

**BARRE SUPERVISORY UNION  
CURRICULUM COMMITTEE MEETING**  
Spaulding High School Library  
August 28, 2017 - 5:30 p.m.

**MINUTES**

**COMMITTEE MEMBERS PRESENT:**

Tyler Smith (BC) - Chair  
Ed Rousse (SHS) – Vice Chair  
Joe Blakely (SHS) – departed at 7:07 p.m.  
Kristin McCarthy (BT)

**COMMITTEE MEMBERS ABSENT:**

Sarah Pregent (BC)

**ADMINISTRATORS PRESENT:**

John Pandolfo, Superintendent  
Jennifer Nye, Principal (BTMES)  
Jacquelyn Ramsey-Tolman, Director of Curriculum, Instruction, and Assessment  
Jim Taffel, Principal, (BCEMS) – arrived at 5:45 p.m.

**GUESTS PRESENT:**

Erin Carter                      Venus Dean

**Mr. Smith called the Monday, August 28, 2017, meeting to order at 5:34 p.m., which was held at the Spaulding High School Library.**

**1. Review / Approval of Minutes – May 22, 2017 BSU Curriculum Meeting.**

**On a motion by Mr. Blakely, seconded by Mrs. McCarthy, the Committee unanimously voted to approve, as amended, the Minutes of the May 22, 2017 BSU Curriculum Committee Meeting.**

**2. Additions and/or Deletions to the Agenda**

Agenda Items 3 and 4 will be discussed out of order, with the SHS Math presentation first.

**3. Pre-K – 8 Math - Venus**

Venus Dean (Math Curriculum Specialist) addressed the Committee advising regarding math curriculum for grades Pre-K through 8. Grades K – 5 are using the Engage New York (ENY) curriculum. This is the 5<sup>th</sup> year using the program. There is no cost to use this program which was created using grant funding. Eureka Math is the same program, but users need to pay for its use. ENY is aligned with Common Core; materials for the program are created from CCSSM (Common Core State Standards for Math). This program is noted for its rigor and is being used to assist with improving test scores. As the curriculum is constantly being updated, Ms. Dean worked over the summer to download (to a shared folder) the latest curriculum. This shared folder will assure that all teachers are teaching using the same materials. It is estimated that the cost to invest in a new program, is \$60,000 to \$100,000. Ms. Dean provided an overview of the components, including; fluency, application problems, concept development, problem sets and debriefing. Some individuals feel the program is very paper intensive. In response to a query, it was noted that although ENY curriculum does not involve the use of many manipulatives, teaching staff are incorporating them when necessary. It was noted that though there are other nationally accepted programs available for purchase, Ms. Dean believes that ENY is more aligned with Common Core. The vocabulary, models and set-up of this curriculum are consistent throughout grades K – 5 (threaded). Mrs. Tolman located statistics showing that over 50% of U.S. teachers use Eureka or ENY. Areas currently being addressed include consistency between schools (BCEMS and BTMES), including student work books, length of program (a pacing guide is being instituted), and more focus on the Standards (omitting lessons, standards alignment, and mindfulness regarding how to complete all necessary components). Additionally, more formal intentional math instruction is being performed at the pre-K level. Mr. Smith queried regarding professional development to assist staff with teaching students who are struggling.

Ms. Dean advised regarding Professional Development for the 2017/2018 year, including continued work toward Proficiency Based teaching/learning, Additive Reasoning courses (for Pre-K – 2, SPED Pre-K 4, and core para-educators), new math materials for SPED teachers, and a John Tapper Course; Working with Math for Students on IEPs. Staff will be reading Mr. Tapper’s book ‘Solving for Why’, and will attend a total of 4 days of training with Mr. Tapper.

Ms. Dean provided an overview of interventions in place at both BCEMS and BTMES, including staffing, mentoring of the new BTMES middle school interventionist, and statistics regarding the number of services and individual students served. Additionally, Ms. Dean provided an overview of the ‘focus by grade level’, including assessments and new test practices.

Ms. Dean provided an overview of the curriculum in place for grades 6 – 8 (the Connected Math Program – CMP3). This program is the first middle school program aligned to Common Core. The curriculum is problem centered and promotes inquiry based learning. Areas being addressed include; pacing, alignment with CCSSM, teaching grade level standards, moving towards Proficiency Based Learning and Standards Based Grading, and the assignment of homework for middle school grades (consistency between grades and schools). GSP (Great Schools Partnership) training will be held in the 2017/2018 year. Ms. Dean provided a brief overview of middle school interventions at both BCEMS and BTMES. It was noted that teachers begin specializing in grade 3 .

#### **4. SHS Math**

Erin Carter (SHS Math Department Head) addressed the Committee advising regarding math curriculum at Spaulding High School. Ms. Carter advised regarding teaching using Mathematical Habits and “Math Best Practices”, which includes dialogue between students (critiquing and reasoning), private reasoning time, and use of Ziggy Mathematical Software. Curriculum is aligned with the Mathematical Practices of Common Core.

Intervention level math includes the use of “Math 180”, which is computer based curriculum, taught by a Special Educator. There are minimum and maximum student counts that apply to these programs. Students who are at the 8<sup>th</sup> grade level are taught “Foundations” (there are 58 students at this level this year). Students who are at the 7<sup>th</sup> grade level are taught “Connections” (there are 19 students at this level this year).

Algebra I (125 students), Geometry (110 students), and Algebra II (135 students) are taught using the “Discovering Series”. In response to a query regarding holding these one semester classes, it was noted that this is partially due to a drop in staff. Mr. Pandolfo provided some historical information relating to the scheduling and reasoning for one semester long classes.

Functions, Statistics and Trigonometry are project based courses that do not use text books. These are elective courses that students may take after completion of Algebra II. There are approximately 15 students enrolled in these classes.

Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus are also taught. Enrollment is 35, 21, 42, and 47 students, respectively.

Statistics is taught as preparation for students wishing to take AP Statistics. There are 47 students enrolled in the ‘regular’ Statistics class.

AP (Advanced Placement) Mathematics courses include; AP Calculus AB, AP Calculus BC (with a total of 32+ students), and AP Statistics (22 students).

Ms. Carter provided an overview of additional supports, including; Math Tutorial, Proficiency Support (Homework Club), Advisory blocks, Reassessments Plans, and additional support provided by Mrs. Benoit and Mrs. Dufresne.

Students who excel at math have additional opportunities available to them, including Math Club, the NE Mathematical League, the Vermont Math Talent Search, and the UVM Math Prize contest.

#### **5. Other**

None.

#### **6. Establish Agenda and Date for Upcoming Meetings**

Mr. Smith provided an overview of the ‘annual’ agenda items.

The next meeting will be held on Monday, September 25, 2017 at 5:30 p.m. in the SHS Library. ‘Literacy’ will be the main focus of discussion.

#### **Adjournment**

**On a motion by Mr. Rouse, seconded by Mrs. McCarthy, the Committee unanimously voted to adjourn at 7:25 p.m.**

Respectfully submitted,  
*Andrea Poulin*