



ROCORI SCHOOL DISTRICT

ROCKVILLE • COLD SPRING • RICHMOND

District Level Meetings

Respectful, Open and Honest, Compassionate, Optimistic, Ready, Inclusive

Date: 5/25/18

[Cycle Review 2017-18](#)

District Committee Mission:

- To ensure a cohesive, aligned curriculum in all subject areas that is research based, data driven, and executed with fidelity.
- To give teacher voice to curriculum decisions and instruction decisions.
- To provide instructional support in all curriculum areas.

District Committee Goals:

- Establish and execute a curriculum review cycle
- Focus on all learners, with emphasis on early learners
- Provide opportunities for curriculum refresh to respond to gaps and dynamic instructional needs to close the achievement gap.
- Evaluate and make research-based decisions about instructional approaches and provide recommendations for training, empowering all students and staff to achieve their greatest potential.
- Provide students of all identities equitable access to resources in developing life, college, and career readiness skills to prepare citizens with a global perspective.

Agenda:

Time	Agenda	Action Steps and Meeting Notes
	Action Items 1. Curriculum Refresh Requests a. Secondary Music b. RMS Skills c. Early Childhood	What is a curriculum refresh? The goal of a curriculum refresh is to analyze instruction and find the gaps. Curriculum refresh is a way to fill those gaps. What is building instructional budgets and curriculum refresh? Once something is approved and purchased through Curriculum and Instruction, and additional annual cost should be put on the building for additional years

Secondary Music

Smart Music is a program that will listen to a student play music and tell them whether they are playing correctly.

This is one of the few program that will help with the assessment in the music department. It gives instant feedback.

Does the company do multi-year subscriptions for a price reduction? Sometime you can get a better deal with a multi-year subscription.

The refresh request is for one year but it should really be 2 to get the music department to their next curriculum cycle.

2-year subscription of Smart Music

G-14 Y-0 R-0.

2-year subscription of Smart Music approved.

RMS Intervention Classes

They do not currently have any curriculum. The RMS intervention team really looked at their options and found the iLit program would fit their needs for their students. This will be used for the school year intervention class and summer school. They are only asking for partial funding from Curriculum Instruction.

\$2,250 from CI for a 3 year Subscription of iLit

G- 14 Y- 0 R-0

\$2,250 3 year iLit Subscription approved.

Early Childhood

Supplemental materials and learning supplies.

Should this request be for curriculum instruction or building funds?

Early childhood has a few funding streams. It charges for classes because state funding does cover all the cost.

Registration for this year was much higher than in the past.

	<p>Discussion Items</p> <p>1. Curriculum Gaps in a non-purchase year</p> <p>2. World Language Summer Curriculum Hours</p>	<p>Early Childhood does not have the Capital funds unless they raise prices for parents.</p> <p>There is no supply budget for school readiness.</p> <p>If we know there is always a need, we need to look at the budget and get the supply budget for Early Childhood.</p> <p>If the wheels move to slowly and they can't get additional supplies the need this year, CI should help.</p> <p>If we fix it with CI funds, then there is no urgency to fix the problem where it needs to be fixed.</p> <p>Lynn will talk to Beth about getting Early Childhood a supply budget.</p> <p>Why is Early Childhood not on the curriculum cycle?</p> <p>Both questions will be brought to Beth.</p> <p>Purchase part of the request. 382.15 for the books needed.</p> <p>G-14 Y-0 R-0</p> <p>Book purchase approved.</p> <p>Discussion Items</p> <p>SpEd ELA purchase this year used their future adoption money. We need to make sure there is enough money in the future for groups who did not purchase in advance.</p> <p>A document should be created to keep track of advanced spending.</p> <p>Should the Science Gap year be covered by CI?</p> <p>This is the only year this should happen because of the change to the curriculum cycle. Money was set aside for it so curriculum so we should take care of it.</p> <p>World Language</p> <p>PLC would not be enough time. The world language group would prefer more consecutive hours to work on creating curriculum.</p> <p>They feel 40 hours per person would be needed to write world language curriculum writing.</p>
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	<p>3. Wonders curriculum distribution</p> <p>4. CI Documents on the website</p> <p>5. Handwriting</p>	<p>World Language discussed the accountability conversation from the last meeting and purposed presenting a sample unit to CI and keep track of hours to see how much this would really take.</p> <p>World Language wants a good outcome for our students and wants the curriculum to be transferable if needed.</p> <p>Having a PLC did not seem like a viable option because to the time frame.</p> <p>The sample unit could come back to the committee in August.</p> <p>Does the district want departments to create their own curriculum?</p> <p>Every department had does this.</p> <p>World Language does not have a canned curriculum that works.</p> <p>If the department writes their own curriculum they will be able to meet the national standards.</p> <p>World Language should work with Kayla to fund hours through the correct funding source (Staff hours cannot come out of curriculum instruction Capital Outlay.</p> <p>We need to think about the writing a policy for what funding source staff go to for writing curriculum.</p> <p>It does not have to be one source over another it can come from multiple areas.</p> <p>Wonders Curriculum Distribution</p> <p>Wonders Curriculum is here. It will be delivered June 1st to buildings.</p> <p>CI Document on the website</p> <p>CI documents on the website with be brought to the first meeting in August.</p> <p>Handwriting</p> <p>Handwriting is part Wonders curriculum and should be taught.</p>
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Attendees: Brenda V, Tony H, Joyce B, Allison L, Anita H, Ken A, Steph H, Mary H, Bruce H, Dierdre G, Lynette F, Jake Z, Jen C, Nate G



**ROCORI Schools – Continuous Curriculum Review Process
Annual Curriculum Refresh**

Department: Level: Secondary Elementary School Year: 2019-2020

Team Members: Kim Morford, Tony Hutar, Stephanie Pandolph

Department: Music

List the State or National standards that you are working on meeting through the refresh cycle:

1. Artistic Foundations
2. Demonstrate knowledge + use of technical skills, integrating technology when applicable.
 1. Read + Notate ...
 2. Sing alone + in sm. + lg. groups ...
 3. Use electronic tools to record, playback, ...
3. Artistic process 1. Perform or present ... 2. Revise performance using multiple sources of feedback

Summarize the area of weakness in your UbD unit.

Assessing individual students skills + knowledge in performance, including self-assessment through a variety of sources

How:

How will the weakness be addressed through the refresh?

Smart Music is a practice + assessment tool for teachers + students.

Needs:

Resources needed to address identified weakness:

Smart Music subscription. This is an annual subscription.

Training needed to address identified weakness:

Check the box that applies to your request:

Elementary:

Equipment/technology

Textbooks

Secondary:

Equipment/technology

Textbooks

Office use only – District Budget Codes

05-100-100-000-302-

05-100-100-000-302

Office use only-District Budget Codes

05-300-211-000-302-

05-300-211-000-302-

Attach the following items:

- Curriculum Development Review Work Plan
- UbD unit(s) that have been refreshed
- Budget of your curriculum request (on back of this form)

Budget Request

Items Requested:

Resource Or Training	Company	Company Contact	Item #	Item Description	Quantity	Price per Item	Total price
	Smart Music	ivanka Music		On line practice + assessment	1 License	\$676/yr	\$676.00

Below is to be filled out by the District CI Committee

Approved / Not Approved

Comments:

CI District Peer Coach: _____ Date: _____
 District Committee Representative

CIA Director: _____ Date: _____

Confirmation of delivery:

Team Received requested items: _____ Date: _____

UBD- Varsity Choir (9-12)

with questions

Stage 1 - Desired Outcome		
Established Goals: 1.2 Demonstrate knowledge and use of the technical skills of music, integrating technology when applicable.		G
Understandings: <i>Students will understand that...</i> The technical skills of music are foundations of reading, notating and performing music. By demonstrating knowledge and use of the technical skills of music, students will be better performers and musicians.	U	Essential Questions: What relevance do the basic elements of music (rhythm, melody, harmony, form and tone color) have to choral music?
<i>Students will know . . .</i> * Students will read and notate music using standard notation system such as complex meters, extended ranges and expressive symbols, with and without the use of notation software (Smart Music) in a variety of styles and contexts. * Students will sing alone and in small and large groups (multi-part), a variety of music using characteristic tone, technique and expression. * Students will use electronic musical tools (Smart Music) to record, mix, play back, accompany, arrange or compose music. * What should they eventually be able to do as a result of such knowledge and skill? * Students will obtain the necessary knowledge of technical skills to understand, create and perform.	K	<i>Students will be able to..</i> S
Stage 2 - Assessment Evidence		
Performance Tasks:	T	Other Evidence: OE

* Students will demonstrate understanding through rehearsals, performances and Smart Music software.

* Each student will be tested on their knowledge of the elements of music

* Students will be evaluated using performance rubric. (Solo/Ensemble Adjudication Form, Smart Music assessment tools)

* Students will be given the opportunity to reflect on their test, and retake it in order to better succeed. Alternative teaching tools will be given.

Stage 3 - Learning Plan

Learning Activities:

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Students will spend 5-20 minutes 2-3 times a week focusing on Theory, Listening and Sight-singing. Materials for these lessons come from a combination of sources: workbooks/handouts, current performance repertoire, and Smart Music online subscription. This will continue throughout the year with at least one quiz/test in each area per trimester. Tests will be done by paper/pencil and through the use of Smart Music recording technology.

UbD Unit 1: Middle School Choral and Band Music

Name of Teacher:	Stephanie Randolph	School:	RMS	Course:	Choral and Band Music	Period:
Name of Unit: Introduction to choral singing Trimester 1		(Grade 6-8)		Anticipated Length of Unit: 12 weeks		
Which 21 st Century Skills are woven into this unit?		Critical Thinking/Problem Solving	Collaboration	Creativity/Innovation	Communications	

<p>STANDARDS: (Stage 1) <i>List all of the standards that are addressed in this unit.</i></p>	<p>Standard 1.1 – Demonstrate knowledge of the foundations of music. Standard 1.2 – Demonstrate knowledge and use of the technical skills of music. Standard 2.1 – Create or make in a variety of contexts in music using the artistic foundations. Standard 3.1 – Perform or present in a variety of contexts in music using the artistic foundations.</p>
<p>Application (Stage 1) <i>What should I be able to do (in another setting-transfer goal) with what I have learned in this unit?</i></p>	<p>Students will be able to</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze the elements of music. <input type="checkbox"/> Read and notate music using standard notation. <input type="checkbox"/> Sing or play alone and in a group. (two part harmony) using musical expression <input type="checkbox"/> Revise a musical composition, improvisation or arrangement based on the feedback of others self-reflection and artistic intent. <input type="checkbox"/> Rehearse music from a variety of contexts and styles alone or within small or large groups.
<p>Essential Questions (Stage 1) <i>What questions focus and guide my thinking?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> What methods does a singer/player use to convey the meaning and emotion behind a piece of music? <input type="checkbox"/> How are the foundations of music used to create music?
<p>Assessment (Stage 2) <i>What will I be expected to do in order to demonstrate my learning?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate how to read a choral or band score. <input type="checkbox"/> Students will sing or play their individual parts for the teacher. <input type="checkbox"/> Students will use quizzes and test to indicate show their understanding of the elements of music and basic music notation.

<p>Skills (Stage 1) <i>What skills do I need to have in order to address the essential questions and apply my learning?</i></p>	<p>Proper use of the voice or instrument including</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy of pitch & rhythm <input type="checkbox"/> Tone production, voice placement, vowel shape <input type="checkbox"/> Posture, breathing, phrasing, diction, dynamics <input type="checkbox"/> Style, interpretation, balance, blend, stage presence
<p>Content (Stage 1) <i>What content do I need to know in order to address the essential questions and apply my learning?</i></p>	<p>Students will know that</p> <ol style="list-style-type: none"> 1. Music terminology is important for understanding, performing and describing music 2. Achieving proper intonation requires a performer to both listen and feel for accuracy 3. Proper posture and alignment is essential for efficient breath flow 4. Good tone and placement is indicated by purity of sound and appropriate use of resonators 5. Proper diction, enunciation, phrasing and intonation help to communicate the meaning of a piece effectively 6. The study of music from other times and cultures enhances knowledge of choral music
<p>Integration of Learning (Stage 3) <i>How does this learning connect to my other areas (subjects) of learning?</i></p>	<p>Language Arts - Introduction and integration of basic music vocabulary. Mathematics – rhythm, time signatures</p>
<p>Tools for Learning (Stage 3) <i>Which tools will I use that will assist me in my learning?</i></p>	<p>Sheet music, instrument, pencils, piano for accompaniment, worksheets, UTube, Music Ace computer program, Smart Music, Bluetooth speakers and electronic devices.</p>
<p>Learning Plan (Stage 3) <i>What will my teacher prepare for me to do each day in this unit?</i></p>	<p>Students will learn</p> <ol style="list-style-type: none"> 1. How to use their singing voices properly and/or play their instrument 2. How to read a choral or band score 3. Basic music theory – note names, note values, time signature, key signatures 4. Proper posture, breathing, diction, vowel placement, fingering, tone production



ROCORI Schools – Continuous Curriculum Review Process Annual Curriculum Refresh

Department: Level: Secondary Elementary School Year: ²⁰¹⁸⁻²⁰¹⁹~~2019-2020~~

Team Members: *Angie Trisko, Randi Branson, Nataliz Spengler*

Department: *RMS SKILLS*

List the State or National standards that you are working on meeting through the refresh cycle:

We will work on the four anchor standards for reading.

- Key Ideas & Details*
- Craft and structure*
- Integration of Knowledge & Ideas*
- Range of Reading and level of Text Complexity*

Summarize the area of weakness in your UbD unit.

Skills department does not have UbD's. Every student's weakness areas are assessed.

How:

How will the weakness be addressed through the refresh?

The iLit program will allow us to serve each student, regardless of the standard they need work on.

Needs:

Resources needed to address identified weakness:

iLit license refresh

Training needed to address identified weakness:

Check the box that applies to your request:

Elementary:

Equipment/technology

Office use only – District Budget Codes

05-100-100-000-302-

Textbooks

05-100-100-000-302

Secondary:

Office use only-District Budget Codes

Equipment/technology

05-300-211-000-302-

Textbooks

05-300-211-000-302-

Attach the following items:

Curriculum Development Review Work Plan

UbD unit(s) that have been refreshed

Budget of your curriculum request (on back of this form)

Budget Request

Items Requested:

Resource Or Training	Company	Company Contact	Item #	Item Description	Quantity	Price per Item	Total price
Resource	Pearson	Patrice Hedman	N/A	100 Student License for 3yrs	100 per year	\$50	\$ 2,250

Below is to be filled out by the District CI Committee

Approved / Not Approved

Comments:

Quote attached
 \$ 15,000 - 3 year contract
 \$ 9,000 R+S
 3750 Targeted Services
 2,250 Curriculum
 500 Staff Development

CI District Peer Coach: _____ Date: _____
 District Committee Representative

CIA Director: _____ Date: _____

Confirmation of delivery:

Team Received requested items: _____ Date: _____



Randi Branson

Rocori Ind Sch Dist 750
 534 5th Ave N
 Cold Spring, MN 56320-1409
 United States

Quote Number: 43719

Quote Creation Date: 05-02-2018

Quote Expiration Date: 09-30-2018

iLit 45

Price Quote Summary

Solution	Base Amount	Total
iLit	\$ 15,500.00	\$ 15,500.00
Solution Subtotal	\$ 15,500.00	\$ 15,500.00
	Shipping & Handling	\$ 0.00
	Total	\$ 15,500.00

Price Quote Detail

Solution	UOM	Term	List Price	Quantity	Base Amount	Total
iLit						
License						
9780328963201 - ILIT 2017 45 MINUTE STUDENT SUBSCRIPTION 6Y MOBILE APP ALL LEVELS	MO	36	\$150.00	100	\$15,000.00	\$15,000.00
License Subtotal					\$ 15,000.00	\$ 15,000.00
Training						
6000704 - ILIT 2017 WEBINAR TRAINING	EA	1	\$500.00	1	\$500.00	\$500.00
Training Subtotal					\$ 500.00	\$ 500.00
Implementation						
118686 - iLit: Remote Installation	EA	1	\$0.00	1	\$0.00	\$0.00
Implementation Subtotal					\$ 0.00	\$ 0.00
iLit Subtotal					\$ 15,500.00	\$ 15,500.00
					Total	\$ 15,500.00

Addendum

Please submit a copy of this quotation, the District/School Purchase Order, and any other required documentation via one of the below:

eForm: <https://pearsoncommunity.force.com/support/s/pearson-order-form>

Fax: 1-877-260-2530

Mail: Pearson Education, P.O. Box 6820, Chandler, AZ 85246

For questions regarding your order please call Customer Service: 1-800-848-9500

As of December 31, 2016, Pearson will no longer accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

This is a price quotation for the customer's convenience only, and not an offer to contract. All quotations are subject to review and final acceptance by a duly authorized representative of Pearson at its offices. Pearson reserves the right to correct typographical, computational or other errors. Pearson's standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Annual subscriptions and/or maintenance and support charges automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing customerservice@pearson.com.

Fees for any renewals of product or support/maintenance subscriptions beyond the period covered by this pricing proposal will be at Pearson's then-current rates and, for products for which such fees are based on student count, the customer's then-current enrollment. All such renewal fees are due at the commencement of the new subscription period.

Implementation services provided by Pearson will be delivered to the customer based on established Pearson processes and billing procedures or through a Custom Scope of Work establishing milestones and/or billing schedule agreed upon by the customer. Changes, requested by the customer, to the original Scope of Work may result in additional costs. Travel related expenses associated with On-Site Training and Services are included in the listed price unless otherwise specified.

S&H charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher.

Pearson reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Quoted prices may not reflect contract pricing for some customers. Any applicable contract pricing will be applied to the final invoice. If you require contract pricing reflected on the quote, please work with your Account Manager or contact Customer Service.

All pricing in this quotation is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at time of invoicing may be more or less.

Certain Pearson products may have minimum requirements related to licensing, services, and/or pricing that are reflected in the attached quotation. The breakdown of the fees set forth in this quotation is considered Pearson proprietary information and not subject to disclosure by the customer.

If you are not entirely satisfied with any of our products, then you may, within one year from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Product: iLit

iLit License Purchase Details:

Package pricing includes iLit software, implementation, data analysis, and initial year of Maintenance and Support. Also included is a one-day workshop on Implementation Essentials. Additional Professional Development is available.

Customer is responsible for the purchase of iLit compatible devices for student and teacher use. These devices will access iLit through apps and links listed at pearsonappstore.com

iLit Maintenance and Support Package:

During the term of the Customer's subscription to Maintenance and Support, the Customer will also receive support (online and toll free) as well as access to any future enhancements or upgrades to those content offerings that have been licensed by the Customer.

Also included is access to MyPearsonTraining.com (MPT) and MyTrainingConnection.com (MTC) which provide online access to on-demand tutorials and interactive webinar sessions.

Draft



**ROCORI Schools – Continuous Curriculum Review Process
Annual Curriculum Refresh**

Department: Level: Secondary Elementary School Year: ²⁰¹⁸⁻¹⁹~~2019-2020~~

Team Members: Early Childhood

Department: Early Childhood / SR

List the State or National standards that you are working on meeting through the refresh cycle:

MN Early Childhood Indicators of Progress (ECIPs)

Summarize the area of weakness in your UbD unit.

Due to growth in Early Childhood, our program is in need of books and room supplies. With more classes using supplies, teachers/classrooms ~~are~~ are short books & learning supplies.

How:

How will the weakness be addressed through the refresh?

Materials will supplement our curriculum.

Needs:

Resources needed to address identified weakness:

Training needed to address identified weakness:

Check the box that applies to your request:

Elementary:

Equipment/technology

Textbooks

Secondary:

Equipment/technology

Textbooks

Office use only – District Budget Codes

05-100-100-000-302-

05-100-100-000-302

Office use only-District Budget Codes

05-300-211-000-302-

05-300-211-000-302-

Attach the following items:

Curriculum Development Review Work Plan

UbD unit(s) that have been refreshed

Budget of your curriculum request (on back of this form)

Budget Request

Items Requested:

Resource Or Training	Company	Company Contact	Item #	Item Description	Quantity	Price per Item	Total price
Book	All Attached	All Attached					\$382.15 (382.15)
Room Supplies	All Attached	All Attached					\$1295.15 (1295.15)

Below is to be filled out by the District CI Committee

Approved / Not Approved

Comments:

CI District Peer Coach: _____ Date: _____
 District Committee Representative

CIA Director: _____ Date: _____

Confirmation of delivery:

Team Received requested items: _____ Date: _____

Book	# of Item	Cost per item	Total
The Dot	2	3.15	6.3
Pete the Cat Groovy	3	4.87	14.61
Over and Under the Snow	3	10.43	31.29
Plant the Tiny Seed	1	10.49	10.49
Not a Box	1	4	4
Caps for Sale	1	4	4
The Mitten	1	4	4
The Napping House	2	2	4
Brown Bear, Brown Bear	3	4	12
Pete the Cat White	3	4	12
One Tiny Turtle	3	6.99	20.97
The Giant Jam Sandwich	3	6.95	20.85
Tap the Magic Tree	1	10.96	10.96
Up in the Garden, Down...	3	7.99	23.97
Mouse Paint	4	5.06	20.24
Swimmy	1	7.99	7.99
Leaf Man	1	13.57	13.57
The Hat	1	7.85	7.85
Elmer	2	11.89	23.78
Big Al	1	7.99	7.99
Go Away Big Green...	3	10.98	32.94
Glad Monster, Sad Monster	2	8.48	16.96
I like Myself	1	11.95	11.95
Touch the brightest Star	1	12.57	12.57
Owl Babies	4	5.59	22.36
Time to Sleep	4	4.63	18.52
Good Night Gorilla	1	5.99	5.99
			382.15

Item	Cost
Alphabet Rockets	59.99
Number Rockets	49.99
Playdoh design wheels	9.99
Jumbo Paint Dabbers	9.99
Sponge Paint set	24.99
Gears 150 piece (2 sets)	77.26
Wooden vehicles	18.79
Magnetics 70 piece (4 sets)	118.76
Playmags 100 piece (4 sets)	199.96
Number Monkeys	29.99
Upper letter Monkeys	29.99
Lower letter Monkeys	29.99
Pretend Families (2 sets)	105.54
Construct Community	59.95
Wood City	329.99
Road Builders Set	89.99
Stack and Balance	49.99
	1295.15