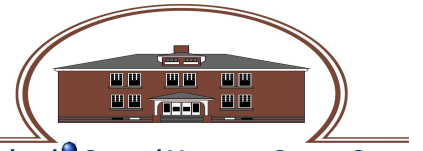


# Barre Unified Union School District



120 Ayers Street, Barre, VT 05641 • [www.buUSD.org](http://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.*

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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:** January 20th, 2021

**RE:** BUUSD Curriculum Committee Meeting  
January 26th, 2020 @ 5:30 p.m. via Google Meet  
Meeting ID: [meet.google.com/mef-dabr-tvh](https://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 December 1, 2020
5. New Business
  - 5.1. What does Intervention Look Like at BUUSD? [Intervention Presentation](#)
  - 5.2. Review of BUUSD Assessment Plan [BUUSD Assessment Plan](#)
  - 5.3. Vision, Mission, Strategic Plan Update
  - 5.4. Equity Work Process for the District
  - 5.5. Annual Curriculum Work Plan [Annual Curriculum Plan](#)
  - 5.6. Future meeting Feb 23 (Feb break) Need to Change?

6. Old Business
7. Other Business
8. Items for Future Agenda: Update from Regional Advisory Board CVCC
9. Next Meeting Date: February 23, 2021 via video conference - Google Meet
10. Adjournment

**DRAFT**  
**BARRE UNIFIED UNION SCHOOL DISTRICT**  
**CURRICULUM COMMITTEE MEETING**  
Via Video Conference – Google Meet  
December 1, 2020 - 5:30 p.m.

**MINUTES**

**COMMITTEE MEMBERS PRESENT:**

Victoria Pompei, Chair (BT)  
Tim Boltin, Vice-Chair (BC)  
Alice Farrell (BC)

**COMMITTEE MEMBERS ABSENT:**

**ADMINISTRATORS PRESENT:**

David Wells, Superintendent  
Mary Ellen Simmons, Assistant Superintendent of Instruction  
Emmanuel Ajanma, Director of Technology  
Lauren May, Director of Early Education

**OTHER BOARD MEMBERS PRESENT:**

**COMMUNITY MEMBERS PRESENT:**

Venus Dean  
Jean Haeger  
Christine Farnham  
Karen Fredericks  
Ben Matthews  
Mike Martin  
Andrea Moore

**1. Call to Order**

**The Chair, Mrs. Pompei, called the Tuesday, December 1, 2020, BUUSD Curriculum Committee meeting to order at 5:30 p.m., which was held at the 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 October 27, 2020**

**The Committee agreed by consensus to approve the minutes of the October 27, 2020 BUUSD Curriculum Committee Meeting.**

**5. New Business**

**5.1 Introduction of New Assistant Superintendent of Instruction**

Ms. Simmons introduced herself and provided a brief overview of her background and experience.

**5.2 Review of Fall Assessments**

A document titled BUUSD Data Review – Fall 2020 – Mathematics and Literacy was distributed. The document was displayed on-screen for presentation. Ms. Farnham advised that assessment data includes both growth and performance. The overview began with math assessment results, and it was noted that one of the goals was to assess how students fared going into this academic year, based on comparisons from their base in January 2020. Mid-year assessments were performed in January 2020, prior to the switch to remote learning. Due to remote learning, Post Assessments (normally administered in June) were not performed. The June Post Assessments were administered this past fall and results of that data are being presented this evening. Ms. Farnham provided a brief overview of the types of math assessments (PNOA – Primary Number Observation Assessment for grades K – 1, and CCSS-M standards for grades 2 – 8).

# DRAFT

Ms. Dean will provide an overview of math results and Ms. Fredericks will provide an overview of literacy results. Ms. Dean provided a brief overview of the subcategories of PNOA testing. Ms. Dean provided clarification that the assessments administered in the fall of 2020, are the assessments that would have been administered in June, thus 1<sup>st</sup> grade students were given the Post Assessment for Kindergarten, 2<sup>nd</sup> graders were given the Post Assessment for 1<sup>st</sup> grade, etc... The exception to this is for 5<sup>th</sup> grade students. There was no post assessment for 4<sup>th</sup> graders going into 5<sup>th</sup> grade. Those students received the ‘beginning’ fraction assessment. As pre and post assessment data is not available for these students, there is no data reporting for that cohort. Ms. Dean reviewed the data, by grade, noting information relating to gains and losses per grade. Ms. Dean believes most of the data is close to what was anticipated. It was noted that the data being presented represents only those students who were assessed in January and in the fall of 2020 (any student who did not participate in both assessments, has been removed from the data). In response to a query, Ms. Dean advised that the assessments were the standard assessments given every year. Additionally, in response to a query, Ms. Dean reported that this data has not been compared to the assessments from the previous year (a comparison that could have identified progress during a full in-person year vs. progress during COVID). Ms. Fredericks provided an overview of Literacy Assessments, including assessment schedules for reading and writing for grades K – 8, as well as the types of assessments (Primary Observation Assessments, Fountas and Pinnell, Renaissance: Star 360, sentence dictation, and writing prompts). The presentation included data by grade for the fall assessments, and a year-to-year comparison (2019 – 2020 vs. 2020 – 2021), with the most remarkable difference being with the 6<sup>th</sup> grade cohort, that had significantly more students in the ‘below standard’ range. The 8<sup>th</sup> grade cohort shows a slight increase in proficiency. Mrs. Pompei queried regarding interventions being put in place to assist students with improving proficiency. Ms. Fredericks advised that it is hoped that mid-year literacy assessments will show that interventions are working. Ms. Dean advised that math intervention is struggling, and it is believed that participation by students was lacking. Ms. Dean advised that they are currently only hearing back from 50% of those students who are being offered intervention. Of those who have responded, not many are opting not to participate. Ms. Dean advised that there are also scheduling difficulties. Mr. Wells queried regarding how intervention is provided for students found to be significantly below grade level. Ms. Fredericks advised that targeted literacy assessments help identify the focus skills that students are struggling with the most. Teachers, interventionists, and IEP teachers make efforts to support students in learning the most crucial focus skills, to assist students with gaining ground. Ms. Farnham advised that for math, students are supposed to receive both on-grade level instruction, and ‘just-right’ level instruction, and are trying to make changes to assure that both of these levels of instruction are provided, though under hybrid instruction, it has become more difficult. It was noted that standards are not lowered because of the hybrid learning environment.

## **6. Old Business**

### **6.1 Update on Curriculum Leadership Roles and Responsibilities**

Mr. Wells advised that he, Ms. Simmons, and Mrs. Marold are working on defining the roles & responsibilities, and reviewing the job descriptions. In the future, Mr. Wells will be presenting to the board; models that are more efficient and streamlined, and are based on models other supervisory unions are using.

### **6.2 Update on DRAFT Annual Work Plan**

It was noted that there was no updated draft in the packet. Mr. Wells displayed the current Work Plan. Mrs. Pompei recapped that at the previous meeting it was announced that Mr. Wells and Ms. Simmons would be working on this plan, defining what would be presented and discussed at Curriculum Committee meetings. Mr. Wells queried regarding the topic of Equity. Ms. Simmons advised that she and Mr. Wells have met with two Vermont Law School students (seniors) who are willing to work with the District to develop an equity policy, procedures, professional development, and creation of an Equity/Racial Justice, and Inclusion Task Force. Discussion of this item will probably not occur until January or February, as there is still much work to be performed.

#### **6.2.1 The Barre Writes Contest**

Ms. Fredericks provided an update to the committee, advising that she has been assisting with coordination of the Barre Writes Contest, in conjunction with Vermont Reads. Students have been participating in this contest for approximately 10 years. The contest helps students with self-awareness, and self-confidence. Students also have the option of submitting a piece of artwork to go with their written work. Given the hybrid learning environment, Ms. Fredericks is pleased with the number of participants. There is a video of the Awards Ceremony. Mr. Allen is editing the video and it will be posted on the web site.

#### **6.2.2 Vermont Reads**

Ms. Fredericks advised that Aldrich Library is also participating in this project and have some grant funded books that students and teachers are able to access.

#### **6.2.3 Technology Use in Hybrid & Remote Instruction**

Emmanuel Ajanma, Director of Technology advised that he has data to share with the Committee, and began a presentation titled Technology Tools Usage Data – In Hybrid and Remote Instruction. The presentation was displayed on-screen. A copy of the presentation is included in the meeting packet addendum. Mr. Ajanma advised that usage of technology tools has increased significantly during the pandemic. Mr. Ajanma advised regarding general activity/usage by students, with the most popular days being Mondays and Tuesdays, peaking again on Thursdays and Fridays. The majority of student on-line time is allocated to education, with a small percentage being allocated to ‘other activity’. Mr. Ajanma provided comparison data for July through

# DRAFT

November for the years 2018, 2019, and 2020, including the usage of Google Classroom. The total number of Google Classrooms has increased from 366 to 825. Mr. Ajanma provided information relating to district-wide student engagement with Google Tools (Classroom, Meet, Drive, and Docs) for the last 30 days, and advised that the usage should perhaps be higher, though it is noted that younger students utilize different on-line platforms/applications. The data indicates that usage is growing during the 30 day timeframe. Mr. Ajanma also provided data regarding other tools with high usage. Data includes the number of users and sessions. The application Seesaw has seen very impressive use by students and parents. Other high use applications include; Flipgrid, Prodigy Math Game, Freckle Education, Zearn, Cool Math Games, Pear Deck, ck-12, Scratch, and Edpuzzle.

Mike Martin (BCEMS Technology Integrationist) advised that remote instruction is very different than in-person learning, and advised regarding learning goals, objectives, and various ways in which remote instruction is being provided.

Andrea Moore (BTMES Technology Integrationist) advised that students struggle when there are too many different apps to learn. Ms. Moore recommends that teachers select/use just a couple of apps that work well with their curriculum, learn those apps well and stick with using just those few applications.

## **6.2.4 Math Instruction in Hybrid & Remote Instruction**

No Discussion.

## **7. Other Business**

Ms. Farrell provided a brief update on the Mission, Vision, Strategic Planning initiative, and advised that perhaps the Equity Task Force may wish to work collaboratively with the M/V/SP Design Team.

Mrs. Pompei advised that more of the extended remote learning plan will be presented at the Board meeting 12/03/2020

## **8. Items for Future Agendas**

- Update From Regional Advisory Board (CVCC) – January
- Progress Update and Planning for Students Needing Intervention - January
- Vision, Mission, Strategic Planning Group Update - January
- Discussion of Transition from Remote Learning to In-School Learning – Including Assessment and Interventions - January

Mr. Boltin would like to see a very specific plan (with dates – day 1, day 2, etc.) for the transition back to in-person learning, including assessments and implementation of interventions to get students caught up.

- Anti-racism Curriculum in Our Schools – including Plans for an Equity Audit (possibly January or February)

## **9. Next Meeting Date**

The December 22, 2020 meeting has been cancelled.

The next meeting is Tuesday, January 26, 2021 at 5:30 p.m. via video conference - Google Meet.

## **10. Adjournment**

**The Committee Agreed by consensus to adjourn at 7:00 p.m.**

Respectfully submitted,

*Andrea Poulin*



# What does Intervention Look like at BUUSD?

Mary Ellen Simmons, EdD and the Curriculum Team

# How to Create Systems of Supports for Students?

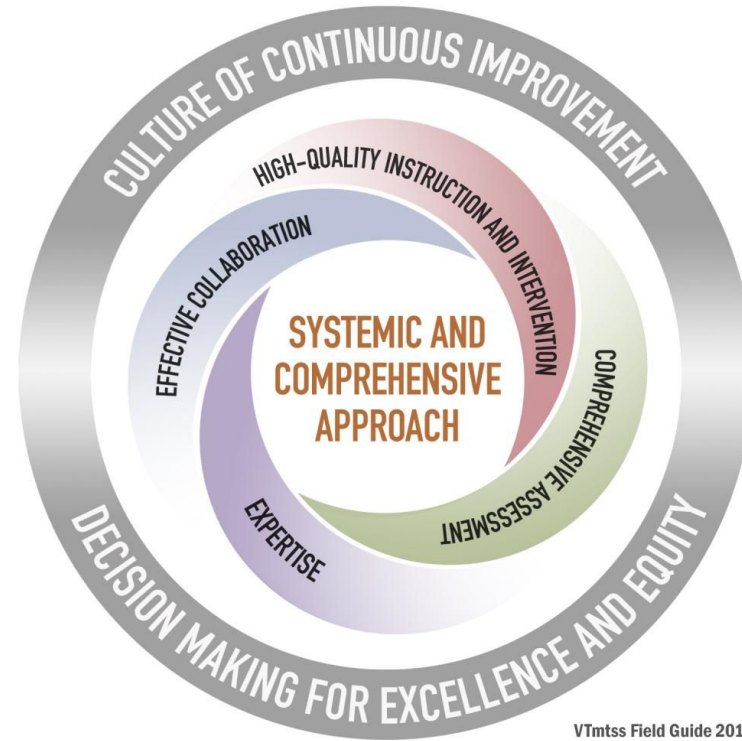


Based on the Vermont VtMtss system -

Culture of Continuous Improvement

Develop a Systemic and Comprehensive Approach

- High Quality Instruction
- Effective Collaboration
- Comprehensive Assessment Plan
- Expertise



# Key Components to Intervention work



Based on Dufour's Work

1. What do we want students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know it?



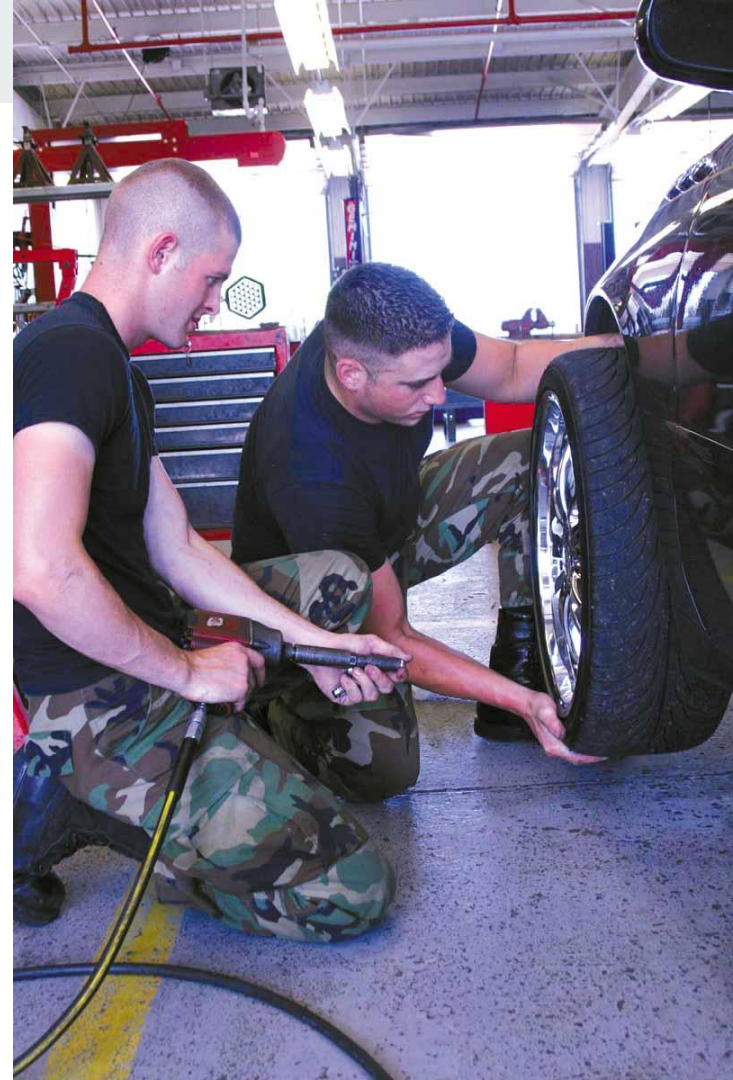
# Car Repair Analogy

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**Basic for All Cars:** Oil Change, Air in tires, etc...

**Second Line of Repairs:** Brake work, recharge battery,...

**Third Line of repair:** Repair engine





## What is Happening Currently for Intervention?

Data Driven Decisions based on assessment results

All Students are held to high expectations at the grade level standards (all students can achieve high levels).

Teachers use variability - know we can't teach the same way to all students.

Provide flexibility in the instructional practices.



# Interventionists for Literacy and Mathematics

## [Intervention at BUUSD](#)

K- 8 intervention and High School intervention teachers

Intervention:

- supplement not supplant
- use of universal design to address what students need to know and do, what barriers are in the way, what can we design for flexible pathways?
- add differentiated instruction in grouping students and providing challenge and support to students
- address social emotional learning self awareness, self regulation, student reflection

## Math and Literacy Intervention at BUUSD (in Normal Year)



- focused on most important content area at grade level
- 30 minute intervention blocks
  - during “math menu” time or reading group in K-4 classroom
  - during “enrichment” time in middle school
- low student:teacher ratio
  - 5:1 student:teacher ratio
  - 4:1 in kindergarten
  - 6:1 for middle school
- short sessions
- some push-in intervention

## **Modifications made to Intervention (Q1 and Q2) due to COVID related State Regulations**



- virtual intervention - to allow students to have highest possible amount of time with classroom teacher
- smaller group size
- middle school - intervention focused on students who were not completing work to allow for them to keep up with grade level instruction

## **Plan for Intervention (Q3 and Q4) due to COVID related State Regulations**

- K-4 will receive “normal” intervention (per past years)
- 5-6 will (targeting specific skills in “short bursts”)
- 7-8 will continue to support students during remote days with grade level work



# Steps Taken

[Creation of an Annual Curriculum Plan](#)

[Common Expectations for Intervention Work](#)

[District Wide Assessment Plan](#)

Formation of the Improving Student Learning Team

Created Focused Coaching Cycles to address student needs

Development of a Recovery Plan

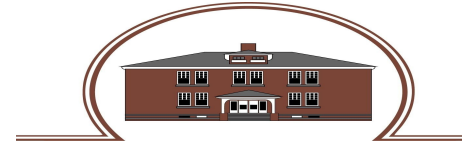
Outline Priorities for each content by grade level PK - Graduation



**Thank You!**

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## The BUUSD Plan for Assessments for 2020 - 2021 School Year

\*\*Page 1 = Literacy Assessments, Page 2 = other assessments. Schools may assess more as determined by the data team. These are the minimum common assessments across the supervisory union

BUUSD LITERACY READING LOCAL ASSESSMENT FRAMEWORK PLUS SBAC READING				
Level	Universal Screening	Diagnostic Tools	Benchmark/ Interim Check-In	Growth Summary
BUUSD	<p><b>OCTOBER</b>                      Benchmark Assess/BAS (Grades K- 2) (plus additional selected assessments)</p> <p>Star 360 Reading Grades 3 - 8 Percentile Rank</p> <p>PreK Universal Screening Tool Ages and Stages</p>	<p><b>OCTOBER/NOVEMBER/DECEMBER and FEBRUARY/MARCH/APRIL</b>                      Benchmark Assessments/BAS (plus additional assessments in phonics and word study)                      LLI                      Running Records                      Star 360 Reading Grades 3 - 8</p> <p>TS Gold (December) Grade PreK</p>	<p><b>JANUARY/FEBRUARY</b>                      Benchmark Assess/BAS Grades K- 2</p> <p>Star 360 Reading Grades 3 - 9 Percentile Rank</p> <p><i>February*</i>                      3 -8 SBAC Interim IAB/                      Performance Task</p> <p>PreK Universal Screening Tool Ages and Stages</p>	<p><b>MAY/JUNE</b>                      MARCH-MAY                      3-8 SBAC SUMMATIVE</p> <ul style="list-style-type: none"> <li>Reading</li> </ul> <p>May                      Benchmark Assess/BAS K- 2</p> <p>3-8 Star 360 Reading 3 - 9 Percentile Rank</p> <p>TS Gold (May - June) Grade PreK</p> <p>PreK Universal Screening Tool Ages and Stages (incoming students only in May)</p>
SCHOOL	PROGRESS MONITORING			



	<ul style="list-style-type: none"> <li>● <b>K-8 Assessment Tools</b></li> <li>● <b>Benchmark Assessments (BAS)</b></li> <li>● <b>STAR 360 (Reading)</b></li> <li>● <b>School-designed Assessment Tools</b></li> <li>● <b>Local Assessments</b></li> <li>● <b>Running Records</b></li> </ul>
<b>CLASSROOM</b>	<p><b>REGULAR ONGOING COLLABORATIVE FORMATIVE ASSESSMENT MEETINGS: Rapid Cycles of Inquiry</b>  Teachers meet with the Literacy <b>Coaches</b> for <b>regular</b> pre-planned meetings to review <b>problems of practice</b>, determine <b>root causes</b>, and create <b>theories for improvement in instruction and intervention</b> based on focused, formative assessment data analysis.</p> <p>Teachers will use data collected from assessments and classroom formative assessments to identify needs and support struggling students.</p>

BUUSD LOCAL ASSESSMENT FRAMEWORK (MATH (PNOA), PE (FitnessGram), SBAC Reading, Math and Science)				
Level	Universal Screening	Diagnostic Tools	Benchmark/ Interim Check-In	Growth Summary
BUUSD	<p><b>SEPTEMBER</b>  PNOA Grade K (Primary Numbers and Operations) Baseline</p> <p>PNOA K - 1  2 - 8 locally designed math assessments</p>	<p><b>OCTOBER through FEBRUARY</b>  Grades K - 8</p>	<p><b>JANUARY/FEBRUARY</b>  PNOA K - 1  2 - 8 locally designed math assessments</p> <p>3 - 9 STAR 360 Math</p> <p><i>February*</i>  <b>SBAC Interim</b>  Performance Task Grade 3 - 9</p>	<p><b>MAY</b>  <b>MARCH-MAY</b>  <b>SBAC SUMMATIVE</b> Grade 3 -9  Proficient or Above</p> <ul style="list-style-type: none"> <li>● Math</li> <li>● Science</li> </ul> <p>May  <b>PE Fitness Gram (NOT HAPPENING THIS YEAR)</b></p> <p>PNOA K - 1  2 - 8 locally designed math assessments</p> <p>3 - 9 STAR 360 Math</p>
SCHOOL	<b>PROGRESS MONITORING</b>			

	<ul style="list-style-type: none"><li>● <b>K-8 Assessment Tools</b></li><li>● <b>School-designed Assessment Tools</b></li><li>● <b>Local Assessments</b></li><li>● <b>PNOA/EONA (number and operations assessment)</b></li><li>● <b>Star 360 Math</b></li></ul>
<b>CLASSROOM</b>	<p><b>REGULAR ONGOING COLLABORATIVE FORMATIVE ASSESSMENT MEETINGS: Rapid Cycles of Inquiry</b></p> <p>Teachers meet with the Math <b>Coaches</b> for <b>regular</b> pre-planned meetings to review <b>problems of practice</b>, determine <b>root causes</b>, and create <b>theories for improvement in instruction and intervention</b> based on focused, formative assessment data analysis.</p> <p>Teachers will use data collected from assessments and classroom formative assessments to identify needs and support struggling students.</p>

2020 - 2021 BUUSD Curriculum Work Plan

Work	Notes
Review and revise Intervention Process to Match MTSS plan	Brought to Curriculum Committee 1/26/2021
Create <a href="#">Common Intervention Practices</a>	Brought to Curriculum Committee 1/26/2021
Create <a href="#">BUUSD Assessment Framework</a>	Brought to Curriculum Committee 1/26/2021
Formation of the Improving Student Learning Team incorporating all stakeholders addressing curriculum work and professional development needs in the district.	Held monthly meetings starting in December, 2020 ongoing.
Focused Cycles of Coaching for Teachers	Coaching plan to be re-evaluated now that we are back in full person
Development of a Recovery Plan	TBD
Outline of Priorities of Learning for each content by grade level PK to Graduation	Work started with PK and HS in December 2020 work ongoing