



**Spaulding High School
Central Vermont Career Center
Barre City Elementary and Middle School
Barre Town Middle and Elementary School**

Chris Hennessey, M.Ed.
Superintendent of Schools

A rock solid education for a lifetime of discovery

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MEMORANDUM

TO: Barre Unified Union School District Curriculum Committee

Sarah Pregent (Vice Chair), Chris Parker, Nancy Leclerc,
Melissa Battah, Rachel Aldrich

DATE: July 28, 2022

RE: BUUSD Curriculum Committee Meeting

August 4, 2022 @ 6:00 pm

In-Person: Spaulding High School Library, 155 Ayers St, Barre

Remote Options: Google Meeting ID: [meeting link](#)

Phone Number: 1-413-327-0525 PIN: 177 328 274#

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 (Sarah, Vice Chair)
2. Organize
3. Additions/Changes to Agenda
4. Public Comment
5. Review/Approval of Meeting Minutes
 - 5.1. Meeting minutes from May 5, 2022
6. New Business
 - 6.1. Brief review of spring data (including administrators' takeaways)
 - 6.2. Effective Practices as a universal focus
 - 6.3. Progress monitoring to support a more effective MTSS
7. Old Business
8. Other Business
9. Items for Future Agenda
10. Next Meeting Date: September 1, 2022 at 6:00 pm, SHS Library and Google Meet.

11. Adjournment

Parking Lot of items:

- Great Schools Partnership Consultant, Jean Haeger: Summary of Support for 22-23
- Use of Diagnostic Assessment Data to Assist Teachers with Identifying Student Needs
- Report on How planning to date has impacted Student Learning
- Special Educator's Office Presentation
- Professional Development
- Organizational Flow Chart (outline)(personnel fit/responsibilities)

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

DRAFT

BARRE UNIFIED UNION SCHOOL DISTRICT CURRICULUM COMMITTEE MEETING

Spaulding High School Library and Via Video Conference – Google Meet
May 5, 2022 - 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Renee Badeau, Chair (BT) – Chair
Sarah Pregent (BC) – Vice Chair
Rachel Aldrich-Whalen (BC Community Member)
Melissa Battah (BT Community Member)
Nancy Leclerc (At-Large)
Chris Parker (BT)

COMMITTEE MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent

OTHER BOARD MEMBERS PRESENT:

Alice Farrell
Terry Reil

COMMUNITY MEMBERS PRESENT:

Mike Deering, II Karen Fredericks Karen Heath Josh Howard

1. Call to Order

The Chair, Ms. Badeau, called the Thursday, May 5, 2022, BUUSD Curriculum Committee meeting to order at 6:00 p.m., which was held at the Spaulding High School Library and via video conference.

2. Additions and/or Deletions to the Agenda

None.

3. Public Comment

None.

4. Approval of Minutes -

4.1 April 7, 2022 Curriculum Committee Meeting Minutes

On a motion by Mrs. Pregent, seconded by Mrs. Leclerc, the Committee voted 5 to 0 to approve the minutes of the April 7, 2022 BUUSD Curriculum Committee Meeting. Ms. Battah abstained.

The Committee held introductions.

5. New Business

5.1 Restructuring Table

A document titled Restructuring Table (May 5, 2022) was distributed.

Ms. Fredericks provided a brief overview of the restructuring table, advising that she is currently the MTSS Coordinator, and starting 07/01/22, she will be the Director of Curriculum, Instruction, and Assessment. The Grants and Data Coordinator position replaces the MTSS Coordinator position. The position has been posted and is still open. This position will involve grant related work (grant writing and follow-up reporting), as well as coordination of data, which includes assessment data (state and local). MTSS Coordinator work will be split between the new position and the Director of Curriculum. An unfilled interventionist position has been shifted to a Math Coordinator, and it is hoped that the Literacy Coordinator position will be grant funded. These positions existed in prior years, and staff members have advised that reinstating these positions would be beneficial. Math and Literacy Coordinators will report to the Director of Curriculum. Math and Literacy Coaches report to building principals. The District plans to reinstate math and literacy nights in the coming year. Details will be forthcoming. Mrs. Farrell requested that at some point, there be a summary report advising of the number of new positions being created.

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5.2 Student Progress/Growth (snap-shot) Future Plans for Improvement

A document titled 'Fall 2021 Progress of Gr. 5-8 Students in Literacy Intervention' was distributed.

The report was written by two BTMES Literacy Coordinators. General-education literacy intervention is available to all students who need assistance. Need is determined through two assessments. Additional assessments are performed for students flagged as needing urgent intervention. Interventionists are currently working with 63 students. Not all students receiving intervention services have IEPs. When necessary, students are further evaluated to determine if they qualify for Special Education. BCEMS interventionists have been 'in the loop' regarding the new methods being utilized at BTMES, and the new intervention methods will be implemented at BCEMS next year. In response to a query regarding services for students who excel, it was noted that those students are receiving the services they need during WIN (What I Need) blocks. A parent expressed concern that his students are reporting that they are not receiving challenging work in WIN.

5.3 Status of District-wide Proficiency Based Grading/Assessment/Reporting

Ms. Fredericks provided a brief overview, advising that the District is working on building cohesion between the District's schools, calibrating work samples, working to design curriculum for units of study (utilizing proficiency based standards), and designing assessments and evaluations. Rubrics are in place and there is a basic understanding of how proficiency based grading works, though work is necessary to assure that students understand how it works. Work needs to be performed to assure that report cards are useful tools (for students, parents, and faculty). It will be necessary to provide opportunities to educate parents regarding how to best interpret report cards. It is hoped that these items can be addressed by the end of next school year. A parent queried regarding how parents can better understand proficiency based learning and grading. Concern was expressed that various teachers have different understandings of proficiency based learning/grading, and that there are not enough personalized comments on report cards.

Ms. Battah believes it would be beneficial to provide ongoing education for parents whose children are just entering the school system, and for those parents who have not experienced our education system. It was suggested that an educational video be posted on the District's web site, and that perhaps the video include answers to frequently asked questions. Mrs. Farrell queried regarding a timeline for the work that needs to be completed. Ms. Fredericks would like to see some clarity provided prior to the end of the first quarter next year. Ms. Leclerc queried regarding the District's goal for student proficiency. Ms. Fredericks advised that substantial growth can take many years, but is hoping to see faster improvement under the new structure and utilizing new methods of intervention. Ms. Fredericks would like to see each student make at least one year's worth of growth each year. It will be important to utilize professional development to assist teachers with the ability to provide students with what they need. Ms. Battah queried regarding utilizing community volunteers to work with students. A community member stressed the importance of setting goals, and advised that he would like to see a goal of 50% proficiency by the end of next year. The Committee agreed on the importance of the District investing time and resources to improve proficiency. A community member suggested that teachers complete an anonymous survey regarding what they feel they need to assist them with supporting improvement.

6. Old Business

Ms. Leclerc, referring to the 03/10/22 minutes, queried regarding clarification of diagnostic assessments and use of data to improve learning. Ms. Fredericks advised this will be available by 06/24/22, but not everything may be communicated to all staff until the start of next year. Use of Diagnostic Assessments Data to Assist Teachers with Identifying Student Needs will be added to a future agenda.

Ms. Leclerc queried regarding survey results from the February teacher Beliefs Survey (regarding students' availability to learn etc.). Mr. Hennessey advised that there were many responses to the survey. Ms. Leclerc requested that the responses be compiled and shared.

7. Other Business

None.

8. Items for Future Agendas

- Use of Diagnostic Assessment Data to Assist Teachers with Identifying Student Needs (Parking Lot)

Brief discussion was held regarding compilation of an organizational chart which includes all staff. It was noted that this would be more appropriate at the Board level, rather than the Committee.

Ms. Leclerc queried regarding the number of students taking SAT tests, and any data regarding the percentage of students who plan to attend college. Ms. Leclerc queried regarding the number of students taking AP courses. It was noted that the District does track information regarding what students are doing after high school, and that this information is available on the web site.

Ms. Parker queried regarding discussion of #2 from the Restructuring Table document (Curriculum work at the Board level). Brief discussion was held regarding this matter, and the role of the Curriculum Committee. Brief discussion was held.

The AOE Annual Snapshot will be shared at the Board level.

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9. Next Meeting Date

The next meeting is Thursday, June 2, 2022 at 6:00 p.m. at the Spaulding High School Library and via video conference.

This meeting may be cancelled due to a lack of agenda items. Ms. Badeau will touch base with Committee Members a week before the scheduled meeting date, and a final decision will be made.

10. Adjournment

On a motion by Mrs. Pregent, seconded by Ms. Parker, the Committee unanimously voted to adjourn at 7:24 p.m.

Respectfully submitted,

Andrea Poulin

SPRING 2022 Disaggregated SBAC Data

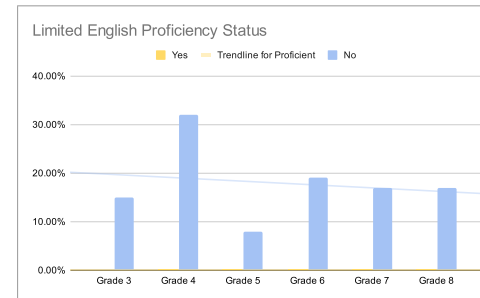
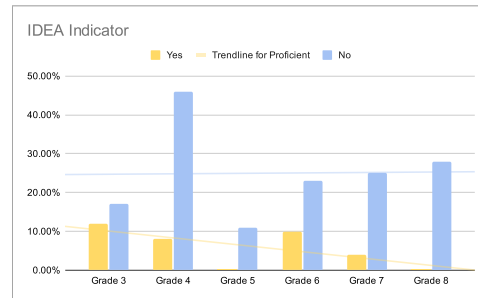
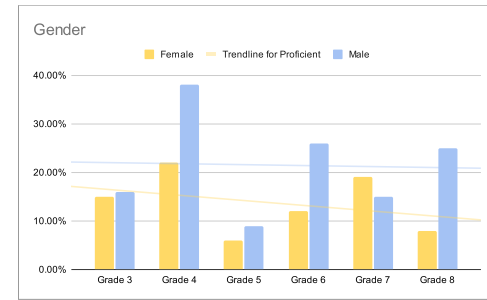
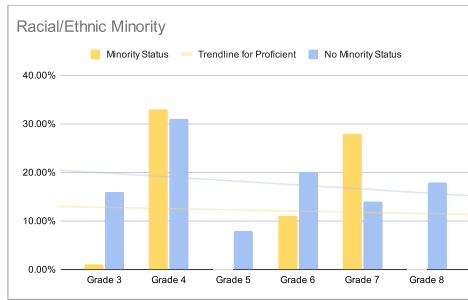
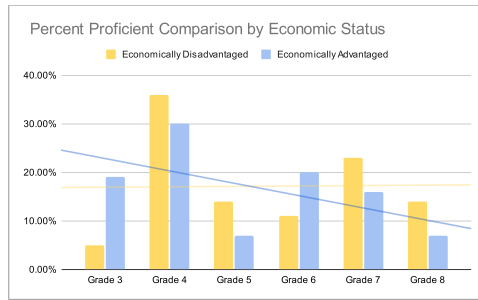


Chart details:

Each chart displays the percent of a demographic that was proficient. The yellow bars ("yes") represent students who meet the criteria of the status (ie economic disadvantage). The other color ("no") displays students who do not have that status. For example, in the *Barre City Demographic Breakdown: Science 5th and 8th* chart it reads: 29% of the economic disadvantage status students were proficient, while 20% of students who **did not** have this disadvantage status were proficient.

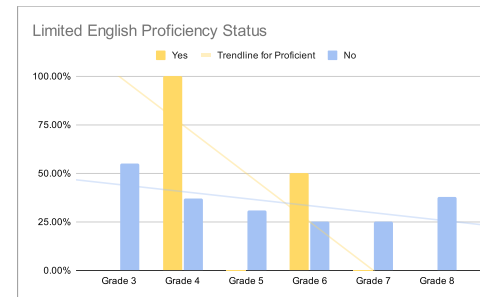
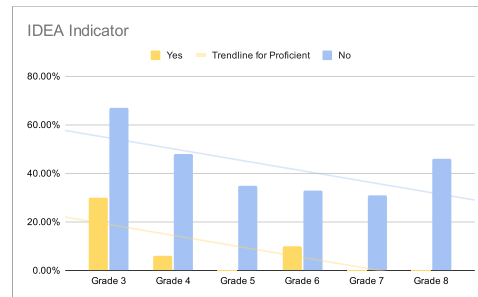
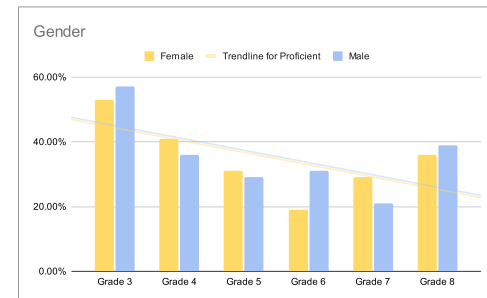
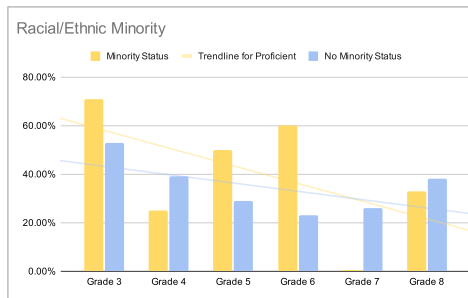
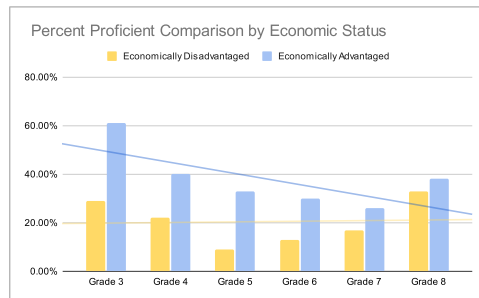
Note: the economic disadvantage status, gender, and limited English proficiency status demographics for high school science were unspecified (there was no data available).

Barre City Demographic Categories by Grade: Math



Note: 3rd grade has no ELL status students

Barre Town Demographic Categories by Grade: Math



Note: 3rd and 8th grade have no ELL status students

| | BARRE TOWN | | | | | | | | | |
|--|------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | BTE - PK | BTE - KG | BTE - 1 | BTE - 2 | BTE - 3 | BTE - 4 | BTM - 5 | BTM - 6 | BTM - 7 | BTM - 8 |
| # Students in Grade Level | 79 | 81 | 83 | 68 | 72 | 82 | 70 | 80 | 79 | 82 |
| % Attendance per Grade Level | 98% | 95% | 95% | 92% | 94% | 92% | 93% | 92% | 83% | 88% |
| Hispanic Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per Hispanic Ethnicity | 99% | 97% | 97% | 97% | 90% | 98% | 94% | 97% | 67% | 82% |
| American Indian Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per American Indian Ethnicity | | | 92% | 94% | | 98% | | | | 56% |
| Asian Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per Asian Ethnicity | | | | | 99% | | 90% | | | 83% |
| African American Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per African American Ethnicity | 100% | 96% | 99% | 93% | 95% | 86% | 96% | 96% | 88% | |
| Pacific Islander Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per Pacific Islander Ethnicity | | | | | | | | | | |
| White Ethnicity (# Students) | 77 | 78 | 80 | 64 | 68 | 79 | 68 | 77 | 78 | 80 |
| % Attendance per White Ethnicity | 98% | 95% | 94% | 92% | 94% | 92% | 93% | 92% | 83% | 89% |
| Migrant Students (# Students) | | | | | | | | | | |
| % Attendance per Migrant Status | | | | | | | | | | |
| EST-504 Students (# Students) | | | | | 13 | 18 | 11 | 19 | 14 | 15 |
| % Attendance per EST-504 Status | | | | 91% | 95% | 94% | 94% | 88% | 74% | 87% |
| ELL Students (# Students) | | | | | | | | | | |
| % Attendance per ELL Students | | 98% | 94% | | 96% | 92% | 89% | 97% | 77% | 92% |
| SPED Students (# Students) | 18 | 17 | 19 | 20 | 11 | 15 | 20 | 13 | 13 | 21 |
| % Attendance per SPED students | 96% | 94% | 93% | 91% | 94% | 85% | 93% | 91% | 84% | 90% |
| Free/Reduced Students (# Students) | 68 | 19 | 33 | 23 | 22 | 25 | 26 | 24 | 28 | 22 |
| % Attendance per FRAM Students | 98% | 94% | 92% | 90% | 93% | 87% | 90% | 88% | 80% | 90% |

Chart Details:

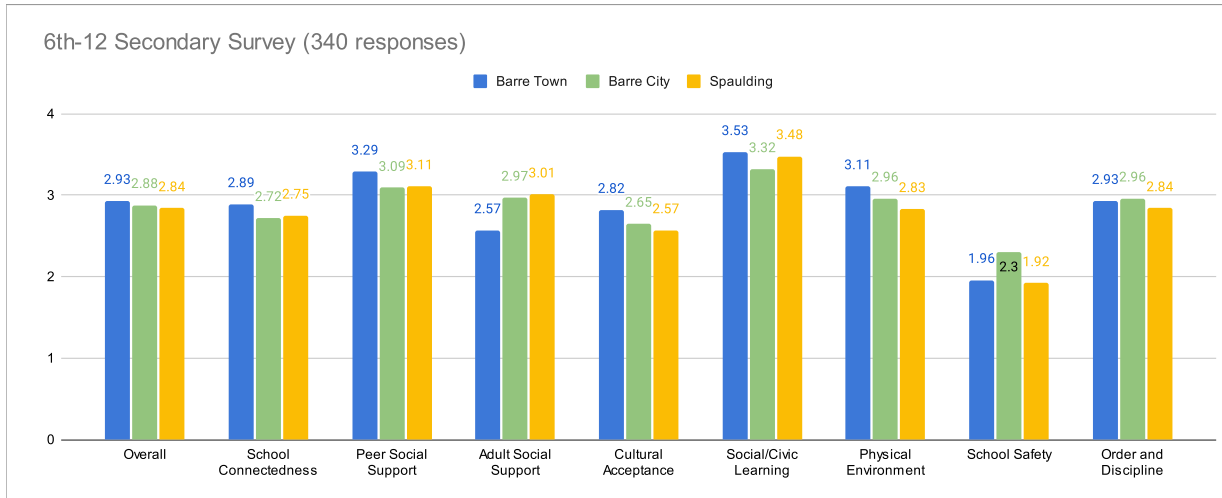
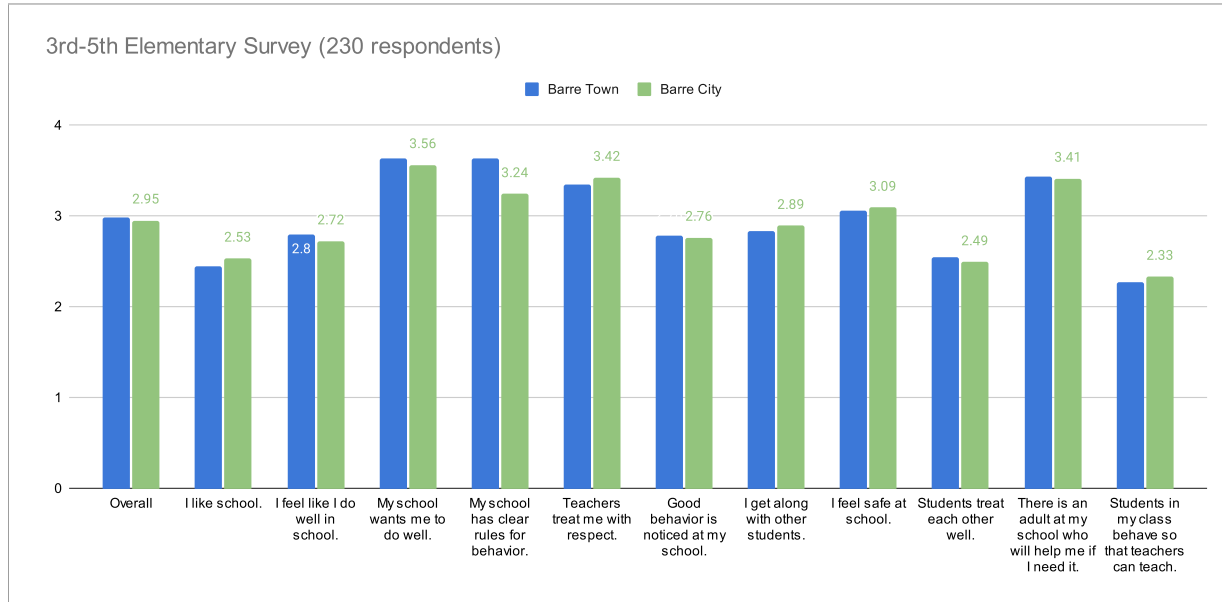
Of 180 student days, 84% attendance or lower represents 28 or more absences; these areas of concern are highlighted red. 92%-85% represents students presenting 14-27 absences; these areas of concern are highlighted in orange. Where there were fewer than 5 students in a grade with a specific status, the number of student(s) was hidden to protect their privacy. Where there is no percentage, there are no students in that particular grade level/demographic (ie: there were no students of Asian ethnicity in PreK at Barre Town).

| Grade | BARRE CITY | | | | | | | | | |
|--|------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|
| | BCE - PK | BCE - KG | BCE - 1 | BCE - 2 | BCE - 3 | BCE - 4 | BCM - 5 | BCM - 6 | BCM - 7 | BCM - 8 |
| # Students in Grade Level | 55 | 77 | 65 | 92 | 73 | 88 | 81 | 79 | 62 | 82 |
| % Attendance per Grade Level | 92% | 81% | 80% | 83% | 85% | 80% | 81% | 77% | 70% | 68% |
| Hispanic Ethnicity (# Students) | | | | | 9 | | | | | |
| % Attendance per Hispanic Ethnicity | 95% | 75% | 47% | 93% | 84% | 73% | 82% | 75% | 85% | 76% |
| American Indian Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per American Indian Ethnicity | 93% | 48% | 89% | 65% | | 97% | 89% | 83% | 46% | 74% |
| Asian Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per Asian Ethnicity | | | 89% | | | | 93% | 87% | | 43% |
| African American Ethnicity (# Students) | | | | 6 | 5 | | | | | |
| % Attendance per African American Ethnicity | 89% | 76% | | 71% | 89% | 71% | 78% | 80% | | 62% |
| Pacific Islander Ethnicity (# Students) | | | | | | | | | | |
| % Attendance per Pacific Islander Ethnicity | | | 95% | 72% | | 81% | | | | 68% |
| White Ethnicity (# Students) | 50 | 72 | 62 | 83 | 68 | 82 | 74 | 72 | 61 | 76 |
| % Attendance per White Ethnicity | 92% | 81% | 80% | 84% | 85% | 80% | 80% | 77% | 70% | 69% |
| Migrant Students (# Students) | | | | | | | | | | |
| % Attendance per Migrant Status | | | | | | | | | | |
| EST-504 Students (# Students) | | | | | | 7 | | | 8 | 6 |
| % Attendance per EST-504 Status | | | | 85% | 87% | 86% | 84% | 67% | 64% | 75% |
| ELL Students (# Students) | | | | | | | | | | 6 |
| % Attendance per ELL Students | | | 78% | | 84% | 91% | 93% | 61% | 73% | 64% |
| SPED Students (# Students) | 11 | 8 | 15 | 30 | 26 | 28 | 19 | 27 | 21 | 24 |
| % Attendance per SPED students | 91% | 75% | 78% | 79% | 77% | 74% | 78% | 77% | 68% | 67% |
| Free/Reduced Students (# Students) | 51 | 42 | 36 | 62 | 42 | 48 | 45 | 36 | 35 | 36 |
| % Attendance per FRAM Students | 92% | 74% | 76% | 79% | 80% | 73% | 76% | 76% | 67% | 68% |

| Grade | SHS | | | | All BUUSD Students | |
|--|---------|----------|----------|----------|----------------------|---------------------------------|
| | SHS - 9 | SHS - 10 | SHS - 11 | SHS - 12 | Percent per Category | Number of Students per Category |
| # Students in Grade Level | 155 | 173 | 160 | 193 | | |
| % Attendance per Grade Level | 94% | 95% | 95% | 96% | 87% | 2211 |
| Hispanic Ethnicity (# Students) | | | | 5 | | |
| % Attendance per Hispanic Ethnicity | 98% | 93% | 98% | 96% | 87% | 70 |
| American Indian Ethnicity (# Students) | | | | | | |
| % Attendance per American Indian Ethnicity | 88% | 93% | 95% | 98% | 82% | 24 |
| Asian Ethnicity (# Students) | | | | | | |
| % Attendance per Asian Ethnicity | | 96% | 95% | | 86% | 15 |
| African American Ethnicity (# Students) | 5 | 8 | | 9 | | |
| % Attendance per African American Ethnicity | 95% | 94% | 93% | 92% | 88% | 77 |
| Pacific Islander Ethnicity (# Students) | | | | | | |
| % Attendance per Pacific Islander Ethnicity | | | | 96% | 82% | 6 |
| White Ethnicity (# Students) | 146 | 161 | 152 | 181 | | |
| % Attendance per White Ethnicity | 94% | 95% | 95% | 96% | 88% | 2089 |
| Migrant Students (# Students) | | | | | | |
| % Attendance per Migrant Status | | | | | | 0 |
| EST-504 Students (# Students) | 21 | 16 | 28 | 29 | | |
| % Attendance per EST-504 Status | 95% | 94% | 93% | 93% | 86% | 220 |
| ELL Students (# Students) | | | | 6 | | |
| % Attendance per ELL Students | 96% | 89% | 94% | 92% | 87% | 45 |
| SPED Students (# Students) | 36 | 35 | 31 | 52 | | |
| % Attendance per SPED students | 91% | 91% | 93% | 95% | 85% | 530 |
| Free/Reduced Students (# Students) | 66 | 72 | 62 | 70 | | |
| % Attendance per FRAM Students | 91% | 92% | 93% | 94% | 85% | 993 |

Students

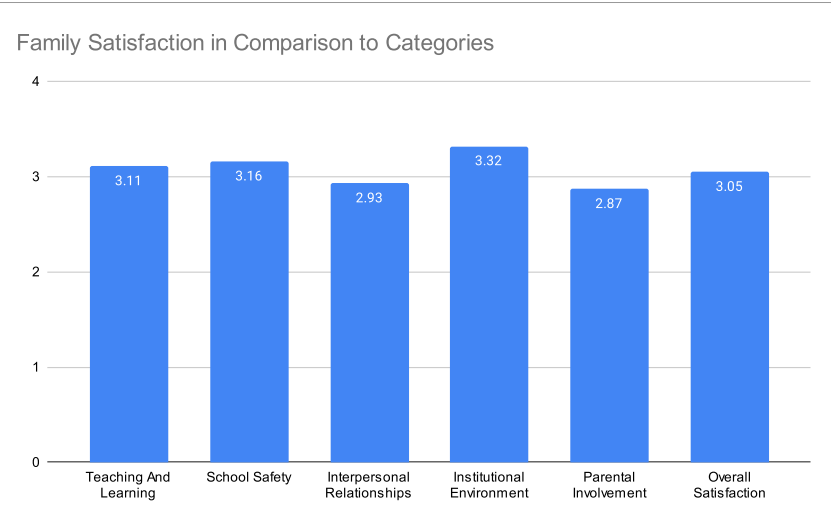
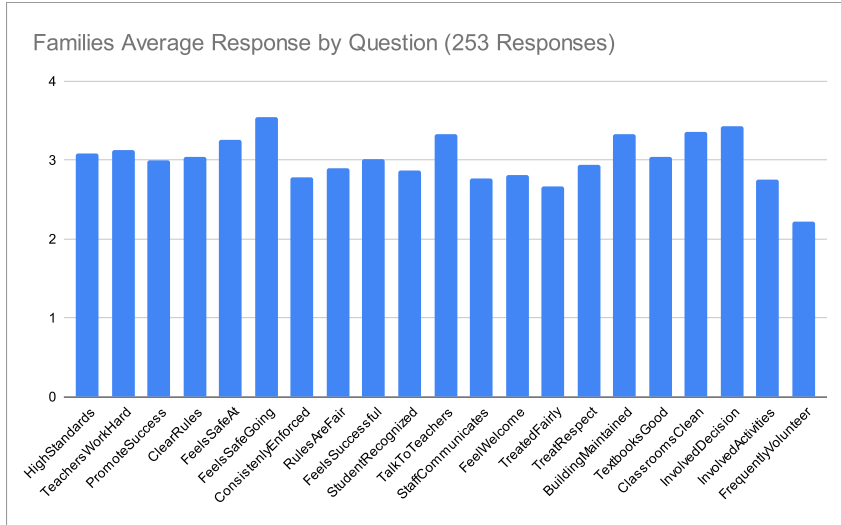
Spring Survey Results
0-Strongly Disagree 4-Strongly Agree



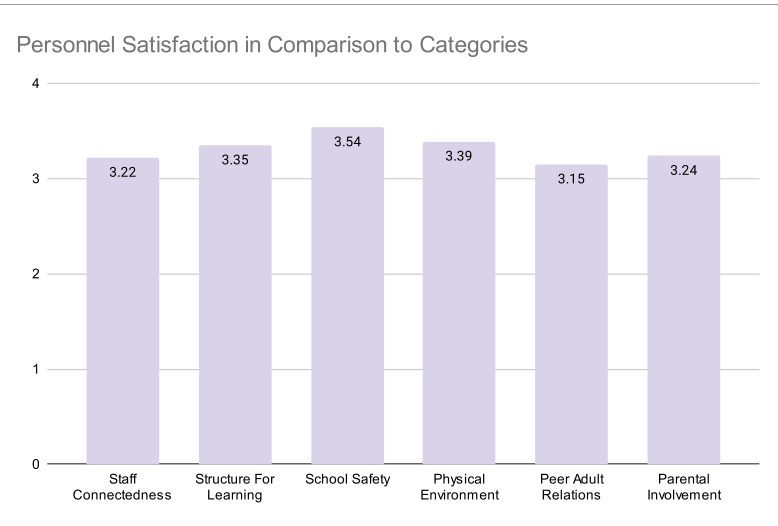
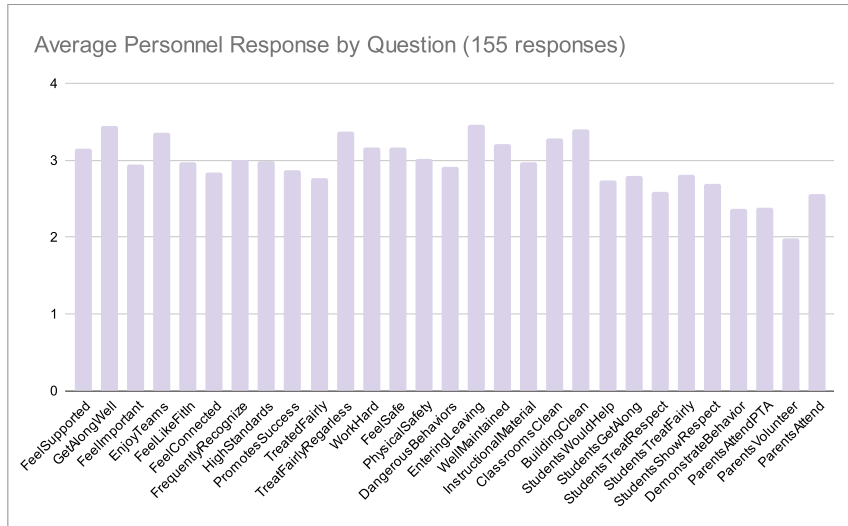
Spring Survey Results





0-Strongly Disagree 4-Strongly Agree

Families



Personnel



| | |
|---|---|
| <u>Introduction</u> | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;"> Practices <u>Elements of Effective Instruction</u> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> |
| <u>Learning Environment</u> | Create an inclusive community of learners that fosters belonging and relationship building. |
| | Facilitate meaningful content-specific discourse by posing purposeful questions and encouraging students to lead conversations. |
| | Create a content rich learning environment. |
| | Collaborate to develop inclusive systems of support. |
| <u>Clear, Shared Outcomes</u> | Establish goals to focus teaching and learning. |
| | Communicate learning objectives to students throughout every lesson, providing students with opportunities for self-reflection. |
| <u>Varied Content, Materials, Methods</u> | Differentiate instruction using a variety of instructionally relevant strategies that build on prior knowledge, connect concepts and expand vocabulary. |
| | Build “procedural” fluency through conceptual understanding. |
| <u>Practice and Feedback</u> | Provide students with grade level instruction along with needs-based practice. |
| | Elicit and use evidence of student thinking to differentiate instruction. |
| | Provide critical feedback to students (in a timely manner). |
| <u>Complex Thinking and Transfer</u> | Teach content for authentic meaning-making purposes. |
| | Support productive struggle in learning. |

