

**WAUNAKEE COMMUNITY SCHOOL DISTRICT  
BOARD OF EDUCATION CURRICULUM**

Wednesday, March 31, 2021

3:00 PM

Waunakee Community School District  
905 Bethel Circle  
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, subject to space limitations, as well as guidelines and orders that are in place for indoor gatherings.

Public comments will be limited to 3 minutes. The Board will allow 1 hour for public comments.

Public comments may be sent to Rebecca McDonough at [district\\_administrator@waunakee.k12.wi.us](mailto:district_administrator@waunakee.k12.wi.us) up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted outside the buildings and brought into the meeting individually to present; if you are attending the Board meeting in person, you will be asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

You will be required to abide by guidelines and/or orders required for indoor public locations in Dane County and Wisconsin.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE AGENDA**

**IV. PUBLIC COMMENTS ON AGENDA ITEMS**

**V. ELEMENTARY MUSIC PROGRAM SCHEDULE CHANGE**

**3**

**VI. UPDATE ON STUDENT PROGRESS**

**5**

**VII. ITEMS FOR FUTURE MEETINGS**

Tim Schell

**VIII. ADJOURN**

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

**Curriculum Committee Proposal**  
**RE: Elementary Music Program Schedule Change**

The elementary music professional learning team has been re-examining the music curriculum and its implementation. This process has involved review of the current practice of preparing music programs with elementary students for performance in December. The December performance practice predates the employment of any of our current elementary music teachers. As part of the reflection process on the current curriculum and student needs, the December performance model should be reassessed.

As a music staff, we feel strongly that a performance in front of families and community members should be done only after students have had adequate time to acquire new skills, exhibit a level of proficiency, and develop a sense of belonging and community within their learning environment. As the calendar currently stands, preparations for the winter program begins as early as October. This is after only one month of music instruction and community building. Not only do the students lack the skills and knowledge after one month to truly benefit from the process of putting on a performance, but they have not had the chance to get to know their fellow music makers. For those kindergartners or students that move into the district, this is particularly difficult. Making music is a collaborative effort, and the time invested in getting to know our students and having them develop meaningful relationships with each other, along with enduring music skills should be our first priority for at least the first quarter, if not first semester of the year. Preparing for a winter concert deprioritizes the goal of relationship building to strengthen Social Emotional Learning needs. In our current implementation, after merely one month, we must turn focus away from building foundational skills and a collaborative classroom community to prepare our students for a lengthy program. In light of our virtual teaching over the past year, this is an even more concerning matter.

After much reflection and debate, we feel that changing the program to a spring concert in the second semester would best serve the development of our students and our curricular goals. It would allow adequate time for community building and skill acquisition, resulting in a better sense of accomplishment. In addition, it would provide us the necessary time to determine the strengths of our students, learn about their cultural identities, build SEL skills, and grant greater flexibility to showcase these strengths in their performances. Changing the winter program to a spring timeline will increase the amount of creative choices with repertoire. Being freed from the winter/holiday season will provide access to a much greater collection of song topics and concert themes. The endless thematic and song text choices available would better reflect the increasing diversity of our student population. We want all of our students to feel welcomed, validated, and included in our programs.

### Reasons to Change from December to Second Semester

- Students feel a sense of community and belonging in their music learning environment.
- Adequate time to teach foundational music skills
- Time to build SEL skills
- Learn students strengths, weaknesses, and cultural traditions
- Use performance to showcase the skills learned and share with families what we have learned (Informance rather than performance)
- Larger selection of music and thematic resources
- More opportunities for creativity and collaboration
- All children will have an opportunity to participate
- Developmentally appropriate: especially for our Kindergarteners who need additional time to learn classroom procedures and social skills
- Culturally responsive to all children
- Equitable access to music choices

### Logistical Considerations

- In what month(s) should they happen?
  - **We would like an April/May concert timing. We know it is an extremely busy couple of months but based on our discussions this seems to be the best fit for our curriculum. This will have to be a discussion point shared with our principals to get a bigger perspective.**
  - **Thoughts on timing:**
    - **February/March is still early enough in the year that it breaks instruction oddly like the December concert does. We could potentially be moving the same problems back a couple of months. A concert closer to the end of the year is truly a wrap up to our curriculums and allows for the maximum amount of instruction.**
    - **March is a short month of attendance and would be challenging for us to fit into.**
    - **We will need to work around field trips and testing issues by communicating with administration and staff well before the scheduling of field trips.**
- How does a full in-person show impact school safety and post pandemic protocols?
- We will need to collaborate with the greater music team to develop an equitable schedule for riser, shell, and sound system usage.

# Waunakee Community School District

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## Curriculum Committee

March 31, 2021



# 4K-6 Updates - Assessments

## English Language Arts

- PALS (4K-2)
- STAR (2-6)
- Informal Reading Inventory (K-6)
  - (Literacy Footprints)
- Common Formative Assessments (K-6)
- Classroom Assessments - Report Cards (4K-6)

## Mathematics

- STAR (2-6)
- Common Formative Assessments (K-6)
- Math Unit Assessments (K-6)
- Classroom Assessments - Report Cards (4K-6)

## Social-Emotional Learning

- Quarterly check-in survey with students



# 4K-6 Updates - Assessments

Report Card Standard on Grade Level Reading - Trimester I

Key: 4 | 3 | 2 | 1

Grade	Tri I 2018-19	Tri I 2019-20	Tri 1 2020-21
1	9%   57%   12%   22%	7%   54%   17%   21%	7%   50%   18%   25%
2	31%   48%   10%   10%	15%   58%   13%   14%	16%   54%   10%   19%
3	38%   52%   7%   4%	30%   46%   8%   15%	23%   43%   21%   14%
4	41%   41%   9%   9%	35%   41%   10%   15%	18%   51%   17%   15%
5	21%   65%   7%   8%	18%   59%   18%   5%	14%   58%   22%   6%
6	35%   52%   6%   7%	20%   58%   13%   9%	12%   58%   22%   7%



# 4K-6 Updates - Assessments

Report Card Standard on Grade Level Reading - Trimester II

Key: 4 | 3 | 2 | 1

Grade	Tri II 2018-19	Tri II 2019-20	Tri II 2020-21
K	3%   66%   27%   4%	4%   51%   40%   6%	3%   52%   35%   11%
1	12%   63%   12%   13%	9%   67%   7%   17%	16%   50%   14%   21%
2	37%   43%   10%   10%	24%   54%   12%   10%	21%   52%   13%   14%
3	41%   50%   5%   4%	35%   43%   9%   13%	23%   43%   19%   14%
4	42%   41%   8%   8%	40%   38%   10%   11%	22%   52%   12%   14%
5	28%   51%   13%   9%	20%   50%   23%   6%	13%   59%   23%   5%
6	38%   44%   9%   8%	20%   52%   18%   11%	14%   59%   19%   8%



# 4K-6 Updates - Assessments

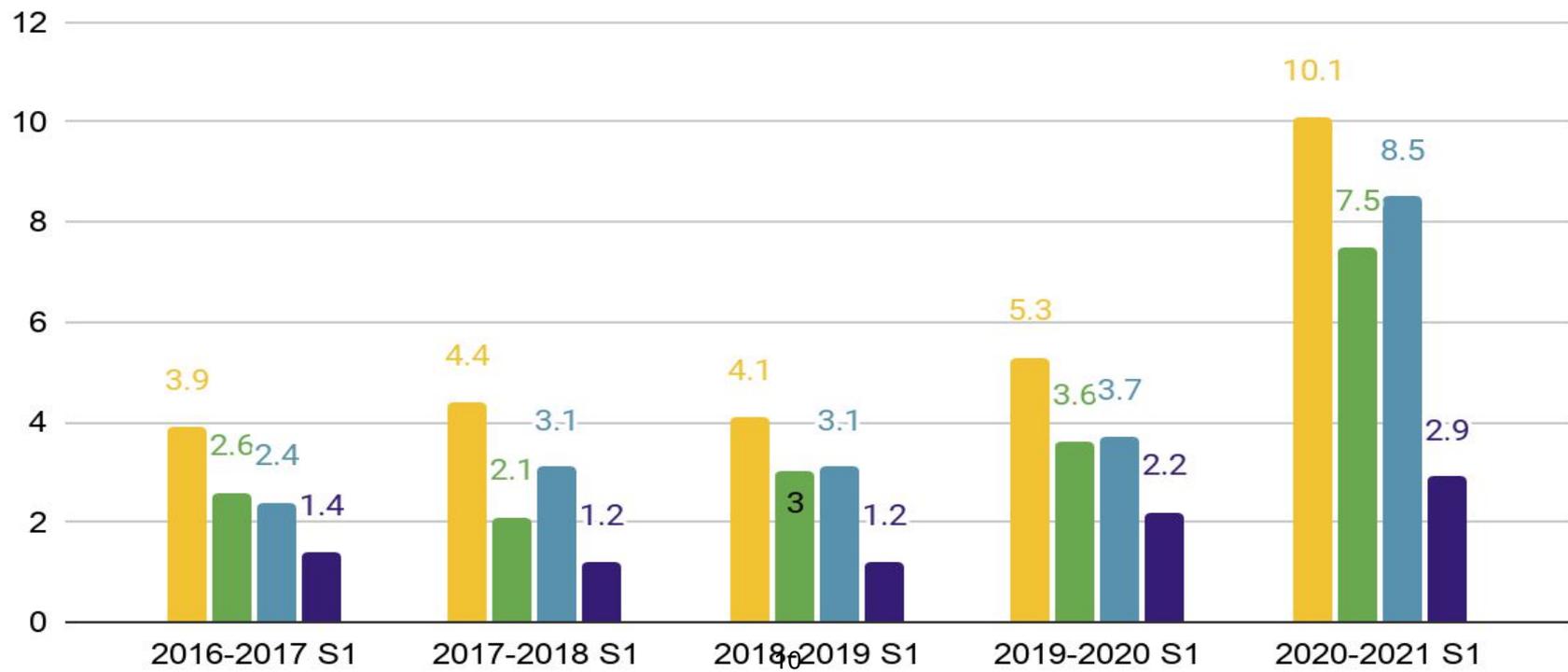
Report Card Standard on Grade Level Reading - Percent Proficient + Advanced

Grade	Tri I 2018-19	Tri II 2018-19	Tri I 2019-20	Tri II 2019-20	Tri I 2020-21	Tri II 2020-21
<b>K</b>	n/a	69%	n/a	55%	n/a	55%
<b>1</b>	66%	75%	61%	76%	57%	66%
<b>2</b>	79%	80%	73%	78%	70%	73%
<b>3</b>	90%	91%	76%	78%	66%	74%
<b>4</b>	82%	83%	76%	78%	69%	74%
<b>5</b>	86%	79%	77%	70%	72%	72%
<b>6</b>	87%	82%	78% <sup>9</sup>	72%	70%	73%

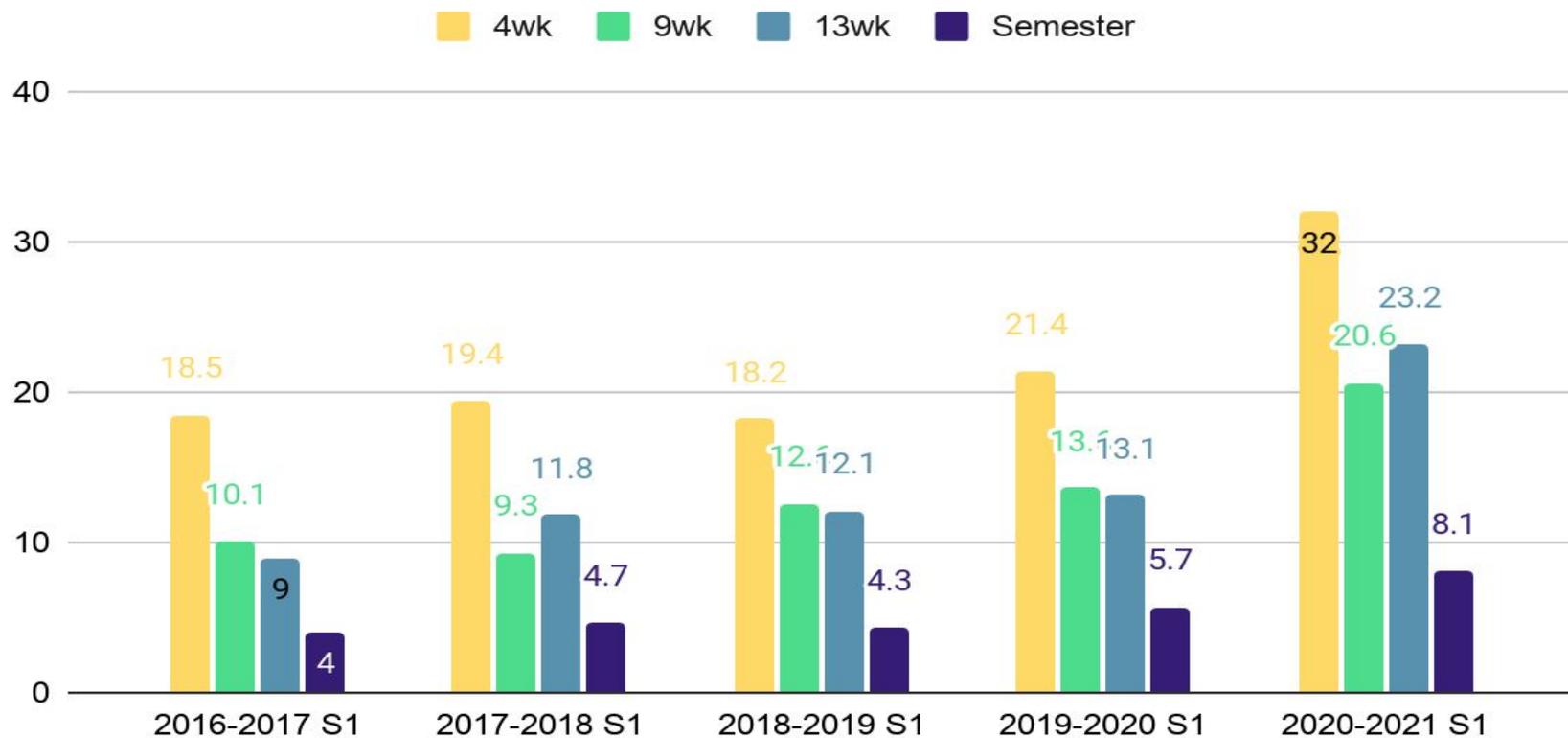


## F as % of Grades in the First Semester (High School)

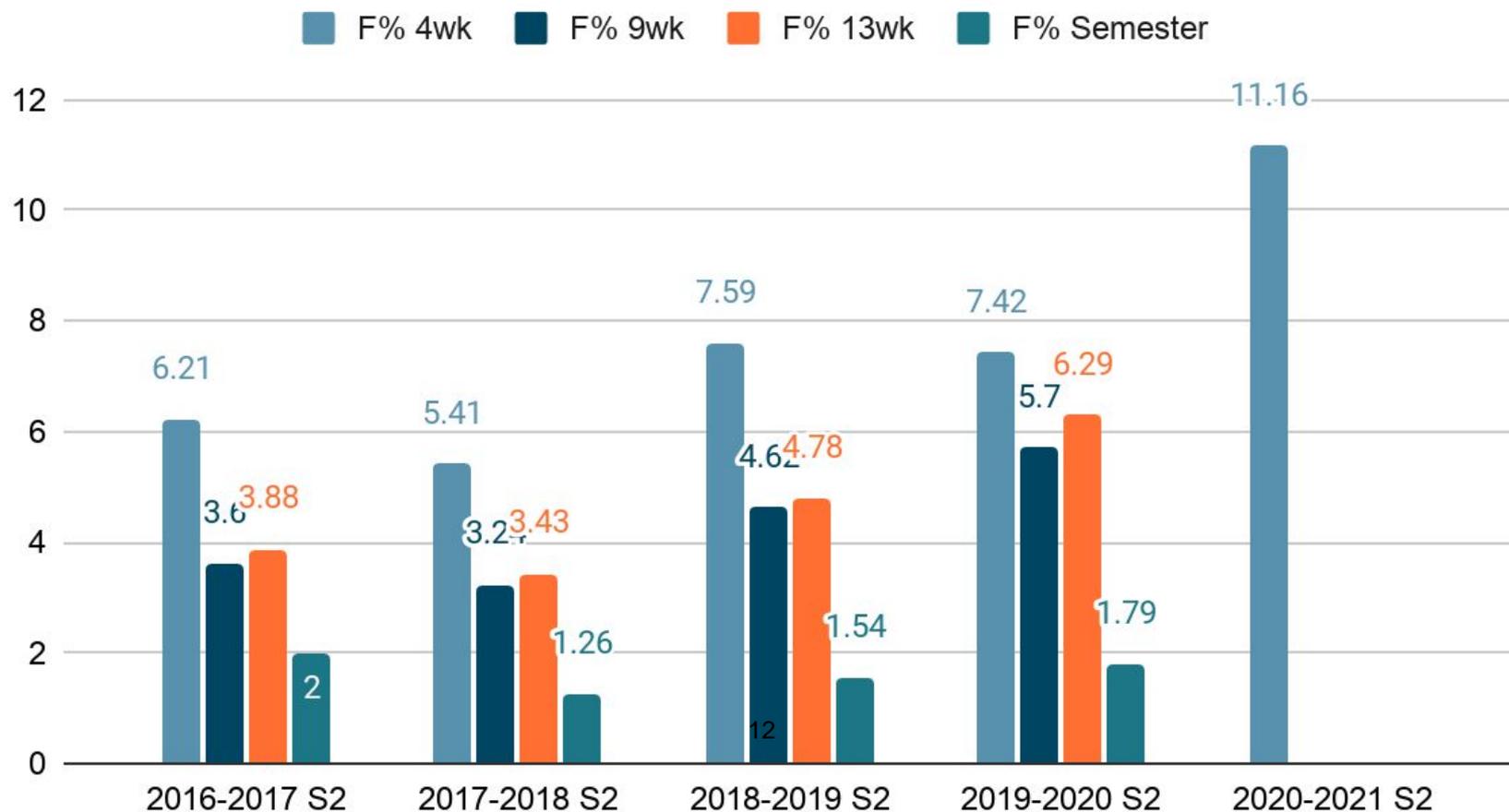
F% 4wk   F% 9wk   F% 13wk   F% Semester



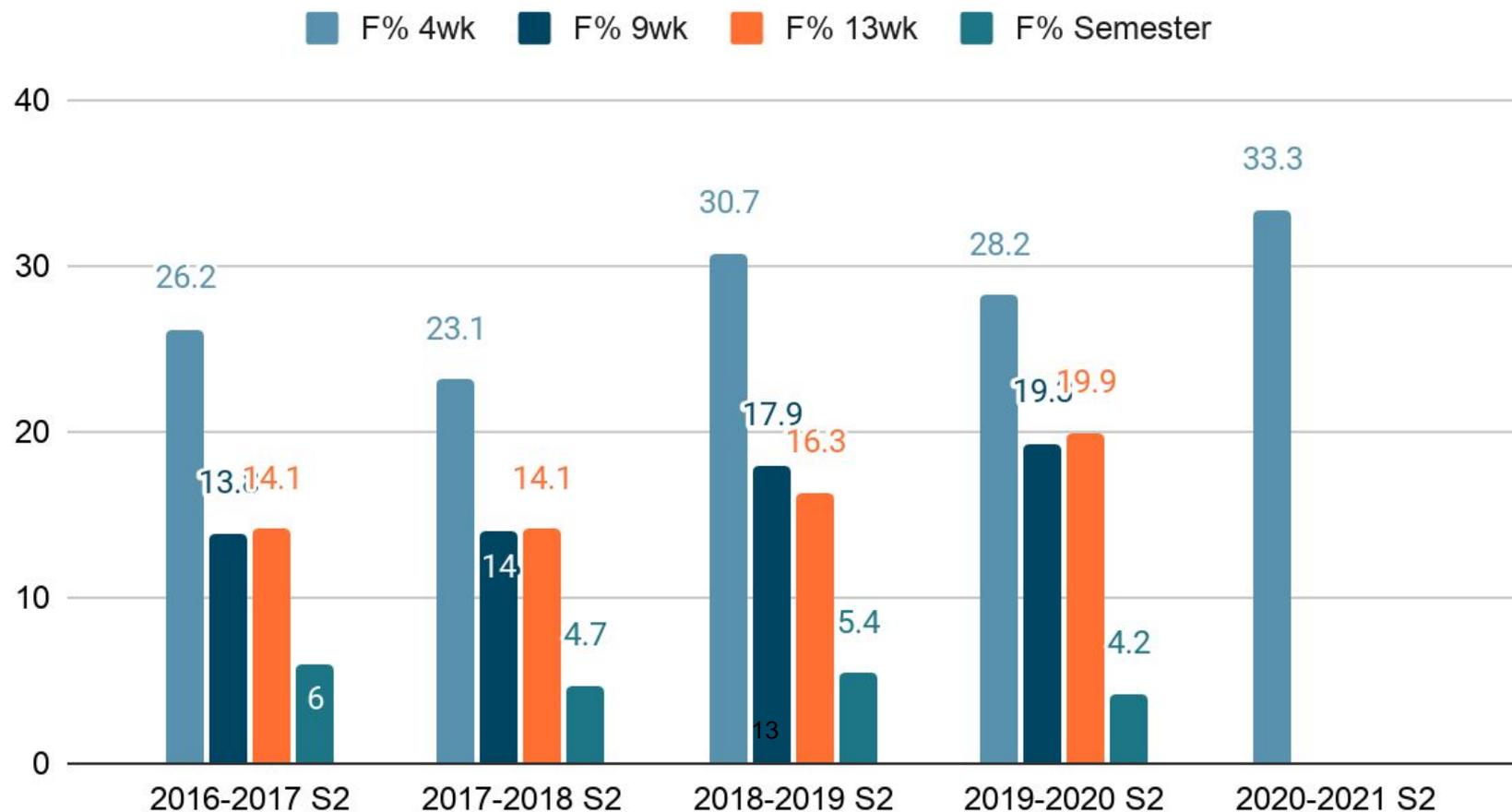
## % Students with at Least One F (High School)



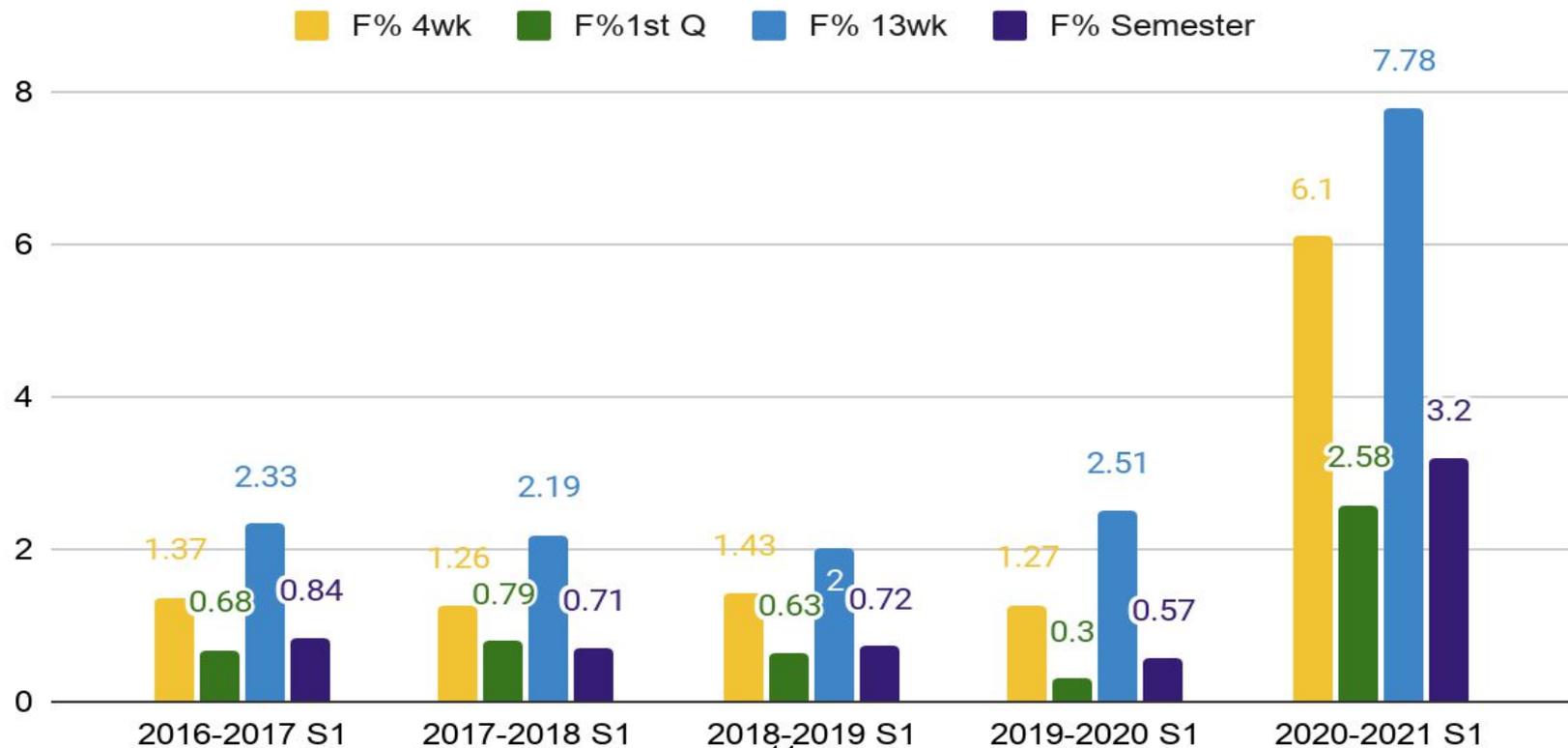
## F as % of Grades in the Second Semester (High School)



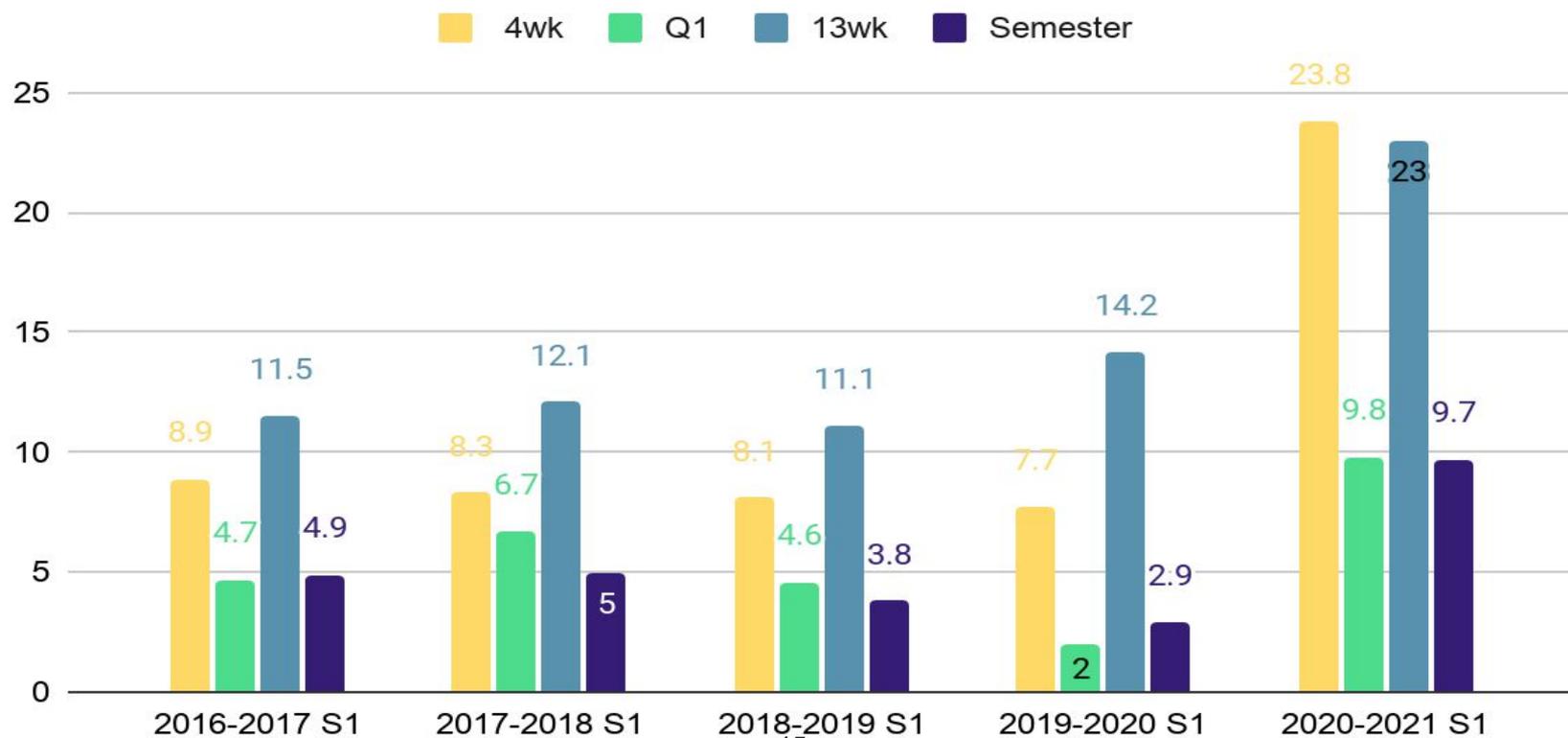
# % Students with at least one F



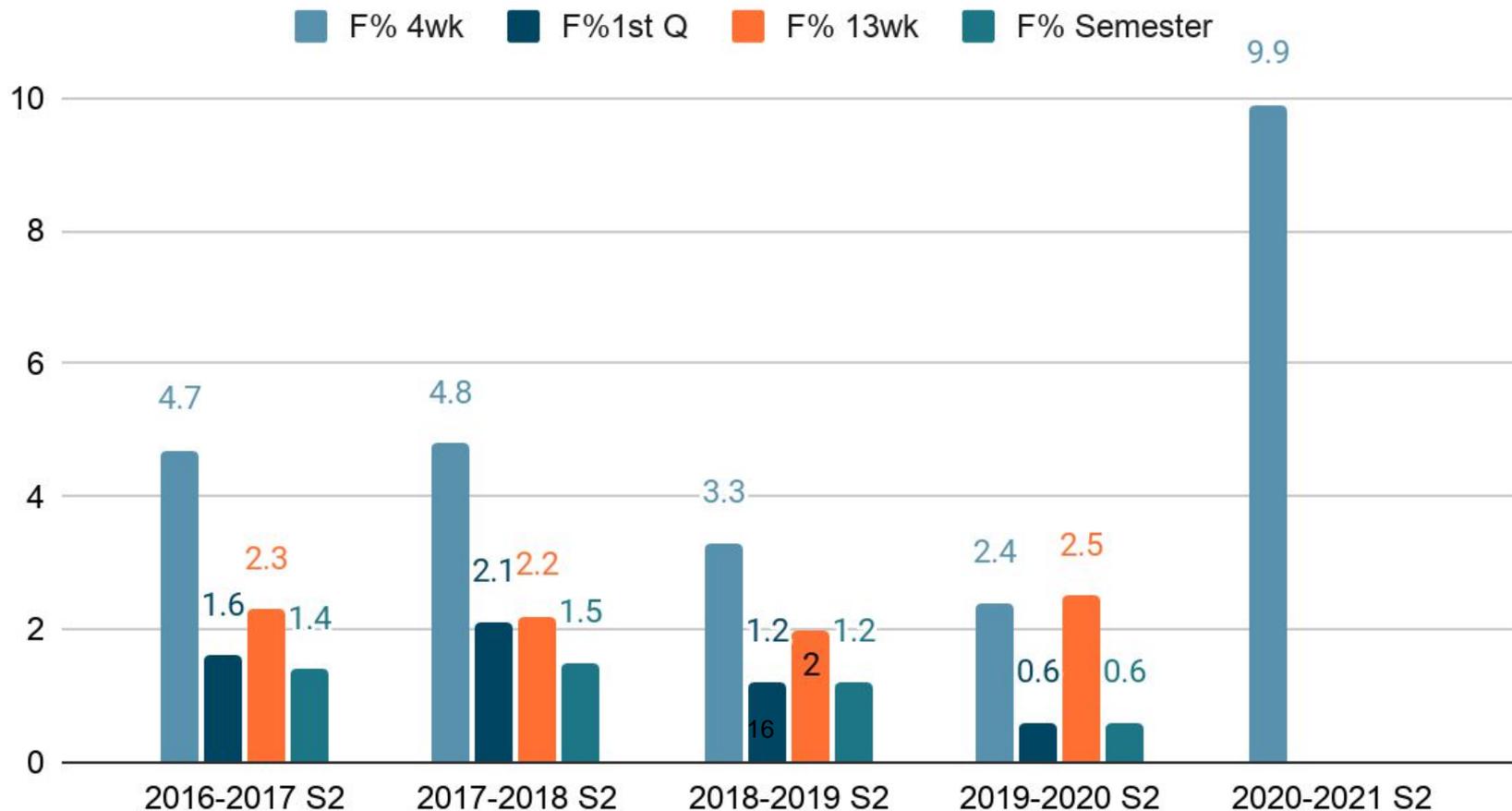
## F as % of Grades in the First Semester (Middle School)



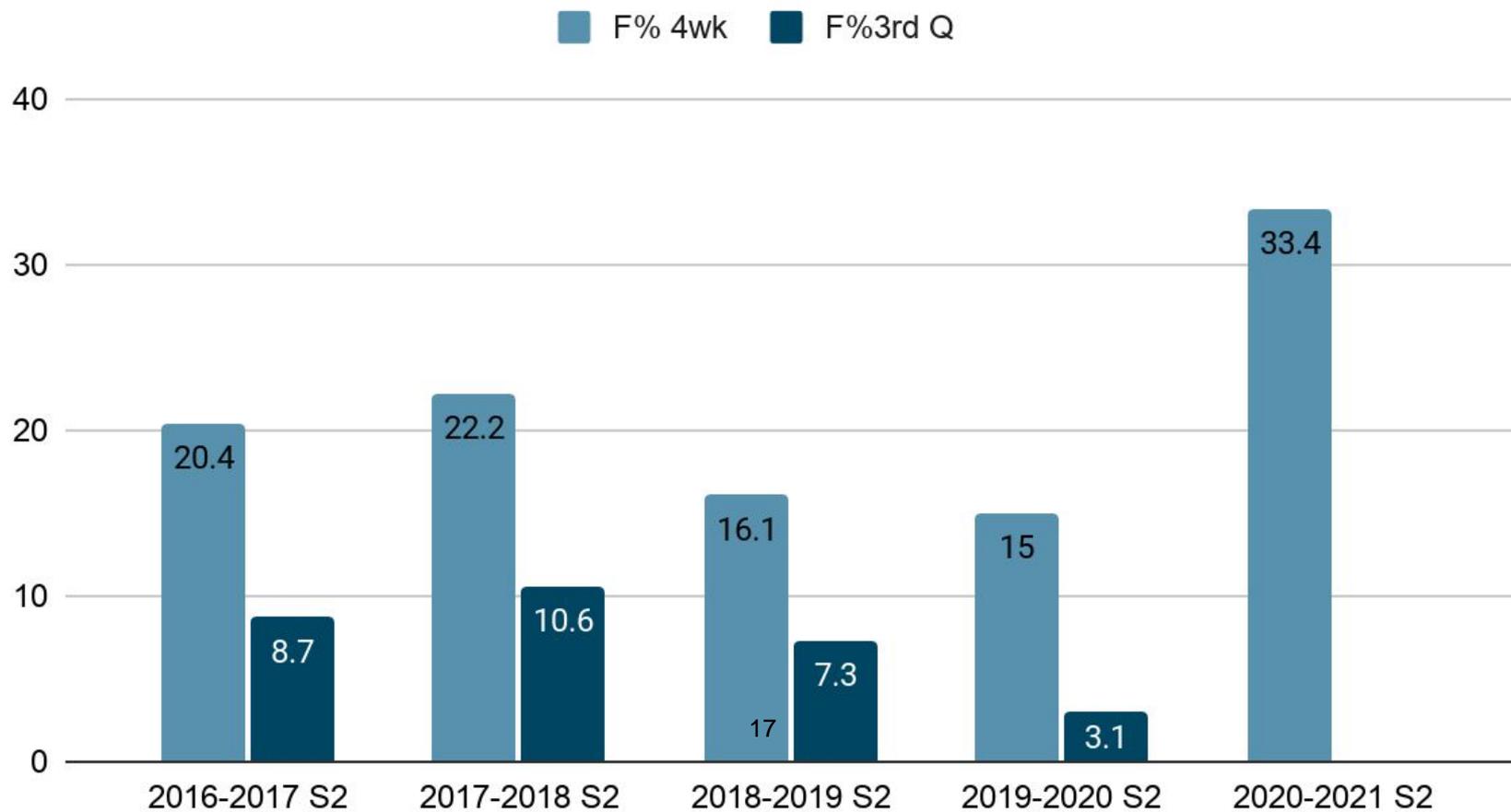
## % Students with at Least One F (Middle School)



# F's as a percentage of all 1st semester grades (Middle School)



## Students with at least one F (Middle School)



**THANK YOU!**

