

Barre Unified Union School District

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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

Renee Badeau (Chair), Alice Farrell (Vice Chair), Tim Boltin

DATE: April 16, 2021

RE: BUUSD Curriculum Committee Meeting

April 27, 2021 @ 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.

AGENDA

1. Call to Order
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
 - 4.1. Meeting minutes from March 23, 2021
5. New Business
 - 5.1. Presentation: Review math and literacy services provided for students
 - 5.2. Literacy Night Author Visit and Family Meeting for required grant eligible schools
6. Old Business
 - 6.1. Vision, Mission and Strategic Plan Update
 - 6.2. Equity, Racial Justice and Inclusion Task Force Updates
 - 6.3. Barre 35 Growing Learners; Closing gaps
7. Other Business
8. Items for Future Agenda:
9. Next Meeting Date: May 25, 2021 via video conference - Google Meet

10. Adjournment

Parking Lot of items:

- Presentation from Allied Arts

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

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BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Via Video Conference – Google Meet
March 30, 2021 - 5:30 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Renee Badeau, Chair (BT)
Alice Farrell, Vice-Chair (BC)
Tim Boltin, (BC)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

David Wells, Superintendent
Mary Ellen Simmons, Assistant Superintendent of Instruction
Scott Griggs, CVCC Assistant Director
Chris Hennessey, BCEMS Principal
Brenda Waterhouse, SHS Principal

OTHER BOARD MEMBERS PRESENT:

COMMUNITY MEMBERS PRESENT:

Clifton Long Jennifer Luck-Hill Gerard Reymore

1. Call to Order

The Superintendent, Mr. Wells, called the Tuesday, March 30, 2021, BUUSD Curriculum Committee meeting to order at 5:40 p.m., which was held via video conference.

2. Organize Chair/Vice Chair

Mr. Wells asked for nominations for the position of Committee Chair.

On a motion by Mrs. Farrell, seconded by Mr. Boltin, the Committee unanimously voted to appoint Ms. Badeau as Chair of the Curriculum Committee.

Ms. Badeau chaired the remainder of the meeting. Ms. Badeau requested nominations for the position of Vice-Chair.

On a motion by Mr. Boltin, seconded by Ms. Badeau, the Committee unanimously voted to appoint Mrs. Farrell as Vice-Chair of the Curriculum Committee.

3. Additions and/or Deletions to the Agenda

Agenda Item 6.5, Updates from CVCC will be discussed out of order. Discussion will occur after Agenda Item 6.1
Delete Agenda Item numbering for 9.1. Only topics for discussion in the current meeting are to be listed with agenda numbers.

There was a brief review of Agenda protocols; Meeting Norms should be included at the end of each Agenda, All documents being presented should be included in the Agenda packet, rather than by links listed on the Agenda (the entire packet, including all 'back-up' documents, need to be posted online), and it was noted that the Agenda for this evening's meeting has not been posted on line (this was an issue last month as well).

4. Public Comment

None.

5. Approval of Minutes -

5.1 Meeting Minutes from January 26, 2021 and February 23, 2021

**The Committee agreed by consensus to approve the minutes of the January 26, 2021 BUUSD Curriculum Committee Meeting.
The Committee agreed by consensus to approve the minutes of the February 23, 2021 BUUSD Curriculum Committee Meeting.**

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6. New Business

6.1 Review Group's Working Agreements

A link to the Board/Committee Meeting Norms was listed in the Agenda. Ms. Badeau provided an overview of the "Board/Committee Meeting Norms". It was noted that the list of Norms is set by the Board and the Board and Committees all utilize this list.

6.2 Assessment Update and Review of Results

Mr. Wells advised regarding struggles caused by COVID-19, as well as acknowledging that some students were struggling prior to COVID-19. All school districts are in the process of assessing students and are required to provide results to the State by 04/15/21. In addition to reporting data, districts should begin identifying actions steps that will assist with student recovery. Review of data is essential to identify student needs. The State is also requesting information relating to student engagement, truancy, and social/emotional health. Tonight's presentation is reporting on academics (math and literacy for students in grades 3 – 8). The Star 360 Assessments were performed in February and included testing of remote, hybrid, and virtual academy students. Mr. Wells advised that the data being presented (Star 360 data), includes reporting of how BUUSD data compares to state-wide data. Mr. Wells provided a historical overview of testing within the BUUSD, including the effort to vertically align testing and data. Ms. Simmons advised regarding the schedule for assessments, including additional assessments for those who are struggling. Mr. Wells advised that District-wide there needs to be a common approach to assess data and develop strategies. Mr. Wells queried regarding the Committee's prediction on the results, and proceeded to display and provide an overview of the results. Mr. Wells advised regarding preliminary actions steps that have been identified by teachers and administrators as part of developing the Recovery Plan – (Barre 35). Mrs. Waterhouse advised regarding a cross-walk between assessment results and placement tests (for 8th grade students who will be entering SHS). Mr. Hennessey advised that review of data is a critical when developing intervention practices. Mr. Wells advised that many gaps were identified and the system is being honed to better utilize data and develop concrete steps towards closing gaps. Mr. Wells advised that there are dedicated staff members who are meeting to build the Barre 35 Plan. Development of an engaging and robust summer program is almost complete. The program will be run at BTMES. The summer program is grant funded and there are no costs for families. Mrs. Waterhouse advised regarding the expansion of academic offerings over the summer (for high school students). The expansion includes a program covering 4 content areas (history, science, literacy and math), and will also include a study skills component for 8th grade students and current freshman. The scheduling is flexible and will allow students to sign up for/participate in multiple programs over 4 weeks. There will also be a component focusing on social/emotional health. There is also the potential to offer a leadership/mentoring program. If this program can't be started over the summer, it will be implemented in the fall. Mr. Hennessey advised that BCEMS is looking into a program for older (middle school) students that cannot access the YMCA program.

6.3 Barre Rocks Reading Focus Results

Ms. Simmons advised regarding this reading initiative, which included a raffle for students who read books. Over 1000 books were read. Many students received raffle prizes. Ms. Simmons thanked community businesses for their support, including Mr. Boltin (Delicate Decadence) and the Rotary Club.

6.4 Vision, Mission, and Strategic Plan Update

Mrs. Farrell advised that this project is coming to a close. Mr. Goodrich will be meeting with the Design Team to formalize the Vision and Mission Statements (drafts), which will then be presented to the Board. Mrs. Farrell advised that this has been a very successful project, with involvement from many in the community.

6.5 Updates From CVCC

Mr. Griggs advised regarding tonight's presentation, and introduced CVCC staff members who will assist with the presentation. Mr. Griggs began the presentation advising regarding the ongoing application of skills, which includes academics and workplace learning. CVCC programs prepare students for post-secondary education as well as for careers. Jennifer Luck-Hill advised regarding the Middle School Initiative, advising of resources and curriculum available. Much information is available under 'Destination CVCC'. It was noted that the plan was for Ms. Luck-Hill to present in person at the various schools, but at the present time COVID restrictions prevent this from happening. Mr. Reymore advised regarding on-line learning platforms and certification of staff to teach on those platforms. Mr. Long advised regarding Suite 360, which provides students with academic content more in-line with CVCC programs. An overview was provided of the Remote Student Google Classroom, including details of various projects. The presentation included a link to one of the student's final projects. The importance of individual program projects was stressed. Mr. Long advised regarding projects performed in the Plumbing/Heating Program (utilizing supplies provided by CVCC), and the benefit of Mr. Long's opportunity to work with students on-line to assist with their projects. Mr. Reymore highlighted the Medical Professions Program, advising of an anatomy component that involved dissection of pig hearts. There was a brief presentation on graduation proficiencies. Programs are currently aligned with proficiencies and those proficiencies are approved by the sending schools. In addition to proficiencies, the State also requires Competencies. A sample list of competencies was displayed. CVCC collaborated with VSAC Aspirations, and utilizing grant funds, students were able to experience virtual job shadowing. Each CVCC Student has a digital Personal Learning Portfolio, which allows them to showcase their learning, and presentations, and also maintains a record of their certifications. PLPs document student growth over time. The PLP 'goes with the student' after they leave CVCC. The presentation included an overview of the CVCC transcript, which documents standards, certifications, and credentials.

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Mr. Griggs lauded CVCC staff for their preparedness and ability to continue working with students during the COVID emergency closure of schools. It was noted that under the emergency move to remote learning, most students remained engaged, with only a few requiring extensive outreach from staff. Ms. Luck-Hill will send a copy of the presentation to Jessica Adams, so that it may be posted with the Agenda. CVCC staff members were thanked for their attendance and presentation.

6.6 Barre 35 Growing Learners; Closing Gaps

Discussion held under Agenda Item 6.2.

6.7 Equity, Racial Justice and Inclusion Task Force Updates

Ms. Simmons advised that the Barre community has been working to bring equity to the schools. This initiative has involved working with two Vermont Law School students to develop an equity policy. Three community forums were held to assist with development of the draft policy. The task force has reviewed the draft and provided feedback. A second draft will be written. Once the 'draft' is finalized, it will be presented to the Policy Committee and the Board. Once the policy is approved/adopted, work will be performed to write procedures and institute professional development. A five session workshop (Cultivating a Culture of Equity and Excellence) with Dr. Luvelle Brown, will begin this Thursday (04/01/21). Attendees will include community members, parents, teachers and administrators.

7. Old Business

None.

8. Other Business

None.

9. Items for Future Agenda

- Updates From Elementary Math – How Are We Addressing COVID Math Slide?
- Implementation Plan for the Student Recovery Plan

Ms. Simmons advised regarding items on the existing Annual Work Plan. Committee Members were encouraged to contact Mr. Wells or Ms. Simmons with any additional items they would like to see on future agendas.

Mrs. Waterhouse congratulated Mrs. Poulin, advising that there has been a recent announcement naming David Poulin as the Class of 2021 Valedictorian.

10. Next Meeting Date

The next meeting is Tuesday, April 27, 2021 at 5:30 p.m. via video conference – Google Meet

11. Adjournment

The Committee Agreed by consensus to adjourn at 7:26 p.m.

Respectfully submitted,
Andrea Poulin

Agenda Item 5.1



PreK-8 Math/Literacy Curriculum Updates

April 27, 2021

Focus Question: How is our district working to support students' growth?

Attendees will recognize...

- the curriculum priorities of the BUUSD

Narrowing our District Focus

- Identification of essential standards (the concepts and skills that are most important at each grade level)
- Effective implementation of each section of a literacy/math lesson using specific high leverage strategies
- Monitoring data to inform next steps on instruction



Barre Unified Union School District

Supporting Student Growth in Mathematics

All means all ...



All Learners Network

Tools for math educators, inclusion for students, equity for communities

All Learners Lesson Structure

- Launch (5-15 min)
- Main Lesson (20-30 min)
- **Menu (25-30 min) - “just right math time”**
- Closure (5-10 min)

Menu for Differentiated (“Just Right”) Instruction

Critical elements of menu for students:

- Choice
- Differentiation

Critical elements to menu preparation:

- Use of formative assessment and collaboration between teachers/special educators/interventionists to allow appropriate work for all students through differentiation
 - in planning of menu
 - In planning of small group instruction during menu time

Boilerplate for Building a Menu

- Problem Solving
- Skills Practice
- Game
- Reflection (Journal)

Experiencing Menu Time

Menu X

Menu Y

These are sample math menus

Remember, choice is one important component of menu time. You may choose to explore in any order you desire.

Please do your best to explore each section of the menu briefly in the 10 minutes.

Math Menu - January 2021



Must Do:
Window Pane



Must Do:
Problem Set 1



Must Do:
Problem Set 2

Choose at least one of the problem solvers.

Problem Solver #1



*

Problem Solver #2



**

Problem Solver #3



Choose at least one of the games.



Game #1



Game #2

Game #1 Reflection



Game #2 Reflection

Similarities and Differences

Menu X vs Menu Y

Similarities

- * All students had the same Problem Solvers
- * All students had the same Games
- * All students had the same Reflection

Differences

- * Students had different Window Panes
- * Students had different Must Do

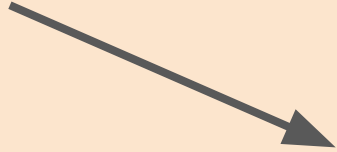
Skills Practice

Independent practice of current instruction




- Often this comes from elements of the math program (EngageNY)
- Application Problem
- Problem Set
- Homework

Continued review practice - Time for differentiated arithmetic practice




- Often called (and organized as) a Window Pane





Math Menu - January 2021


 Must Do: Window Pane	 Must Do: Problem Set 1	 Must Do: Problem Set 2
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Choose at least one of the problem solvers.

Problem Solver #1  *	Problem Solver #2  **	Problem Solver #3  ***
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Choose at least one of the games.

 Game #1	 Game #2
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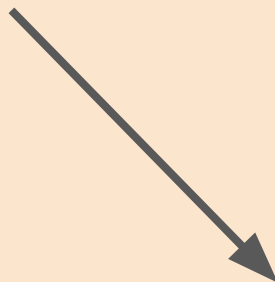
Game #1 Reflection	 Game #2 Reflection
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Problem Solving




Choosing Menu “Problem Solving” tasks

Choose 3 tasks at different levels (so students can choose the “just right” problem for them)




- ★ Offer a problem directly related to the current lesson/module objectives
- ★ Offer a problem for review
- ★ Offer a problem to gather formative assessment on upcoming content





Math Menu - January 2021


 Must Do: Window Pane	 Must Do: Problem Set 1	 Must Do: Problem Set 2
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Choose at least one of the problem solvers.

Problem Solver #1  *	Problem Solver #2  **	Problem Solver #3  ***
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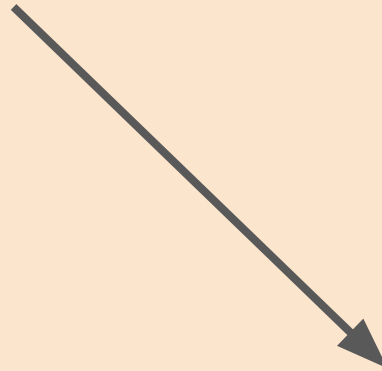
Choose at least one of the games.

 Game #1	 Game #2
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Game #1 Reflection	 Game #2 Reflection
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Games

- Not a “reward” – a tool for exploration and practice
- Can be “self differentiating” – learners enter at their own level
- Should be a mix of online games and hands-on games
- Covid likely directs this a bit more towards online options



Math Menu - January 2021

 Must Do: Window Pane	 Must Do: Problem Set 1	 Must Do: Problem Set 2
Choose at least one of the problem solvers.		
 Problem Solver #1 * 	 Problem Solver #2 ** 	 Problem Solver #3 *** 
Choose at least one of the games.		
 Game #1	 Game #2	
Game #1 Reflection		 Game #2 Reflection

Math Journals/Reflection

Should always ...

- Allow for multiple points of entry
- Provide the opportunity for students to learn by answering the question, and the teacher to learn about each student from the attempt
- Require higher level thinking - more than just remembering a fact or reproducing a skill

It likely will also ...

- Provide opportunities for students to represent their mathematical ideas using models and written language
- Provide opportunities for students to justify their reasoning and evaluate the reasoning of others

Math Menu - January 2021

Must Do: [Window Pane](#) Must Do: [Problem Set 1](#) Must Do: [Problem Set 2](#)

Choose at least one of the problem solvers.

[Problem Solver #1](#) [Problem Solver #2](#) [Problem Solver #3](#)

Choose at least one of the games.

[Game #1](#) [Game #2](#)

[Game #1 Reflection](#) [Game #2 Reflection](#)

Math Curriculum Priorities for 2021-2022

1. Prioritize essential standards at each grade level allowing all students to receive grade level mathematics instruction.
2. Continue our work/growth by improving instructional strategies to meet the needs of all students through the All Learners Network lesson structure.
3. Use menu time for intervention, SPED, and teacher collaboration to allow for targeted, differentiated instruction for all students.
4. Use data to inform instructional decisions.



Barre Unified Union School District

Supporting Student Growth in Literacy

Common Literacy Expectations:

- Beginning routine that gets students ready to learn (ie: a connection to prior knowledge in literacy or a thoughtful introduction of learning target) (5-15 min)
- Main lesson, focused on grade level skills and concepts, that is accessible to ***all*** students (20-30 min)
- Independent time to allow for small groups, differentiation, and targeted instruction (25-30 min)
- Closure (5-10 min)

Pre K-2nd Grade: Learning to Read

These 5 components have been identified as being essential in early literacy development:

- Phonemic awareness (ability to identify and manipulate individual sounds (phonemes) in spoken words)
- Phonics (mixing phonemic awareness with grapheme); Orthographics (remembering what letters and sight words look like)
- Fluency (mechanical—accuracy & speed, comprehension—expression)
- Vocabulary (the more readily recognized, the more fluent)
- Comprehension (derives meaning from text), explicit comprehension (facts) is distinct from higher order thinking; implicit thinking is self constructed—its inferential thinking

3-8th Grade Literacy: Reading to Learn

Studies suggest that teaching literacy skills in isolation does not build knowledge. Building knowledge in content areas (social studies and science) is what leads to increased comprehension; it is a *high-leverage strategy*.

Even when accounting for more time spent on summarizing, “finding the main idea,” and text structure, students make the most progress when they make connections between what they are learning and how they are interacting with the content.



Reading to Learn continued: building knowledge precedes building skills

ELA	Science	Social Studies
<p>Use the ELA block efficiently to build student knowledge.</p> <p>Incorporate content from social studies units.</p>	<p>Prioritize gathering riveting content for kids. Investigations are inquiry-based and anchored in phenomena that can be witnessed in “real life.”</p>	<p>Include high-quality texts about history, geography, and other social studies topics.</p>

Takeaways:

- Text selection matters
- In each of these subjects it also matters how students interact with the texts (discussing, debating, and questioning ideas, concepts and perspectives).

Curriculum Priorities for 2021-2022:

1. Bend literacy units to be more efficient by incorporating texts that reinforce social studies and science content. Incorporate menu time to allow for targeted instruction and small groups.
2. Increase opportunities in ELA, science, and social studies for students to discuss and respond to text (and presentations).
3. Align reading and writing assessments with curricular content (like social studies).
4. Use data to inform instructional decisions.

Math and Literacy Intervention at BUUSD

- 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
 - 4:1 in kindergarten
 - 5:1 in first through fourth grade
 - 6:1 for middle school
- short sessions (up to 8 weeks)
- some push-in intervention (within classroom)

Math and Literacy Instructional Coaches at BUUSD

- Co-Plan and facilitate professional development for all BUUSD math/literacy teachers
- Facilitate data analysis and use of student work to inform curriculum decisions at the grade and district level
- Implement coaching cycles with classroom teachers using a student-centered focus that applies instructional strategies to support growth

Questions?

**Mathematics
BUUSD
Curriculum
Committee
Presentation**

Introductions from presenters and committee members

- Name: Erin Carter, M.Ed. , NBCT
- Role: High School Mathematics and Statistics Department Chair
- Time in role and/or district: 17 years in SHS Math Dept, last 10 as chair

Overview of curricular area

- Math Best Practices: emphasis on Student Discourse and Common Core Math Practices
- Common Core Standards for high school govern requirements for Algebra, Geometry and Algebra 2. Foundations covers 8th grade standards, Connections 7th and the very few students in Math 180 with Special Education cover 2nd-6th.
- Common Core Mapping Project to ensure every standard is hit in Algebra Parts A and B, Geometry, and Algebra 2. Standards with asterixis may be in Precalculus. Mathematics Standards

Scope and Sequence of Program

- SHS Program of Studies beginning at page 32
- Students begin in Connections, Foundations, Algebra A, or Honors Algebra.
- Courses after Algebra, in sequence are Geometry/Honors Geometry, Algebra 2/Honors Algebra 2, Honors Precalculus, AP Calculus AB/BC and Statistics/AP Statistics
- Electives include: Robotics, Engineering, Computer Science

Example Standards (Geometry)

Student Friendly Standards Checklist

Long-form Standards

Standard-by-standard rubrics

Standard A, B, C, D, E, G

Sample Lesson Plans

Assessment Data

Test	SHS	Vermont	Global
AP Statistics Pass Rate 2019	64.3%	60.6%	59.7%
AP Calculus Pass Rate 2019	80%	62.3%	58.4%
SBAC (9th grade, 2018)	39%	35%	
SBAC (9th grade, 2019)	33%	35%	
SAT (11th grade October, 2019)	552	562	574
PSAT (11th grade, 2019)	462	488	494

Interventions

- Math Tutorial: Every morning from 7:05-7:35 (prior to band), every afternoon except Tuesday. (Has not been offered this year due to pandemic)
- Math Interventionist in Tide Pool
- Math Club and Math League available to all students who are interested, differentiated to provide challenge to our strongest learners.
- New Next Year: Inspirations and Ideas
- Summer School for students who need a little more time to finish expectations for Algebra, and sometimes Foundations, Geometry, and Algebra 2.

Freshman or Transfer Placement

- 8th graders take a placement test in February. 8th grade teachers, SHS Math teachers and Special Educators meet to discuss placement of students. This year we also had STAR 360 data
- Transfer students are administered a “transfer test” if they are successful on the first test.
- Roughly equivalent scores and placements between Barre Town and Barre City. Transfer data n size isn't significant enough to consider.

Placement Breakdown

Year	Honors Alg/Honors Geo	Algebra 1	Foundations	Connections	Other
2021	21	64	44	17	19
2020	29	65	47	7	26
2019	35	87	25	23	20
2018	25	67	51	27	19
2017	34	92	34	16	26

Students placed in “Other” include students that were homeschooled, attended another school, were placed at SEA, outplaced, life skills and Math 180.

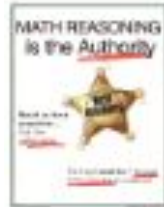
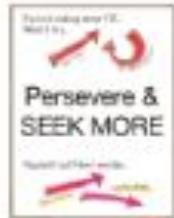
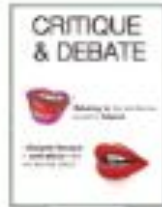
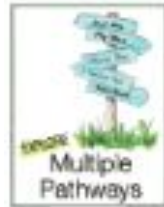
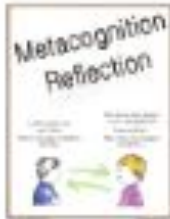
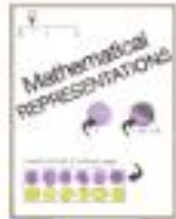
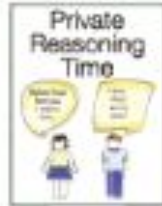
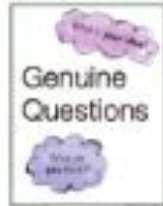
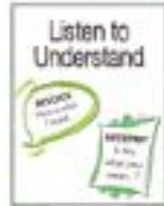
Some students, for various reasons, took a different class than where they were placed.

Some students moved from Foundations to Algebra at the end of first semester.

Professional Development, Where we've been and where we are now.

- Math Best Practices Training, 2013-2016
- Teachers hired in the department after 2016 were trained in-house by the department or already had the training at another school.
- We push each other to maintain fidelity in implementation. Great Schools Partnership (2018-2019) also allowed us to focus on these goals.

Math Habits of Mind and Interaction



Questions? (10 min)

