



Highline Public Schools Board Action Report

Supports the Strategic Plan

DATE: May 25, 2022

FROM: Dr. Susan Enfield, Superintendent

LEAD STAFF: Adina Thea, Director of Elementary Language Learning and K12 Fine Arts

For Introduction: June 1, 2022 For Action: June 22, 2022

I. TITLE K-5 Music Instructional Materials Adoption

II. WHY BOARD ACTION IS NECESSARY Per Board policy 2020, the School Board is responsible for the adoption of all core materials used in the District as recommended by the Instructional Materials Committee.

III. BACKGROUND INFORMATION

The Music Adoption Committee would like to recommend QuaverEd Music as the new core instructional curriculum for Highline Elementary K-5 Music. Our committee found QuaverEd Music not only to be the strongest comprehensive and culturally responsive curriculum available, but also a powerful core curriculum with the potential to greatly improve K-5 music instructional practice in Highline. QuaverEd Music is deeply committed to representing diversity and incorporating culturally responsive practices in its curriculum. Their curriculum has materials available in 20 different world languages with the largest selection being in Spanish and a variety of Native American languages. They also include specific resources and strategies to support Multilingual learners. QuaverEd Music also has strong academic content representing African-American culture and musical tradition. Included in the curriculum is a comprehensive Scope and Sequence for every grade connected to National Music Standards, Curriculum Maps, Movement Maps connected to lessons, and Cross-Curricular connections. Another aspect of QuaverED Music that we feel will support Highline teachers is the ability to customize curriculum and integrate local or teacher developed resources into the QuaverEd Music platform. QuaverEd Music is also continuously updating their resources, and teachers will have immediate access to updates via their online platform. QuaverEd Music also had the strongest company policy on Diversity, Equity, and Inclusion.

IV. RECOMMENDED MOTION

I move that the Highline School Board approve the adoption of the QuaverEd Music Curriculum as the adopted material for K-5 Music.

V. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be (amount and source including fund Example - \$522,000 from general fund Title 1 revenue). \$185,220 for 7 years of implementation, \$30,240 for yearly implementation after 7 years. \$19,000 of 22-23 school year implementation cost- lead team and supplemental materials. The revenue source for this motion is \$204,220 out of ESSER 1309.

Expenditure: One-time Annual

VI. APPLICABLE POLICY(S)

This action is in compliance with the following: Policy 2020 and Policy 6225

VII. ALTERNATIVES

If the materials are not adopted, teachers will use existing materials and need to locate multiple supplementary materials from open resources to fill gaps to address current standards. This is problematic because it draws teachers away from their core function of engaging students with instruction, and increases the likelihood of inconsistent access to high quality instruction.

VIII. COMMUNITY ENGAGEMENT

Community Engagement Required: Yes No

Family and community members provided feedback during events in which they engaged with staff to learn about the available options. Community members participated on the adoption committee as well.

IX. POLICY MONITORING PLAN

This new or revised policy will be monitored by the School Board:

Quarterly Semi-Annually Annually Not Applicable

The metrics that will be used to monitor this policy include: _____

X. ATTACHMENTS

Board memo outlining the adoption process and implementation plan

Attachment A- Adoption Curriculum Costs

PowerPoint for the presentation of the instructional materials recommendation at the June 1 Board Meeting.



M E M O R A N D U M

To: School Board of Directors
 From: Adina Thea, Director of Elementary Language Learning and K-12 Fine Arts
 CC: Dr. Susan Enfield, Superintendent
 Date: May 25, 2022
 Re: Elementary Music Materials Adoption Recommendation

Introduction: As per Board Policy 2020, a team was created to review the instructional materials for K-12 music. A Music Adoption team of 24 individuals was created. The team consisted of 10 teachers, 12 community members, 1 Central Office Specialist, and 1 Director.

This document details the process followed by the Highline Music Adoption Committee that led to the Music Adoption Committee completing a **majority vote to move forward with adopting the QuaverEd Music Curriculum for the 2022-2023 school year.**

The Music Adoption Committee was identified in October of 2022, with the first meeting occurring on 11/9/22. The Committee met on a biweekly basis for the majority of the year. Below is an outline of the steps taken by the Committee that led to our recommendation:

- November 2021:
 - Reviewed, revised, and agreed on the Highline Music Program Vision and Mission, and the Highline Music Adoption Community Agreements.
 - Reviewed best practice Research on Culturally Responsive Music practices, reviewed the Social Justice Standards, reviewed the WA State Music Standards, and began the creation of the Committee Criteria for Music Adoption materials.

Community Agreements

Stay on topic – focus	Speak your mind – ask questions – be honest
Step up and step back	Consider perspectives outside the room
Keep the big picture in mind	Share note taking responsibilities
Space to give grace to each other	Keep your bias in mind.

Highline Music Program Vision	Highline Music Program Mission
K-12: “We know and honor the diverse backgrounds, needs, and strengths of all our students and strive to provide them with musical experiences that foster joy and promote life-long learning. Our students’s lives are enriched with physical, emotional, social, and cognitive growth experiences through a meaningful, sequential study in music.” -created by music teachers, 11/5/2021	<u>Elementary:</u> We cultivate an enduring appreciation for music through creating, performing, and responding to music. Students will connect music they make in school to their local and global community. Our mission is to provide students with the opportunity to engage in music learning with confidence, perseverance, and self-awareness.

Secondary: Highline provides year long music opportunities in the academic areas of: Band, Jazz Band, Orchestra, Choir, and World Music across all Middle and High Schools. These academic spaces nurture meaningful academic and social emotional experiences for HPS students to explore and learn from our musical heritage and the musical diversity of the world. Through music, our students are engaged in critical thinking, problem solving, communication, collaboration and creativity.

- December 2021:
 - Continued the review of best practice research on Culturally Responsive Music practices, reviewed the Social Justice Standards, reviewed the Wa State Music Standards, and finalized the creation of the Committee Criteria for Music Adoption materials.
 - [Highline Music Adoption Committee Selection Criteria](#)
- January 2022:
 - Finalized the [Highline Music Adoption Committee Selection Criteria](#) ensuring alignment with the [Teaching for Tolerance Anti-Bias Framework](#).
 - Developed and sent out the RFP.
- February through March 2022:
 - Reviewed and Screened materials using the Highline Music Adoption Committee Selection Criteria.
- March 2022:
 - The Adoption Committee completed the review of all submitted materials against the Committee Selection Criteria and made the following decisions to move forward:
 - The Music Adoption Committee decided to move forward with a Pilot of QuaverEd Music Curriculum.
 - The Music Adoption Committee decided to postpone the Secondary Music Curriculum adoption until the 2022-2023 school year.
- March through May 2022:
 - QuaverEd Music training and Pilot occurred with 5 elementary music teachers. The Pilot occurred from 4/11/22-5/13/22.
 - 2 Community Review sessions occurred on:
 - 5/10- Community Feedback event- Virtual, 4:30-6:00
 - 5/12- Community Feedback event- In-person- South Classroom, 4:30-6:00
 - **May 17, 2022- The Music Adoption team had a majority vote to move forward with adopting the QuaverEd Music Curriculum for the 2022-2023 school year.**
- Additional details can also be found in our Music Adoption [Committee Notes and Agenda](#).

Based on our data, input from the pilot teachers and the community, and guidance on the process from the Instructional Materials Committee (IMC), **the Music Adoption Committee would like to recommend QuaverEd Music as the new core instructional curriculum for Highline Elementary K-5 Music.** Our committee found QuaverEd Music not only to be the strongest comprehensive and culturally responsive curriculum available, but also a powerful core curriculum with the potential to greatly improve K-5 music instructional practice in Highline.



QuaverEd is deeply committed to representing diversity and incorporating culturally responsive practices in its curriculum. Their curriculum has materials available in 20 different world languages with the largest selection being in Spanish and a variety of Native American languages. They also include specific resources and strategies to support Multilingual learners. QuaverEd Music also has strong academic content representing African-American culture and musical tradition. Included in the curriculum is a comprehensive Scope and Sequence for every grade connected to National Music Standards, Curriculum Maps, Movement Maps connected to lessons, and Cross-Curricular connections. Another aspect of QuaverED Music that we feel will support Highline teachers is the ability to customize curriculum and integrate local or teacher developed resources into the QuaverEd Music platform. QuaverEd Music is also continuously updating their resources, and teachers will have immediate access to updates via their online platform. QuaverEd Music also had the strongest company policy on Diversity, Equity, and Inclusion which can be found [here](#).

Additional Data Supporting QuaverEd Music:

At the end of the 2017/18 School Year, the Fine Arts Supervisors from 87 school districts asked their music teachers to assess the impact of the Quaver Curriculum. Additionally, the Quaver team reached out to a wider audience of teachers individually in all 50 states across the country. The composite data below was given by the 2,364 teachers and 87 District Supervisors at over 1500 Individual Schools.

The teachers were asked to give ratings of excellent, very good, good, fair, or poor to 13 factors organized into the categories in the table below. Each of the 87 Supervisors was therefore given a candid, independent assessment of the impact of Quaver in his/her district. In addition to the quantitative ratings in the survey, teachers were invited to offer specific comments relating to the various factors and to the overall experience with the Quaver Program. Over 1,000 comments were received and cataloged. The Supervisors then shared with their teachers and with Quaver the summary results of the quantitative results as well as the verbatim comments. This document details the 13 factors by category and shows the composite distribution of grades given by the 3,364 teachers who responded to the survey.

Category	Number of Factors
Impact of Quaver on Teachers	5
Impact of Quaver on Students	5
Quality of the Quaver Team	3

Exhibit 1 • Quaver's Impact on Teachers

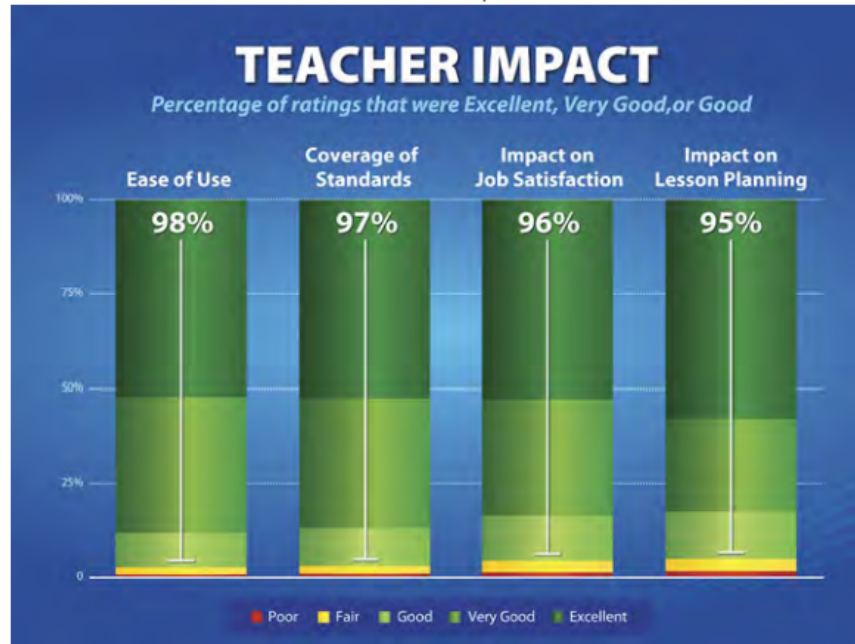
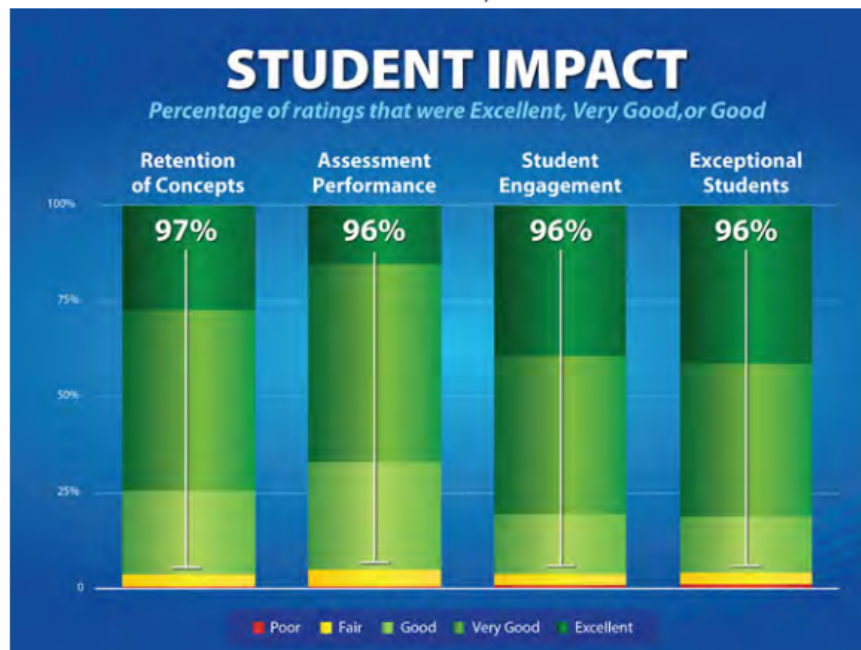


Exhibit 2 • Quaver's Impact on Students



Impact on Teachers

To what extent did Quaver contribute to the job of the music teacher?

Quaver Impact on Teachers	Percent of the Ratings				
	Excellent	Very Good	Good	Fair	Poor
Ease of Use	52.56%	35.95%	9.11%	1.96%	.43%
Coverage of Standards	53.35%	33.98%	9.97%	2.15%	.56%
Enjoyment/Job Satisfaction	54.02%	30.26%	11.51%	3.08%	1.13%
Lesson Planning	58.93%	24.12%	12.28%	3.37%	1.3%
Connections w/other subject areas	39.89%	34.66%	20.26%	4.61%	.58%

Impact on Students

What impact did Quaver have on student learning, classroom behavior/engagement, and student enjoyment?

Quaver Impact on Students	Percent of the Ratings				
	Excellent	Very Good	Good	Fair	Poor
Retention of Concepts	29.55%	45.81%	21.25%	3%	.39%
Performance on Assessments	24.69%	46.06%	24.93%	3.99%	.33%
Impact on Student Behavior	24.47%	42.05%	26.08%	6.4%	1%
Engagement/Excitement for Music	40.3%	40.73%	15.41%	2.79%	.77%
Response from Exceptional Students	45.23%	37.41%	13.58%	2.88%	.9%

Quality of Quaver Team

How well did the Quaver Team serve the teachers after they implemented the Quaver Curriculum?

Quality of Quaver Team	Percent of the Ratings				
	Excellent	Very Good	Good	Fair	Poor
Quality of In-Person Training	48.46%	29.72%	15.6%	4.69%	1.54%
Quality of Online Training	41.67%	37.06%	16.89%	3.78%	.6%
Quality of Customer Support	55.22%	30.88%	10.71%	2.6%	.59%

Curriculum Implementation Plan and Supplemental Needs: [QuaverEd Music Curriculum Cost summary](#)

- **Technology:** In order to ensure a successful implementation of QuaverEd Music, we will need to confirm that all [QuaverEd Music System Requirements](#) will be available as a condition to approve the adoption. The preferential start date of implementation would be August of 2022.
- **QuaverED Music Professional Development:** We would like to propose the following plan for PD implementation:
 - August full day training (8:30-3:30): Initial 6 hour professional development launch focusing on:
 - Curriculum organization
 - Technology use
 - Initial plan for Scope and Sequence curriculum implementation with a focus on 1st quart
 - Collaborate with the Promethean trainer to develop the Quaver training to include how to use it alongside the Promethean panel.
 - Optional PD days and District Directed job alike: Continue professional development focusing on curriculum implementation of upcoming units after each Job Alike and addressing Problems of Practice.
 - Quaver Implementation Lead Team: Create a Quaver Implementation Lead Team of 5 elementary music teachers that will represent and support a cohort of elementary schools. These teachers would attend 2 meetings a month including:
 - A monthly implementation meeting with Quaver followed by a meeting with the Music Director and Specialist to plan support with Quaver and plan Job Alike sessions.
 - One monthly implementation meeting with their cohort team. This meeting will be an optional meeting during PCT time.
- **SBI Implementation: Scope and Sequence Essential Standards Alignment work:** As part of the District Directed Job Alike professional development work with Quaver, we would like to begin on Scope and Sequence work in aligning the Quaver Curriculum with the Highline Music Essential Standards as well as the Learning for Justice Standards. As part of this process we would also be identifying possible areas of needed supplementation to fully implement the Highline Music Essential Standards and Learning for Justice Standards. Specifically, this work would include:
 - Create a K-5 Year Long Scope and Sequence that shows
 - Highline Essential Standards alignment with Quaver Curriculum

- Highline Essential Standards alignment with Learning for Justice Standards, and [IRI Planning Tool](#).
- Identify needed supplemental materials to support the Highline Essential Standards alignment with Quaver Curriculum, Learning for Justice Standards, and IRI Planning Tool.
- **Culturally Responsive Teaching Practices and Community Partnerships:** As part of the full K-12 Fine Arts adoption process and Fine Arts program improvement work, we would also like to engage in a comprehensive analysis of our implementation of multicultural music and art in the K-12 curriculum and culturally responsive practices in the following areas:
 - Instructional Culturally Responsive Pedagogy
 - Supplemental Multicultural Materials including specialized instruments and music resources.
 - Cultural Community Music and Art Collaborations
 - Integrating this work with the Highline Fine Arts Curriculum Scope and Sequences.

The Culturally Responsive Teaching Practices and Community Partnerships initiative would occur as a K-12 Fine Arts project that will also serve the implementation of the Secondary Music and Arts Adoption in addition to the Elementary Adoption. For the 2022-2023 school year, this project would occur mostly on Optional Job Alike days, and will include:

- Professional development focused on exploring what Culturally Responsive Teaching looks like in the classroom, community partnerships, and supplemental resources.
- Integrating Culturally Responsive Teaching Practices and Community Partnerships into the K-12 Fine Arts Scope and Sequence documents (Elementary Music, Secondary Music, Secondary Art).
- Gather input from families, students, and local community groups and musicians/artists of how they would like to see their own culture represented in their education, and experience a music and art education.
- Focus on 2-3 cultures a year for the next 3 years. Plan on how to incorporate each cultural music into the Highline Fine Arts Programs Scope and Sequence.
 - Year 1: Native American, Latino/Spanish(DL programs), Vietnamese (DL Programs)
 - Year 2: African-American, Somali (Heritage language programs), African
 - Year 3: Islander, Asian, other World music representative of Highline Public Schools
- Fine Arts Culturally Responsive Teaching and Community Partnerships Lead Team: Create a Lead Team of 6 teachers to help lead this work. The Lead Team would consist of 2 Elementary Music Teachers, 2 Secondary Music Teachers, and 2 Secondary Art Teachers. These teachers would attend 1 planning meeting a month plus follow up work to assist in planning the Optional Job Alike work.

ATTACHMENT A
QuaverEd Music Adoption Curriculum Costs
Professional Development and Implementation Budget

QuaverEd Music Curriculum and Professional Development Budget Summary:

Core Costs	22-23 school year
Core Cost - 7 years (2022-2023 through 2028-2029)	\$185,220- ESSER 1309
Beyond Core Costs	
Quaver Implementation Team Lead	\$5000
Culturally Responsive Teaching Music Team	\$4000
Supplemental Materials, including Culturally Responsive Teaching	\$10,000
TOTAL beyond Core	\$19,000 - ESSER 1309

QuaverEd Music Curriculum Cost Options and Core Components:

Quaver Ed Music License Options	1 year Cost	3 year cost	5 year cost	7 year cost	Core Components Included in License	Other elements included in License
1 Year	\$30,240	\$90,720	\$151,200	\$211,680	<ul style="list-style-type: none"> - QuaverEd Music Curriculum Resources - Quarterly Content Updates - Live/Virtual Professional Development Training - SSO Integration/Class Rostering - Student Access to Student Resources - 24/7 Access to 50+ Hours of Online Resources/PD - QuaverMusic Unplugged Offline Resources and Shipping 	<ul style="list-style-type: none"> - Customizable Lesson Plans - Lesson Plan Presenter - Teacher GradeBook - Auto-Graded Assessments - Parent Resources - ClassPlay - Bach's Brain - World Music - Student Accounts - Customizable Lesson Plans - Online Quaver Classrooms - Quaver Unplugged Content - Virtual Training Program
3 Year		\$90,720	\$151,200	\$211,680		
5 Year			\$132,300	\$192,780		
7 Years				\$185,220		

** To receive the 5 and 7 year price break, 80% is paid in year 1 and 20% in year 2.

QuaverEd Music Professional Development Plan & Cost

PD Activity	Dates & Times	Cost	Cost Source
August full day training	Tentative- Aug 19, 8:30-3:30	Included in Subscription	ESSER 1309
Collaborative Work Day Full day training	Tentative- Oct 14, 8:30-3:30	Included in Subscription	ESSER 1309
District Directed Job Alike Quaver Training Days	9/23, 12/2, 2/10, 4/21, 2:30-4:00	Included in Subscription	ESSER 1309
Quaver Implementation Lead Team and Activities	<p>1 planning meeting with Quaver and Lead team per month + some planning assistance for District Directed job alike Quaver Implementation work (5 teachers)</p> <p>1 monthly meeting with cohort- PCT (Collaboratively identified Principal Directed time)</p>	<p><u>Quaver Lead Team Support pay:</u> \$5000 for lead team</p> <p><u>Cohort pay:</u> Collaboratively Identify PCT time- free for cohort meetings</p>	ESSER 1309
K-12 Fine Arts Culturally Responsive Teaching and Community Partnerships Lead Team	1 Monthly Meeting + follow up work to assist in planning Optional Job Alike Fine Arts Culturally Responsive Teaching Community work (6 Teachers- 2 elementary music, 2 secondary music, 2 secondary Art)	<u>Fine Arts Culturally Responsive Team Support pay:</u> \$6000 for lead team.	<ul style="list-style-type: none"> - \$2000- Fine Arts Budget for Art Teachers - \$4000- ESSER 1309 for music teachers

Supplemental Materials Cost	Cost	Cost Source
Identify needed supplemental materials to support the Highline Music Essential Standards alignment Scope and Sequence with Quaver Curriculum, Learning for Justice Standards, and IRI Planning Tool.	Supplemental Essential Music Standards alignment materials not to exceed \$5000	ESSER 1309

Supplemental Multicultural Materials identified by the Fine Arts Culturally Responsive Teaching and Community Partnerships Lead Team, including specialized instruments and music resources that will be integrated into the Highline Music Essential Standards Scope and Sequence.

Supplemental Multicultural Music Materials integration materials not to exceed **\$5000**

Materials- ESSER 1309

Community Partnerships- Fine Arts Department

Recommendation for K-5 Elementary Music Instructional Materials Adoption



Bernard Koontz and Adina Thea
School Board Meeting
June 1, 2022





OUR PROMISE

Every student in Highline Public Schools is known by name, strength and need, and graduates prepared for the future they choose.

K-5 Language Arts Adoption Committee

School/Location	Member
Central Office	Adina Thea Stefan Nelson
Cascade	Gabriela Olivarez
Mount View	Chris Schultz
North Hill	Leah Stephens
Marvista	Elizabeth Hoekstra
Shorewood	Joshua Hollingsworth

School/Location	Member
McMicken	Nathan Marble
Madrona	Ross Aker
Mt Rainier	Jordan Beckman
Seahurst	Theresa Fornalski
Evergreen	Sarah Butler

Family, Students & Community Members	
Brittany Williams	Ciel Stubblefield
Emily Bui (Student)	Hassiel (Student)
Janet Zombro	Kathleen Smith
Macy Whitacre	Marquita Prinzing
Matthew Benedict	Mike Farnsworth
Ramona Lee	Vichet Ros (Student)

Roles of Members:

- Music Program Director
- Music Teachers
- Dual Language School Music Teachers
- Family Members
- Students
- Community Members
- Central Office Specialists

Selection Process Overview

Research Review & Committee Calibration November 2021- January 2022

- Reviewed research-based music best practices
- Co-created Request for Proposals (RFP) with committee-developed criteria
- Sent RFP for materials

Evaluate & Narrow Materials January 2022 - March 2022

- Reviewed materials that met RFP requirements with the Highline Music Adoption Selection Criteria
- Analyzed initial review results
- Built consensus to narrow to 1 top finalist

Pilot Materials April 2022 - May 2022

- Prepared a pilot with QuaverEd Music and began trainings
- Completed pilots and gathered piloter feedback

Selection Process Overview

Community Input Meetings & Data Analysis May 2022

- Collected feedback data from both in-person and virtual community feedback events
- Reviewed data from teacher experiences and community input

Recommendation May 2022

- The Music Adoption Committee voted to adopt the QuaverEd Music Elementary Music curriculum for K-5 grades
- Recommended full adoption of QuaverEd Music to IMC

Elementary Music Curriculum Recommendation

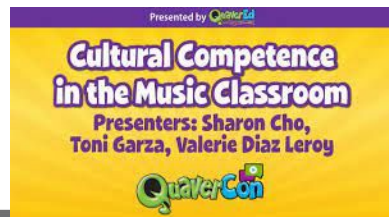
QuaverEd Music



**Multilingual
and
Multicultural
materials,
supports, and
resources**

**Engaging
comprehensive
fully digital
curriculum**

**Alignment to PK-8
National Music
Standards and
Highline Best
Practices**



Elementary Music Recommendation

QuaverEd Music

Multilingual and Multicultural materials, supports, and resources

- Includes over 6,500 culturally diverse, interactive resources to reach and represent All Students
- Offers a Spanish translation feature to meet the needs of Spanish Dual Language programs.
- Includes specific supplemental resources and strategies to support Multilingual resources.
- Contains a “Making Music Worldwide” component that is integrated in the curriculum.



QuaverMusic offers Spanish translations to meet the needs of Dual-Language learners.



QuaverMusic has 6,500+ culturally diverse, interactive resources to reach and represent ALL students.

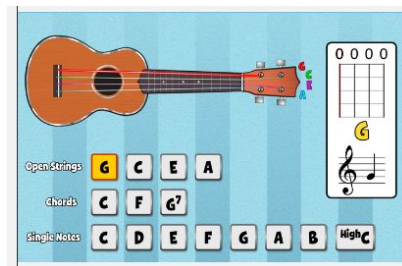


Elementary Music Recommendation

QuaverEd Music

Engaging Comprehensive Fully Digital Curriculum

- Supports various pedagogies including Orff, Kodály, and M.L.T.
- Over 1200 songs in over 20 languages.
- QuaverEd Music lessons include Interactive screens, movement activities, games, assessments, and assignments within a comprehensive curriculum.
- Includes Printable scores, QuaverMusicals, and over 150 ukulele songs and a ukulele lesson module.

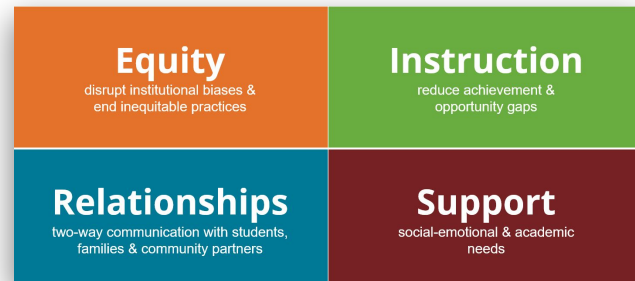


Elementary Music Recommendation

QuaverEd Music

Alignment to Pk-8 National Music Standards and Highline Best Practices

- Graduate Bilingual & Biliterate
- Strengthen Relationships - Community & Family
- Accelerate Growth & Reduce Opportunity Gaps
- Aligned to NCAS standards (National Core Arts Standards)
- Highly rated by both teachers and school leaders.



Elementary Music Implementation

Professional Learning

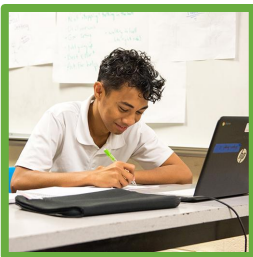
Aligning our HPS Music Vision and Mission with our Instructional Practices

Content

- QuaverEd Music Curriculum & Technology Training
- QuaverEd Music Scope and Sequence alignment with Essential Standards.
- Culturally Responsive Teaching and Music Community Partnerships

Opportunities

- August Professional Development Day
- District Directed Job Alikes
- QuaverEd Implementation Lead Team and Cohort learning groups
- Fine Arts Culturally Responsive Teaching and Community Partnerships Lead Team and professional development



Budget

Subject	2022-2023 initial costs	Ongoing Annual Costs
K-5 Music	\$185,220 for 7 year contract \$19,000 for Lead Teams and Supplemental materials	\$30,240 per year after 7 years