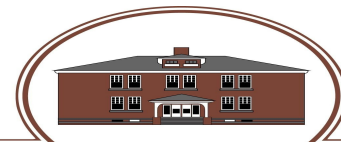


Barre Unified Union School District

120 Ayers Street, Barre, VT 05641 • www.buUSD.org • Phone: 802-476-5011 • Fax: 802-476-4944 or 802-477-1132



Barre City Elementary & Middle School • Barre Town Middle & Elementary School • Spaulding High School • Central Vermont Career Center

Doing whatever it takes to ensure success for every child.

David Wells, M.Ed. - Superintendent of Schools

Mary Ellen Simmons, Ed.D. – Asst. Superintendent of Instruction
Stacy Anderson, M.Ed. - Director of Special Services

Lauren May, M.Ed. – Director of Early Education
Josh Allen – Communications Specialist

Lisa Perreault, SFO - Business Manager
Carol Marold – Director of Human Resources

Emmanuel Ajanma, MAT – Director of Technology
Jamie Evans – Director of Facilities

Annette Rhoades, M.Ed., CAGS – Asst. Director of Special Services

Jon Strazza, MS.Ed. – Asst. Director of Special Services
Rebecca Webb, M.Ed. – Act 166 Regional Coordinator

MEMORANDUM

TO: Barre Unified Union School District Curriculum Committee

Victoria Pompei - Chair, Tim Boltin - V. Chair, Alice Farrell

DATE: November 20th, 2020

RE: BUUSD Curriculum Committee Meeting
December 1, 2020 @ 5:30 p.m. via Google Meet

Meeting ID: meet.google.com/mef-dabr-tvh

Phone Number: (US)+1 470-236-6448 PIN: 961 952 976#

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law.

BOARD/COMMITTEE MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

AGENDA

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
 - 4.1. Meeting Minutes October 27th, 2020
5. New Business
 - 5.1. Introduction of new Assistant Superintendent of Instruction, Mary Ellen Simmons
 - 5.2. Review of Fall Assessment Data
6. Old Business
 - 6.1. Update on Curriculum Leadership Roles and Responsibilities

6.2. Update on DRAFT Annual Work Plan

6.2.1. The Barre Writes Contest

6.2.2. Vermont Reads

6.2.3. Technology use in Hybrid & Remote Instruction

6.2.4. Math instruction in Hybrid & Remote Instruction

7. Other Business

8. Items for Future Agenda: Anti-racism Curriculum in Our Schools - including plans for an equity audit (December- waiting on guidance); Updates from Regional Advisory Board (CVCC) (December)

9. Next Meeting Date: December 22, 2020; 5:30 pm

10. Adjournment

DRAFT
BARRE UNIFIED UNION SCHOOL DISTRICT
CURRICULUM COMMITTEE MEETING
Via Video Conference – Google Meet
October 27, 2020 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Victoria Pompei, Chair (BT)
Tim Boltin, Vice-Chair (BC) – joined at 5:54 p.m.
Alice Farrell (BC)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent

GUESTS PRESENT:

Venus Dean Christine Farnham Karen Fredericks Jean Haeger

1. Call to Order

The Chair, Mrs. Pompei, called the Tuesday, October 27, 2020, BUUSD Curriculum Committee meeting to order at 5:33 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes -

4.1 Meeting Minutes of September 22, 2020

The Committee agreed by consensus to approve the minutes of the September 22, 2020 BUUSD Curriculum Committee Meeting.

5. New Business

5.1 Curriculum Leadership Roles and Responsibilities

A document titled 'Curriculum Leadership Roles and Responsibilities – DRAFT 10/21/20' was distributed.

Mr. Wells reported that he and Jean Haeger (Great Schools Partnership), along with curriculum staff members, have been working on this document since the beginning of September. It was noted that there were many positive pieces of curriculum development within the BUUSD, and it was determined that it would be beneficial to have a document which outlined the overall process for curriculum development. Mr. Wells displayed a copy of the document and provided an overview of the various roles and responsibilities, advising of various roles that collaborate on curriculum development. Various positions include Curriculum Coordinators, Curriculum Leaders (teachers who receive a stipend), high school department heads, and Instructional Coaches. It was noted that the Superintendent and Assistant Superintendent of Instruction will work together and with the various curriculum team members to develop and align curriculum across the District. The various roles and responsibilities continue to be defined. Venus Dean (math) and Karen Fredericks (literacy) are Curriculum Coordinators. It was noted that Karen Fredericks is filling in for Lorraine Morris, who is working for the Virtual Academy for the 2020/2021 academic year. The Curriculum Coordinators are overseeing all aspects of K-8 curriculum and assessment including, managing documentation, and coordinating the MTSS system (multi-tiered systems of support). Mr. Wells provided an overview of the remaining listed positions; Curriculum Leaders (oversee and coordinate all aspects of PK – 8 curriculum, instruction, and assessment in various content area specialties), Instructional Coaches (support teachers in regular cycles of student-centered implementation of curriculum and assessment in content area specialties), and the high school department heads (also oversee and coordinate all aspects of instruction and assessment in content area specialties). It is critical to align curriculum between the K-8 schools, and the high school (vertical alignment). Mrs. Pompei queried regarding clarification of the reporting structure, voicing concern that the Curriculum Team members would be reporting to two individuals (the Superintendent and the ASI). Mr. Wells advised that work was being mapped out and that clarification should be forthcoming. Mrs. Farrell queried regarding the role of principals. Mr. Wells advised regarding the current model (which is a bit unstable), advising that it will be important to bring back the instructional leaderships team and coordinate implementation of curriculum with principals. Mrs. Farrell wants assurance that all involved parties are included in the 'loop'. Mrs. Pompei voiced concern that the primary roles of the Superintendent and ASI

DRAFT

are not defined in the document and queried regarding the expectation for defining these two roles. Mr. Wells advised that he has been sharing information with principals and that he will be working with the new ASI on completing the mapping of this draft document. Mr. Wells advised that most of his responsibility is for K-8 and the ASI will be working mainly on the high school. The Superintendent and ASI will be working together to bridge the gap between the schools, and will be working closely with the curriculum leaders. In response to a query, Ms. Haeger advised that she has worked with schools in Maine and Vermont, and that the most effective districts, in developing a coordinated curriculum program, have designated leaders in each of content areas, and those leaders all report to a leader at the district level. Mrs. Farrell reiterated her concern that principals be involved, and also advised that she believes horizontal alignment is also very important. Ms. Haeger advised that she has established PLGs (Professional Learning Groups) in each of the K-8 buildings, and those of the same grade level come together to share their work and resources. Ms. Haeger meets monthly with the PLG leaders, in cross-school settings. It was clarified that the monthly meetings involve the facilitators from each building, not the teaching staff. Brief discussion was held regarding other related leadership roles; Interventionists, PLG Facilitators, and Team Leaders.

5.2 Special Education Contract Services

A document advising of Special Education Statutes was distributed. Mrs. Pompei advised that she does not believe the information included in the packet addresses the concerns of the Finance Committee. The Finance Committee would like to see data regarding student success for students that receive services from contracted providers. It was noted that some students (being served by outside contractors) are frequently 'pulled' from school to attend/participate in (non-school) 'reward' types of activities, and there are questions (from parents and Committee Members) regarding whether or not these outings are academically beneficial to students. The Finance Committee would like to receive information regarding the educational value of utilizing outside contractors. Mr. Wells provided a brief overview of the documentation, highlighting the section pertaining to LEAs and their role in assuring that student needs are met and IEPs are adhered to. It was noted that documented progress is the ultimate goal. Parents are involved in the planning/approving of IEPs. Mrs. Pompei believes much more analysis needs to be performed. Mrs. Pompei will contact Mrs. Spaulding (Finance Committee) regarding specific information being requested by that Committee. Mrs. Farrell requested that a list of specific questions be documented. Mrs. Pompei advised regarding one issue that was raised concerning students who were brought (by contracted providers) to various public places over the summer. Given that there were many restrictions in place because of COVID, Mrs. Pompei queried regarding the safety/risk/benefits to these students, and questioned whether or not District employees would have been allowed to bring students to these public places (and if not, why was it allowable for contracted providers to bring children to these potentially risky settings).

6. Old Business

6.1 Annual Work Plan

A document titled 'DRAFT Curriculum Committee FY21 Annual Work Plan' was distributed. Discussion of assessments will need to be moved to the November meeting. In response to a query, it was reported that testing of individual students averages around 45 minutes (for students who know the content). Kindergarten testing takes approximately 30 minutes per student. Ms. Dean advised that assessment data will definitely be available for the November meeting. Test time varies depending on the type of test being administered. It was noted that the new Assistant Superintendent of Instruction should attend the Curriculum Committee meetings and assist with completion of the Annual Work Plan. Mrs. Pompei advised that in past years, there have been subject specific meetings. Topics suggested for future agendas include; The Barre Writes Contest, Vermont Reads, Technology (including how it pertains to hybrid learning), and math (appropriate instruction under hybrid learning),

7. Other Business

None.

8. Future Agenda Items

- Meeting Students Where They Are – Updates on Fall Assessments of Those in Hybrid and Virtual Instruction - K-12
- Introduction of the new Assistant Superintendent of Instruction
- Update on Curriculum Leadership Roles and Responsibilities
- Update From Regional Advisory Board (CVCC) (**December**)
- Anti-racism Curriculum in Our Schools – including Plans for an Equity Audit (**December** – waiting on guidance)

9. Next Meeting Date

The next meeting is Tuesday, November 24, 2020 at 5:30 p.m. via video conference.

10. Adjournment

The Committee Agreed by consensus to adjourn at 6:45 p.m.

Respectfully submitted,
Andrea Poulin

Barre Unified Union School District

Data Review

Fall 2020

Mathematics and Literacy

BUUSD Math Data

Fall 2020

Fall 2020 Data Collection

Question: Based on key conceptual mathematics at each grade level, how does the Fall 2020 ability of the students in the BUUSD compare to their ability (shortly) before remote learning began?

BUUSD Math Assessment Schedule

Assessment Protocol BUUSD follows yearly:

- Students at each grade level are assessed at least 3 times a year in the content most critical to their grade level
 - All assessments have a pre and post test to compare progress
- Kindergarten and first grade students are assessed with PNOA (Primary Number Observation Assessment) developed by VT Agency of Education.
- Grade 2 through Grade 8 students are assessed using assessments designed by BUUSD using CCSS-M standards.

BUUSD Assessment Protocol changes due to COVID:

- Students did not complete end of the year post assessment in June as usual due to remote instruction
 - For this reason, we started the school year giving the previous school years POST assessment
- Pre-assessment administered January 2020
- Post-assessment administered September through November 2020 (longer testing window than normal due to hybrid/virtual complications)

PNOA (Primary Number Observation Assessment)

Kindergarten PNOA

Forward Sequences (FS) - rote counting, number word after, skip counting by 10s

Backwards Sequences (BS) - rote counting, number word before

Symbolic Notation (SN) - numeral recording, identifying numerals

Groupings and Place Value (G) - identifying finger patterns, five and ten frames, partners to 5

Counting and Cardinality (C&C)- one to one correspondence, cardinality, ordering numerals, comparing numbers

First Grade PNOA

Forward Sequences (FS) - rote counting, number word after, skip counting by 10s on and off the decade

Backwards Sequences (BS) - rote counting, number word before, skip count backward

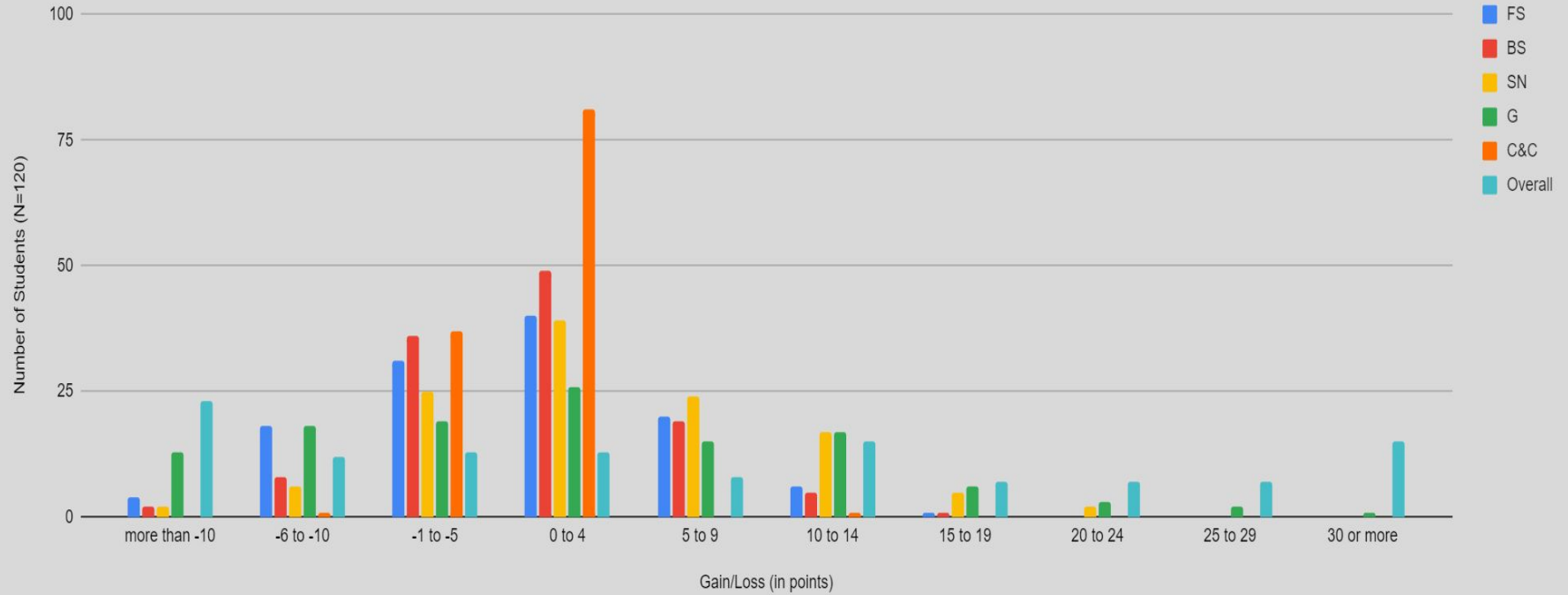
Symbolic Notation - numeral recording, numeral identification

Groupings and Place Value - identifying finger patterns, ten and twenty frames, unitizing tens and ones, ten more and ten less, place value

Operations (O) - automaticity of basic facts

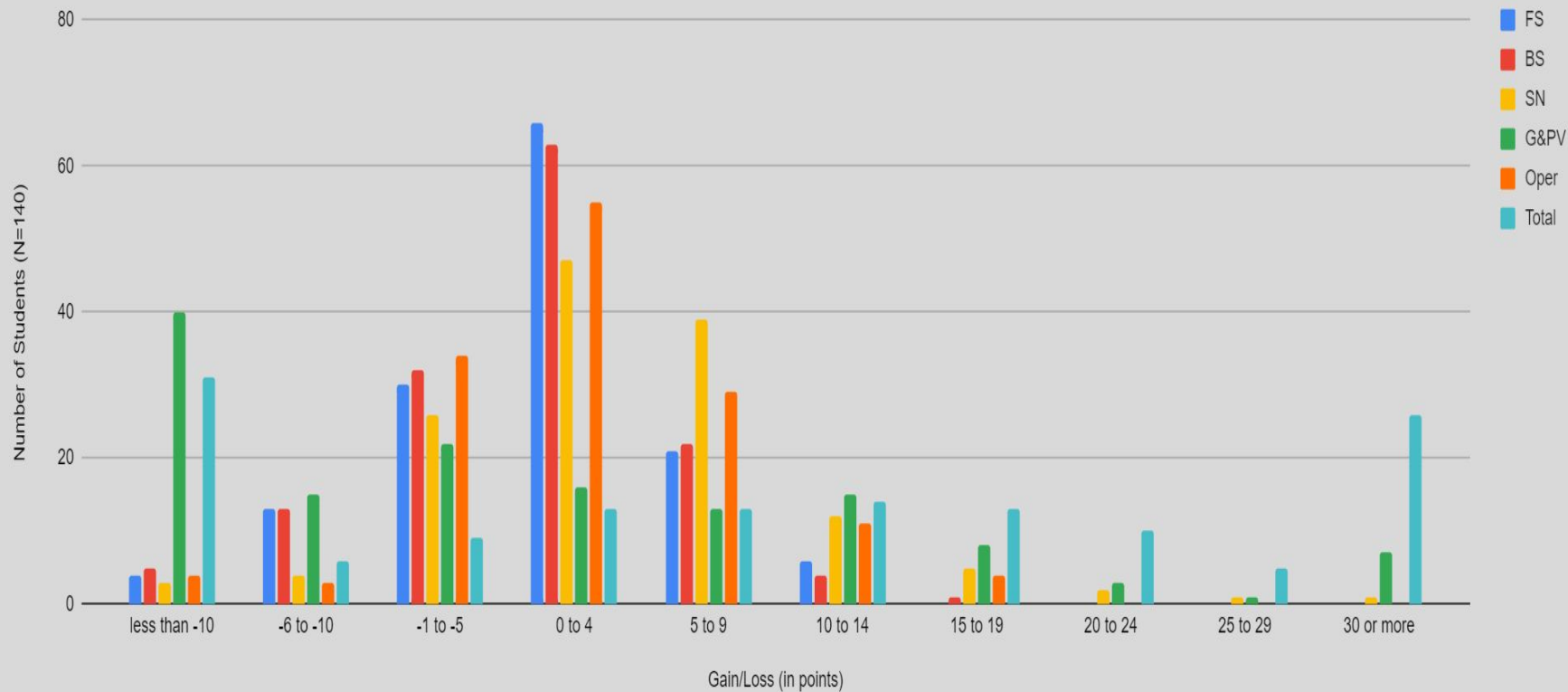
BUUSD Kindergarten PNOA Post Data (1st Grade)

Gains/Losses Winter to Fall (2020)



GRADE 1 PNOA Post Data (2nd Grade)

Gains/Losses Winter to Fall (2020)



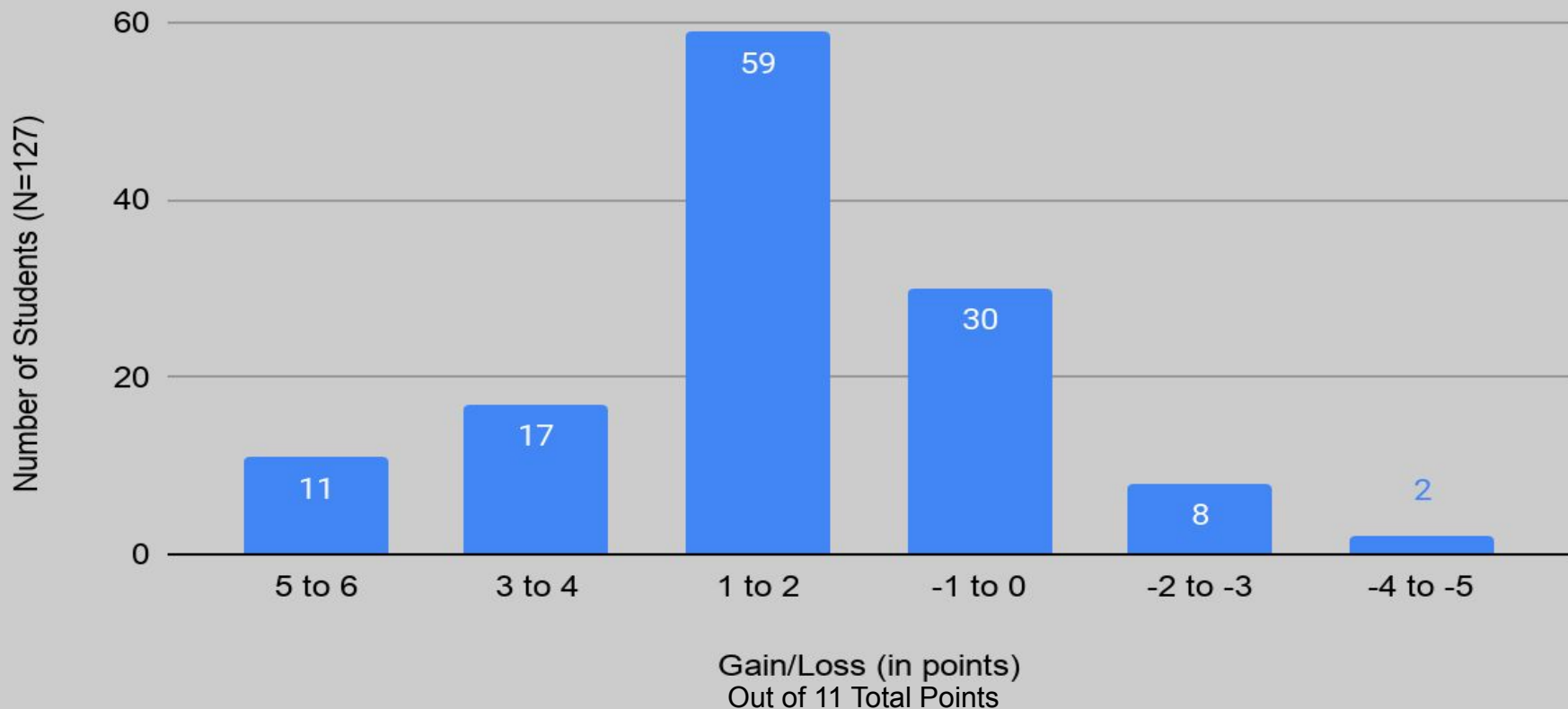
BUUSD Assessments Administered (Grades 3 - 8)

	Assessment Administered as Pre (Jan 2020) and Post (Sept/Oct. 2020)
Grade 3	Additive Reasoning (*Grade 2 Assessment)
Grade 4	Multiplicative Reasoning (*Grade 3 Assessment)
Grade 5	Fractional Reasoning (Grade 5 Assessment)
Grade 6	Fractional Reasoning (*Grade 5 Assessment)
Grade 7	Proportional Reasoning (*Grade 6 Assessment)
Grade 8	Proportional Reasoning (*Grade 7 Assessment)

***The decision was made to Post-assess with the same assessment (Sept/October) for data comparison purposes.**

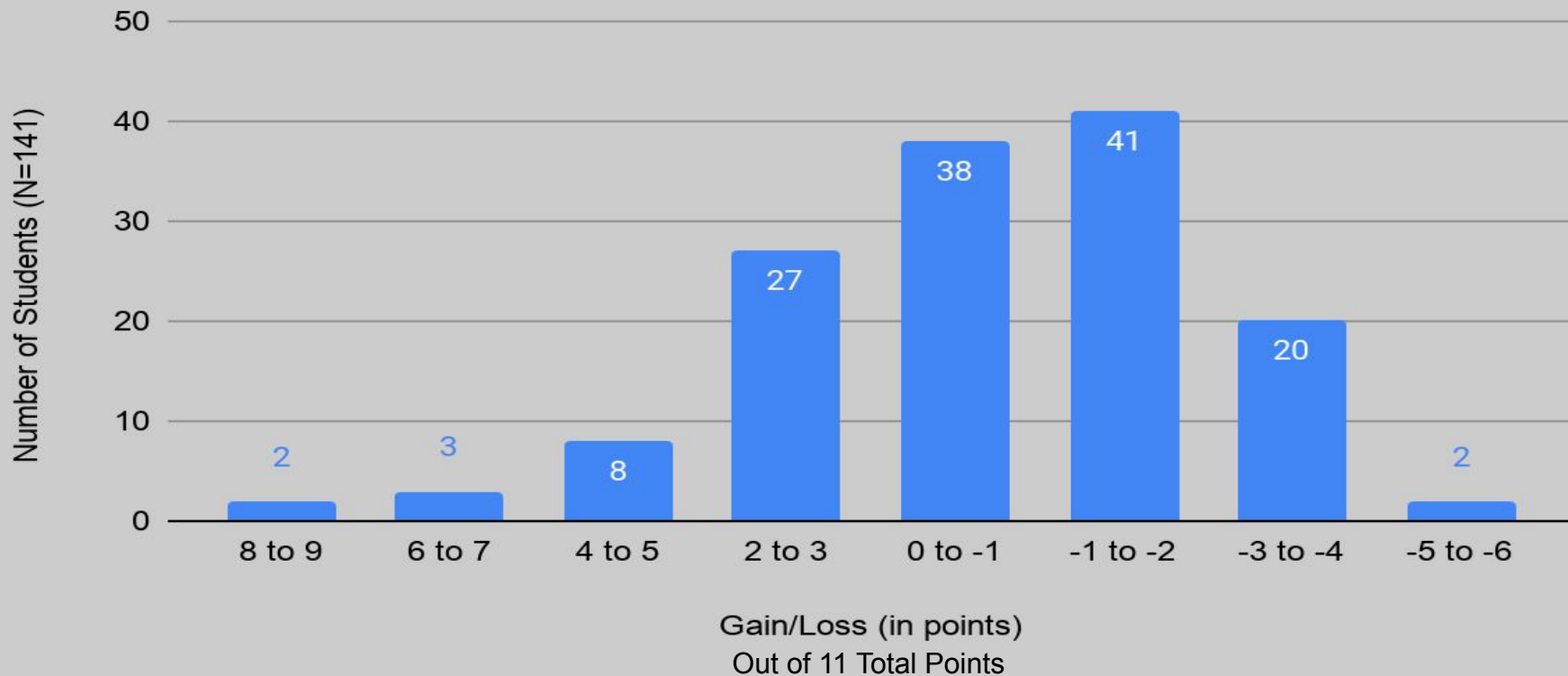
GRADE 2 Additive Reasoning Post Data (Grade 3)

Gains/Losses Winter to Fall (2020)



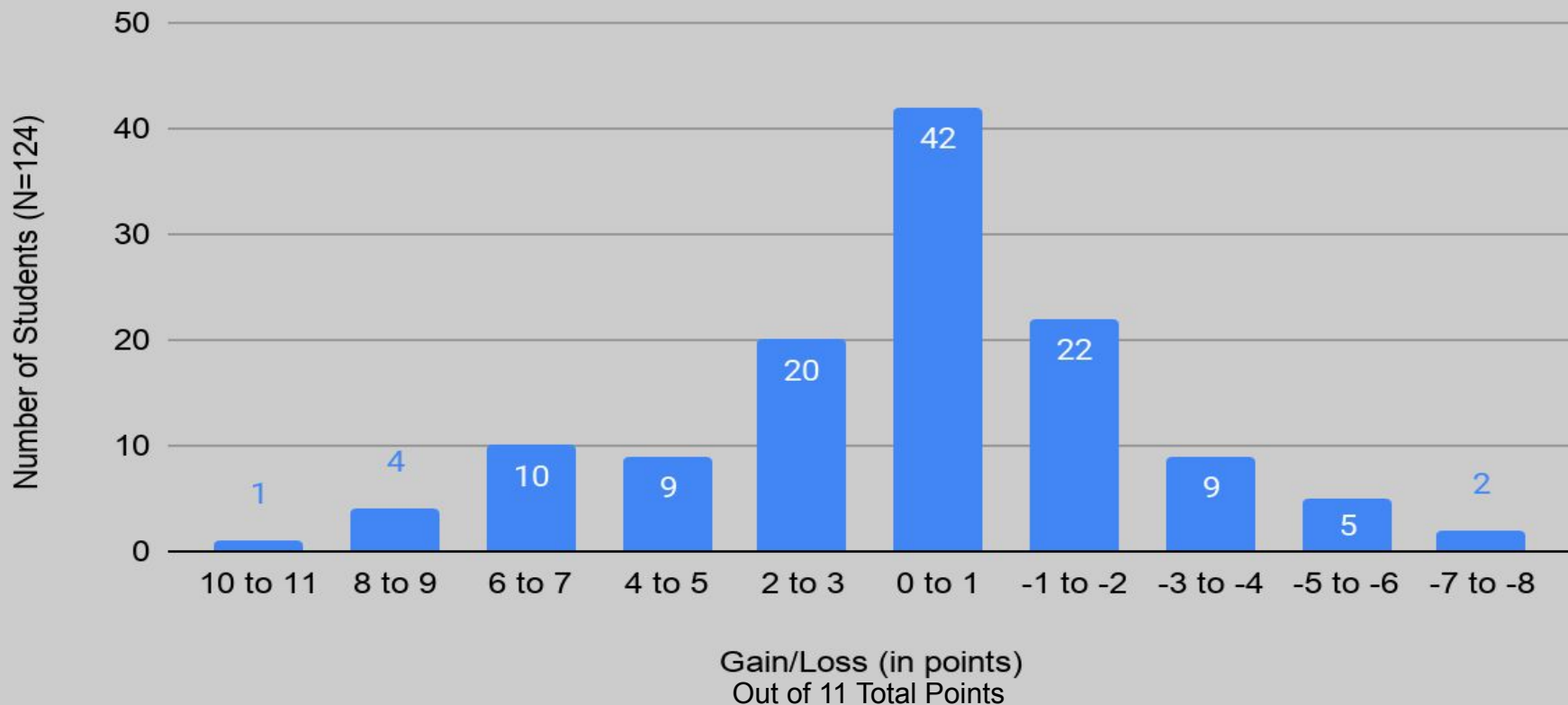
GRADE 3 Multiplicative Reasoning Post Data (Grade 4)

Gains/Losses Winter to Fall (2020)



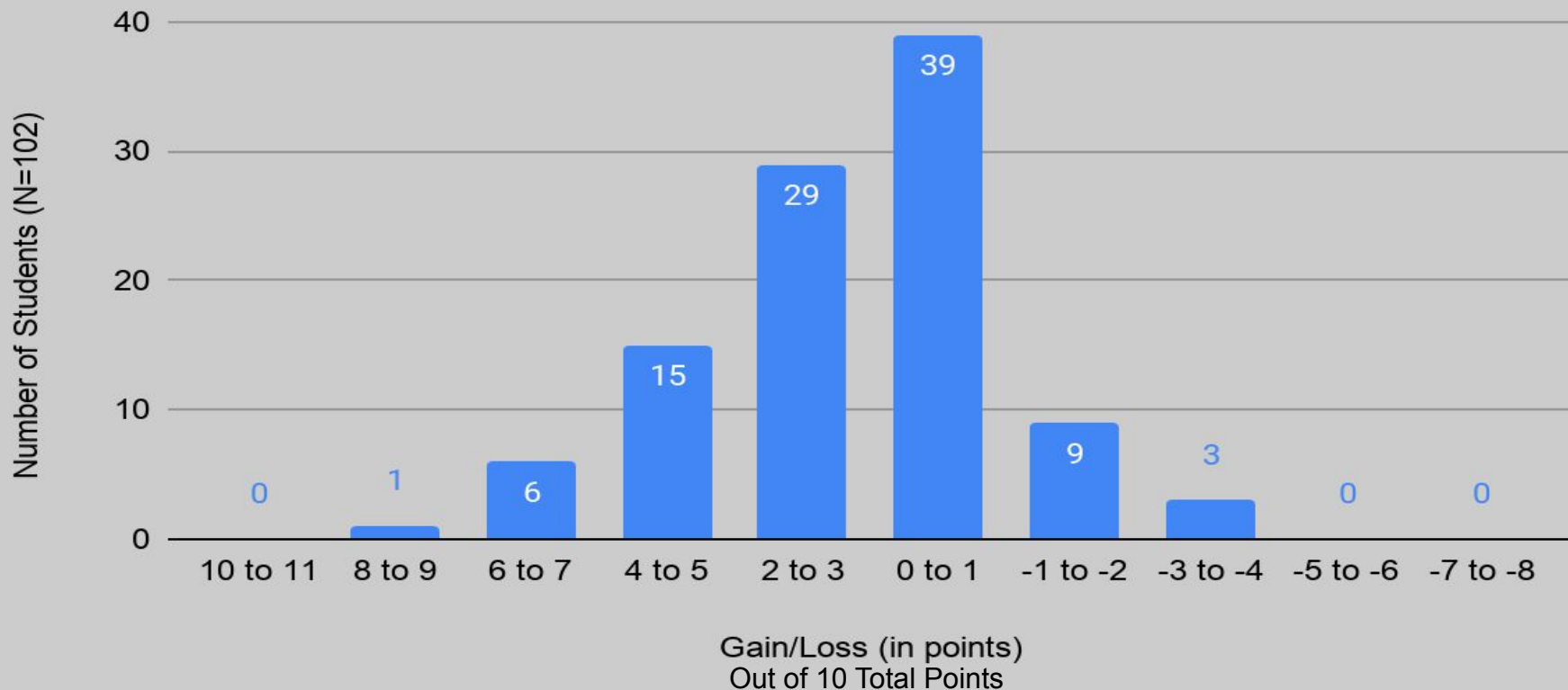
GRADE 5 Fractional Reasoning Post Data (Grade 6)

Gains/Losses Fall to Winter 2020



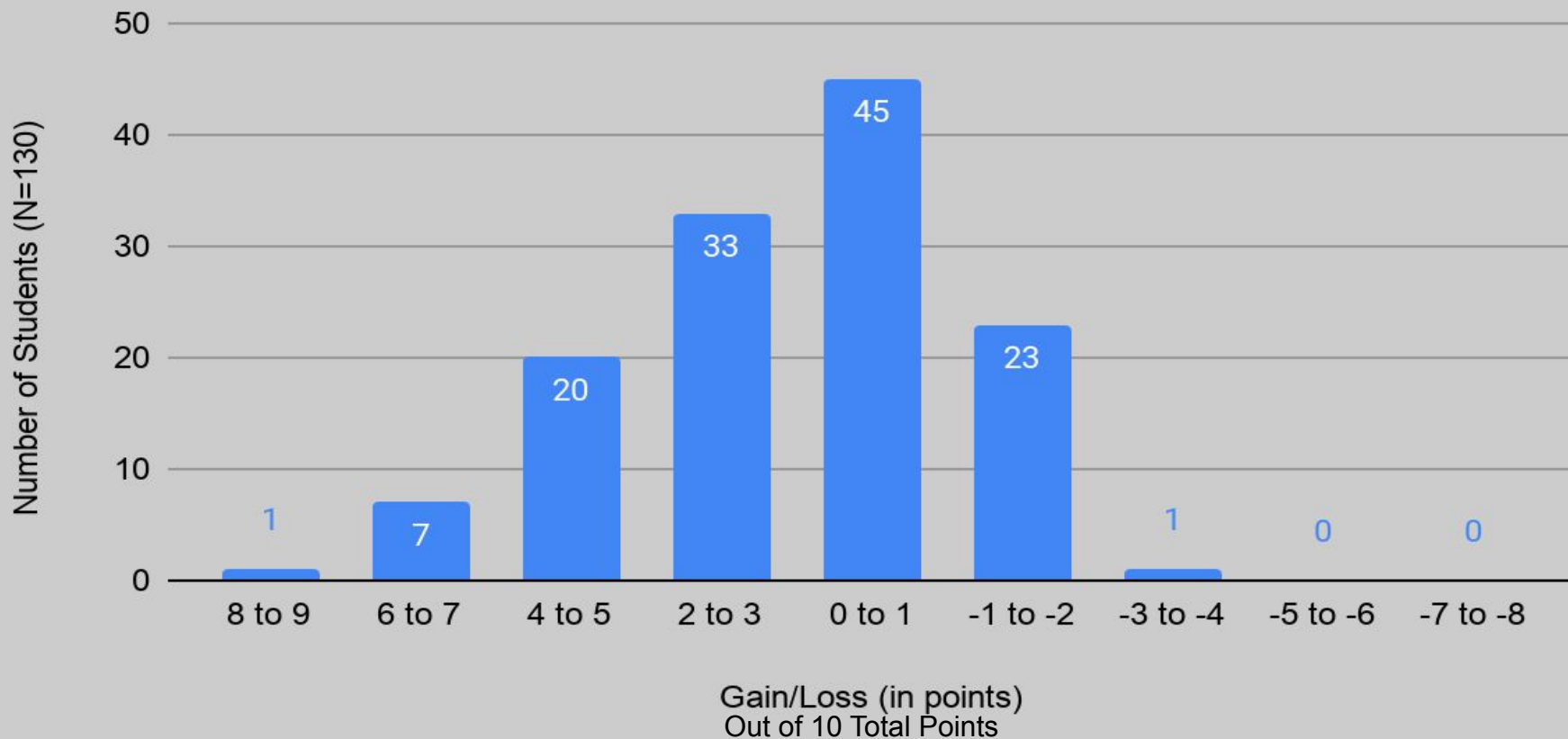
GRADE 6 Proportional Reasoning Post Data (Grade 7)

Gains/Losses Winter to Fall 2020



GRADE 7 Proportional Reasoning Post Data (Grade 8)

Gains/Losses Winter to Fall 2020



BUUSD Literacy Data

Fall 2020

BUUSD Literacy Assessment Schedule

Literacy Assessment Protocol:

- Teachers of literacy follow a district calendar of assessments.
- Some assessments are conducted three times a year (for progress monitoring).

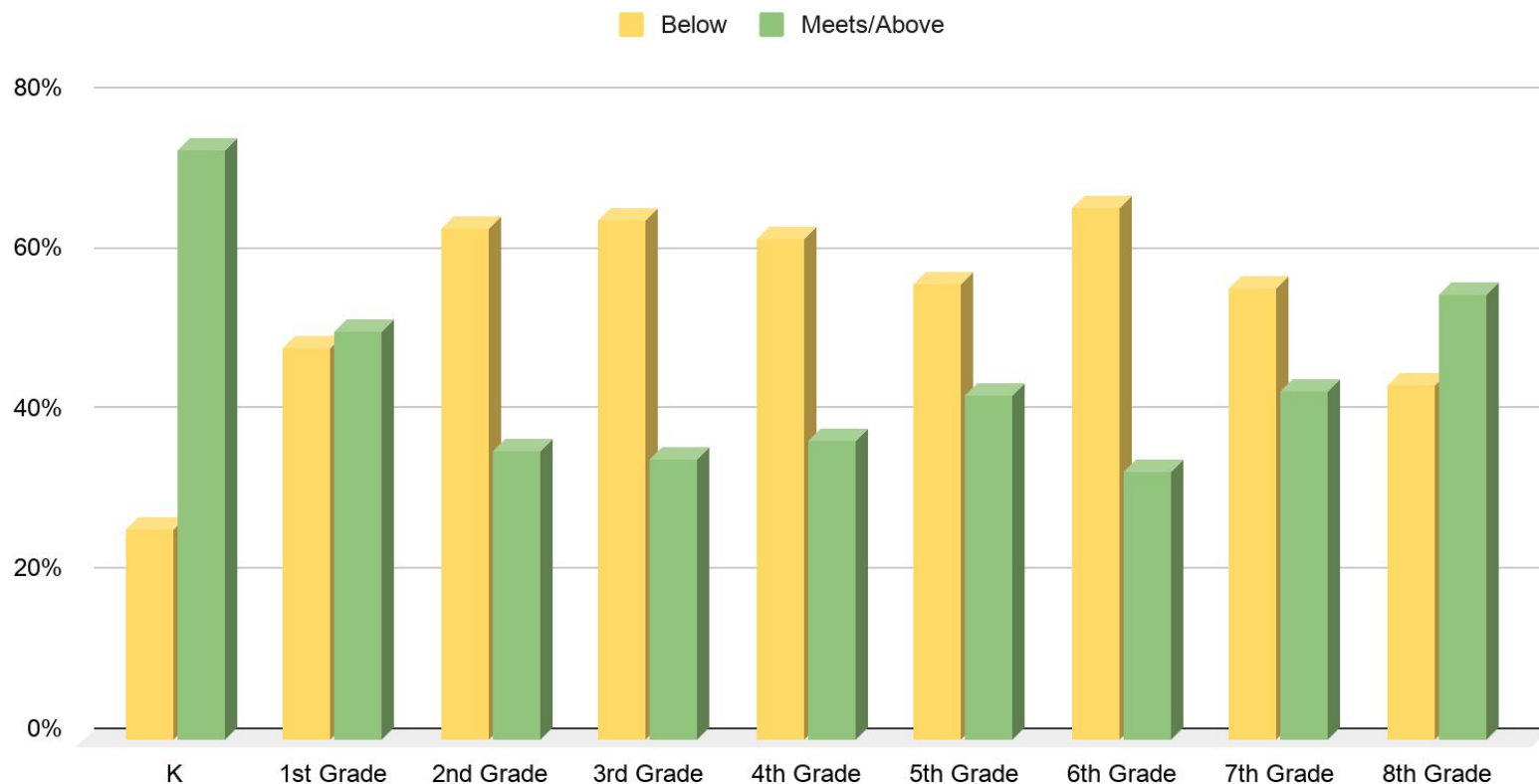
Reading

- Kindergarten and first grade students are assessed with POA (Primary Observation Assessment) developed by VT Agency of Education. This includes Letter ID and Word Test
- Grade 1 through Grade 8 students are assessed for reading using a combination of the Fountas and Pinnell and Renaissance: Star 360.

Writing

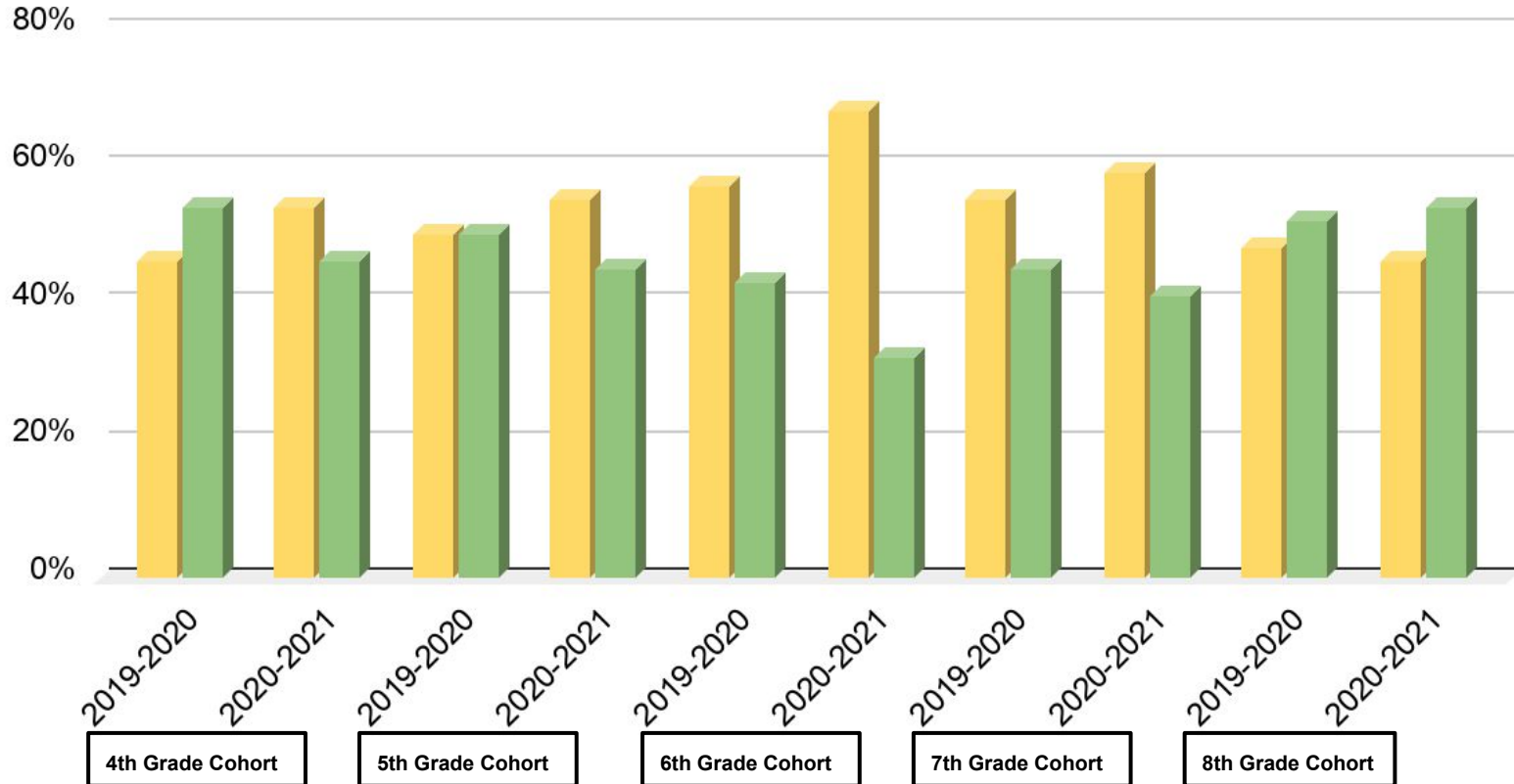
- Kindergarten and first grade students are assessed with sentence dictation 3 times a year (with the exception of Kindergarten starting in the January).
- In addition to Calkins post assessments, Kindergarten through 8th grade students are assessed with a writing prompt mid year.

Students Assessing Below and At (or Above) Standard on Grade Level Literacy Assessments Fall 2020



Year-to-Year Comparison of Student Mastery on Star 360

Below Standard Meets or Exceeds Standard



Technology Tools Usage Data

In Hybrid and Remote Instruction

General students online activities from September through November 2020



55% 1147%

of requested content is education related

80% 99%

of requests made 7 AM - 4 PM

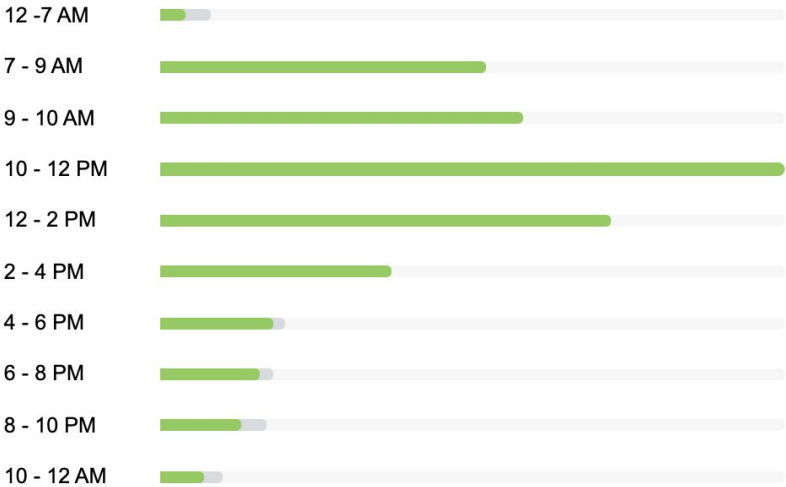
63% 49%

of students have been active online

1.1k 36%

students have not been online

Activity by time of day

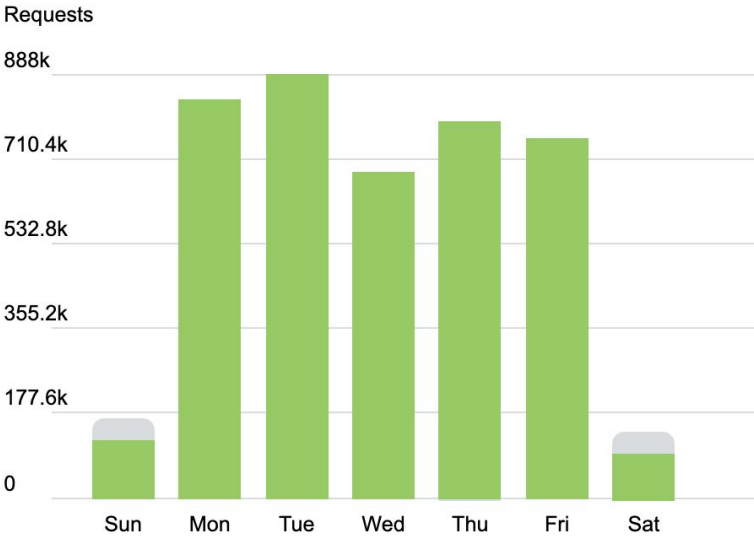


Online activity for all students for the selected period.

Educational Activity

Other Activity

Activity by day of week



Online activity for all students for the selected period.

Educational Activity

Other Activity

Google Classrooms Created by staff

Compare data from July to November

2018

2019

2020

Timeframe

07/01/2018 - 11/30/2018

Total Classes

366

Classes by state



83

ACTIVE

283

ARCHIVED

Timeframe

07/01/2019 - 11/30/2019

Total Classes

392

Classes by state



87

ACTIVE

305

ARCHIVED

Timeframe

07/01/2020 - 11/30/2020

Total Classes

825

Classes by state



725

ACTIVE

100

ARCHIVED

District-wide Students Engagement with Google Tools

- [Google Classroom](#)
- [Google Meet](#)
- [Google Drive](#)
- [Google Doc](#)



Timeframe: last 30 days



Google Classroom District-wide

TIMEFRAME

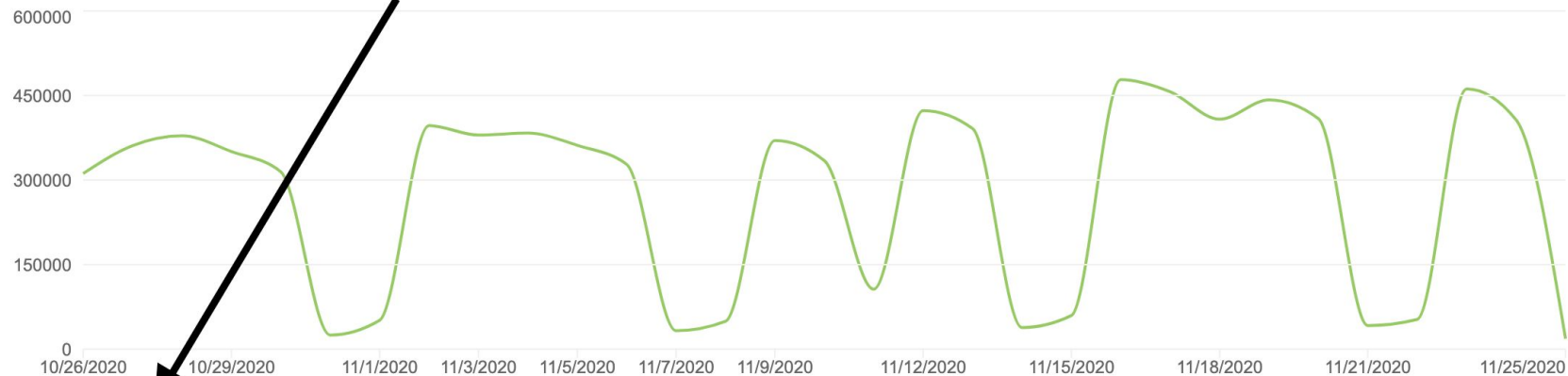


Last 30d

SESSIONS

USER ENGAGEMENT

● Current Period ○ Previous Period



1697
USERS

0% of 0
LICENSES USED

\$0
COST OF LICENSES USED

62.3 ↘ 4.8%
SESSIONS / USER

100%
DATA PRIVACY GRADE



Google Meet District-wide

TIMEFRAME



Last 30d

SESSIONS

USER ENGAGEMENT

● Current Period ○ Previous Period



1556
USERS

0% of 0
LICENSES USED

\$0
COST OF LICENSES USED

29.6 ↗ 67.0%
SESSIONS / USER

—
DATA PRIVACY GRADE



Google Drive District-wide

TIMEFRAME



Last 30d

SESSIONS

USER ENGAGEMENT

● Current Period ○ Previous Period



1757

USERS

0% of 0

LICENSES USED

\$0

COST OF LICENSES USED

58.2 ↘ 5.4%

SESSIONS / USER

—

DATA PRIVACY GRADE



Google Docs District-wide

TIMEFRAME



Last 30d

SESSIONS

USER ENGAGEMENT

● Current Period ○ Previous Period



1780
USERS

0% of 0
LICENSES USED

\$0
COST OF LICENSES USED

92.2 ↘ 6.5%
SESSIONS / USER

100%
DATA PRIVACY GRADE

Seesaw Activities Analytics

District all time usage:

Posts Added

28,473

Comments Made on
Student Work

14,541

Likes of Student Work

12,577

Visits by Family
Members

9,103

Other Tools With High Usage Data

Apps	Users	Sessions
<u>Flipgrid</u>	563	17201
<u>Prodigy Math Game</u>	362	13992
<u>Freckle Education</u>	522	10581
<u>Zearn</u>	458	10407
<u>Cool Math Games</u>	482	10071
<u>Pear Deck</u>	852	8432
<u>ck-12</u>	277	6659
<u>Scratch</u>	157	6236
<u>Edpuzzle</u>	627	5115

Curriculum Committee Questions ~ December 1, 2020

The administration would greatly appreciate having questions in advance in order to give the most comprehensive answers possible at the committee meeting. Thank you!

Had a chat with a couple of parents of IEP students. Their questions revolved around getting assignments on one google site and then having to switch to another in order to do the work. They explained that that requirement can not only be time consuming but also confusing. Anything we can do to help them? Alice

Tim sent me an email with the question (David)

What is the school going to do to make sure that Johnny who now enters the 9th grade with a 5th grade math ability catches up and is fully ready for the 10th grade?