discussion	Not Applicable	Daily Classroom Music Activities.



## **Legislative Action Committee – 2010 Platform (DRAFT – November 18, 2009)**

**Investing in the education of Minnesota’s children is essential to the continued and future excellence of our state. Cut backs today will have repercussions well into our future. The platform items noted below underscore the fundamental importance of preparing our students today for the challenges of tomorrow.**

### **Reform Funding to be Simplified, Equitable and Predictable**

#### **The Legislature and Governor should:**

- ★ Provide adequate and stable funding for schools for the current biennium and into the future
- ★ Fully fund the basic instructional needs of all preK-12 students recognizing recent research on the cost of educating students
- ★ Pay its full share of special education costs
- ★ Implement location equity index to recognize higher labor costs in the metro area
- ★ Oppose cuts in funding in preK-12 programs
- ★ Continue support of the teacher alternative compensation program

### **Enhance Local Decision Making which Allows for Innovation, Flexibility and Use of Best Practices**

#### **The Legislature and Governor should:**

- ★ Allow districts to spend and generate financial resources to best meet local needs, especially when state funding increases are limited
- ★ Reduce or eliminate state-mandated reports and requirements that are unproductive, outdated or not funded
- ★ Oppose any **mandatory** statewide school employee health insurance pool
- ★ Oppose any **mandatory** shared services initiative
- ★ Support legislation to allow Wayzata Public Schools to qualify early for the state’s alternative facilities program

### **Invest More in Our Youngest Learners**

#### **The Legislature and Governor should:**

- ★ Increase funding for programs and services for children ages birth-K and their families
- ★ Allow flexibility for districts to use school readiness funds to best meet local needs
- ★ Fully fund voluntary all-day, every-day kindergarten while recognizing the cost and time needed to secure additional classrooms

**The 2010 Legislative Platform was approved by the Wayzata Public Schools Board and its Legislative Action Committee (LAC).**

**SCHOOL BOARD COMPENSATION (CLC)  
2010 - 2011**

DISTRICT	CHAIR	VICE CHAIR	CLERK	TREASURER
<b>273 Edina</b>	\$2,400.00/annual	\$2,400.00/annual	\$2,400.00/annual	\$2,400.00/annual
<i>Mileage &amp; Conf. Exp.</i>	\$200.00/mo.	\$200.00/mo.	\$200.00/mo.	\$200.00/mo.

<b>270 Hopkins</b>	\$5,987.72/annual	\$4,953.34/annual	\$4,953.34/annual	\$4,953.34/annual
<i>(Salaries frozen for 09-10)</i>	\$441.56/mo.	\$412.78/mo.	\$412.78/mo.	\$412.78/mo.
	<i>\$689.00/annual stipend</i>			

<b>276 Minnetonka</b>	\$6,000.00/annual	\$5,250.00/annual	\$4,500.00/annual	\$4,500.00/annual
<i>\$50.00/Std. Comm. Mtg.</i>	\$375.00/mo.	\$375.00/mo.	\$375.00/mo.	\$375.00/mo.
	<i>\$1,500.00/annual stipend</i>	<i>\$750.00/annual stipend</i>		

<b>281 Robbinsdale</b>	\$6,900.00/annual	\$5,700.00/annual	\$6,000.00/annual	\$5,700.00/annual
	\$575.00/mo.	\$475.00/mo.	\$500.00/mo.	\$475.00/mo.

<b>284 Wayzata</b>	\$5,100.00/annual	\$4,320.00/annual	\$4,320.00/annual	\$4,320.00/annual
<i>\$50.00/per extra meetings</i>	\$425.00/mo.	\$360.00/mo.	\$360.00/mo.	\$360.00/mo.
<i>Mileage &amp; Conf. Exp.</i>				

<b>AVG. (CLC) w/o Wayzata</b>	<b>\$397.89</b>	<b>\$365.70</b>	<b>\$371.95</b>	<b>\$365.70</b>
<b>AVG. (CLC) w/ Wayzata</b>	<b>\$403.31</b>	<b>\$364.56</b>	<b>\$369.56</b>	<b>\$364.56</b>

*Stipends are NOT included in AVG.*

# WAYZATA PUBLIC SCHOOLS

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Regular Meeting - December 14, 2009 - 7:00 PM  
Wayzata City Hall, 600 Rice Street, Wayzata

### **AGENDA**

1. CALL TO ORDER/ROLL CALL
2. APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS  
Consent Agenda items are considered to be routine in nature and will be enacted by one motion. There will be no separate discussion of these items unless a Board member or citizen so requests, in which event the item will be removed as a Consent Agenda item and addressed. Consent Agenda Items are as follows:
  - A. Approval of Minutes
    1. Regular Meeting - November 9, 2009
  - B. Finance and Business Recommendations
  - C. Human Resource Recommendations
3. STUDENT CURRICULUM PRESENTATION
4. RECOGNITIONS
  - A. December Employee of the Month -
  - B. Board Service Recognition - Greg D. Rye
  - C. WPS 2009-2010 Retirees
  - D. Citizens' Referendum Committee
  - E. WHS Girls' Soccer Championship
  - F. Wayzata Music Education Boosters (WMEB)
5. REPORTS FROM ORGANIZATIONS  
This section of the agenda provides the opportunity for parent, teacher, and/or student associations/organizations to provide the School Board with reports/updates.
  - A. Student Council - Lucy Andrews
6. SUPERINTENDENT'S REPORTS AND RECOMMENDATIONS
  - A. Superintendent
    1. CES Annual Report
  - B. Curriculum and Instruction
    1. Music Curriculum Report
  - C. Finance and Business Services
    1. Monthly Financial Reports
    2. Comprehensive Annual Financial Report for Fiscal Year Ending June 30, 2009
    3. Truth in Taxation Presentation
    4. Certification of 2009 Payable 2010 Property Tax Levy
  - D. Human Resource Services
7. OTHER BOARD ACTION
  - A. Approval of LAC 2010 Legislative Platform
8. AUDIENCE OPPORTUNITY TO ADDRESS SCHOOL BOARD  
This section of the agenda provides an opportunity for those who have called and placed their names on the list and for members of the audience to address the School Board.
9. BOARD REPORTS
10. NEW BUSINESS
11. ADJOURN

**WAYZATA PUBLIC SCHOOLS**

Independent School District 284

Wayzata, Minnesota

**BOARD OF EDUCATION**

Work Session – November 23, 2009

**AGENDA SECTION:** 8. **ADJOURN**

**ITEM:** \_\_\_\_\_

**COMMENTS BY:** Board Chair Moroz

If there is no additional business before the School Board, the Chair will adjourn the meeting.