

Addendum
BUUSD Board Meeting
June 14, 2023

DRAFT
BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD RETREAT

Barre City Municipal Auditorium, Alumni Hall, 16 Auditorium Hill, Barre, VT
 April 12, 2023, 4-8:00 p.m.

MINUTES

BOARD MEMBERS PRESENT:

Giuliano Cecchinelli, II (BC) – Chair
 Chris Parker (BT) – Vice Chair
 Paul Malone (BT) - Clerk
 Michael Boutin (BC)
 Nancy Leclerc (At-Large)
 Ben Moore (BC)
 Terry Reil (BT)
 Emily Reynolds (BT)
 Sonya Spaulding (BC)

BOARD MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent

GUESTS PRESENT:

1. Call to Order

The Chair, Mr. Cecchinelli, called the Wednesday, April 12, 2023, Retreat meeting to order at 4:02 p.m., which was held at the Barre City Municipal Auditorium, Alumni Hall.

2. Additions and/or Deletions to the Agenda

None

3. Public Comment for Items Not on the Agenda

3.1 Public Comment

None.

3.2 Student Voice

None.

4. Current Business

4.1. Group Activity

Each Board Member received a canvas and paint, with some general instructions. Painting ensued. When everyone finished, the work was allowed to dry as the board continued with the retreat.

4.2. Strategic Goals Review

The Board reviewed the District's strategic plan goal matrix. The strategic goals of the BUUSD should be updated on the district web page as they are achieved. A review should be conducted periodically to

ensure the District remains adaptable and responsive to student needs.

4.3. Board Meetings Essential Work Tool Kit

4.4. Committee Structure

The Board discussed how relevant the current committee structures was in serving the needs of the Board. The Board decided to continue the discussion at a future board meeting.

Dinner Break

4.5. Public Participation and Community Input

The Board discussed the District's procedure for Public Comment at Board Meetings and the right for the public to speak at the appropriate time. The Board also discussed the Chair's question on time limits and the ability to control the time. Not every meeting may require a time limit based on the number of people present

4.6. Student Participation and Voice

The Board discussed the role of students in a Board Meeting versus the possibility of Board Members visiting students in school during a scheduled time, possibly once a month. Student Council could lead the discussion. The Board will continue its discussion at a later meeting.

4.7. Group Activity Continued

The group activity concluded with Board Members arranging individual canvases by color to create one larger canvas. Board Members bring their ideas and experiences to the group. The Board works as a whole. The Board's artwork is now in the SHS library.

5. Next Meeting Date

Regular BUUSD Board Meeting, May 10, 2023 at 6:00 pm

6. Adjournment

On a motion by Ms. Reynolds, seconded by Ms. Parker, the Board unanimously voted to adjourn at 8:13 p.m.

Respectfully Submitted by
Giuliano Cecchinelli II

5-year Curriculum, Instruction, and Assessment Plan: 6/11/2023 Update
(Outlined by 5 Key Goals of the Strategic Plan)

8.1

1. Ensure Students Have Equitable Access to Learning Resources

Year 1	Year 2	Year 3	Year 4-5
Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually) Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools	Middle School curriculum alignment to ensure continuity between all classrooms & schools	High School curriculum alignment to ensure continuity between all classrooms & schools	Monitoring

22-23 Challenge:

Student assessment results reveal that inequities are leading to gaps in achievement among different marginalized groups.

Strategy: What approach will we take to address this challenge?

- Analyze student achievement data for poverty, race, and gender differences and focus resources to reduce gaps (annually)
- Complete Elementary curriculum alignment to ensure continuity between all classrooms & schools

Outcomes: If this strategy is successful, what will be the impact on students' learning or behavior?

There will be increased engagement, enhanced learning, and more equitable results

Evidence: How will I know this is "working"?

Academic and nonacademic data will reflect similar outcomes regardless of different indicator status.

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
Create data teams in each building	Oct.-Nov. ✓Barre City ✓SHS ✓Barre Town	Various school staff PBIS committees, curriculum leaders, behavior team members	2/3 on going 6/11 Modification for next year: Act 173 requires an explicit focus on "basic skills" (basic reading skills, reading comprehension, written expression,

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
			<i>listening comprehension, math reasoning, math calculation, oral expression, motor skills, and/or functional skills); time and resources are being identified for grade level and department teams to conduct data analysis; see Star Local Assessment Data (pg 13-16)</i>
<i>With support of the Curriculum Director, PreK-4 Curriculum Leaders vertically align content materials, resources, and guiding documents</i>	<i>Jan-June</i>	<i>Director of Curriculum, Curriculum Leaders, GSP Coach</i>	Existing frameworks need to be revised 2/3 meeting with curriculum leaders on 2/9 (beginning with philosophy, overarching goals), 6/11 Phase 1 has been completed; next year's focus (Phase 2) will be to complete ES, MS, and HS alignment
<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i> ✓	<i>Instructional Coaches</i>	11/30, 2/3, 6/11 On-going*One coach has been shifted to fill a classroom teaching position
<i>3rd-9th and 11th grade Students have an opportunity to experience an SBAC Interim Assessment in each content area that is assessed</i>	<i>Jan-Feb</i> <i>X*</i>	<i>Faculty members who work with these students</i>	11/30, Since this plan was created, the AOE has changed vendors for the state assessment. There hasn't been any communication about interim assessments 2/3 BUUSD VTCAP District Administrator and Site Coordinators attend statewide training week of 2/6; refine district-wide plan for administering the new assessment on 2/10 *6/11 The testing window closed on 6/10
Create a Professional Development Steering Group in response to the Collective	Spring 2023	Director of Curriculum Approved PD Steering Group	6/11 The group has met twice; to review

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
<i>Bargaining Agreement and the AoE's recommendations for Needs-based Professional Development from the AOE</i>		<i>Any staff the would like to participate</i>	<u>22-23 PD feedback Summary</u> (pg 17-18) and make recommendations based on information from staff related to interests and needs for next year

2. Create Communication Systems That Foster Collaborative Internal and External Community Relationships

Year 1	Year 2	Year 3	Year 4-5
Host family nights to inform families about student learning expectations (ongoing) Build partnerships that welcome the community into our schools & engage students with community partners Curriculum website revision Create student advisory to meet with administrators to solicit feedback on Proficiency Based Learning	Help students understand Proficiency Based Learning & Standards Based Grading Help families better understand Proficiency Based Learning (PBL) standards and related achievement -Curriculum website maintenance	Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network	Monitoring

22-23 Challenge:

Family and community partnerships are a driver for improvement; without them, we cannot maximize student outcomes.

Strategy: What approach will we take to address this challenge?

- Host family nights to inform families about student learning expectations
- Build partnerships that welcome the community into our schools & engage students with community partners
- Curriculum website revision

Outcomes: If this strategy is successful, what will be the impact on students' learning or behavior?

Evidence: How will we know this is "working"?

Our climate survey data (students, families, and staff) will reflect overall

There will be more effective communication with stakeholders, positive support for students, and a more safe and inviting institutional environment.	satisfaction on questions that are related to community support and involvement.
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Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this?	Partners: Who will be involved?	Comments / Resources needed:
Organize opportunities to bring in family and other community members	Aug-June ✓	Building Administrators, Curriculum Leaders, Director of Curriculum	grant funding building/space access request 11/30 to-date: we've had 2 K-8 family engagement events, one listening session, 2 open-houses; near future: 12/14 PreK family targeted event 2/3 BCEMS spaghetti dinner/open house; concerts at both BTMES and BCEMS; Nights of Hope; district-wide art show kick-off 2/21 @ the Aldrich Library 6/11 There have been numerous engagement events since the last update (Math Night, Concerts, Scholarship Announcement Event); next step: consider virtual joining options for events; continue to build supply of promotional materials to table at district events
Outreach to local agencies and businesses to identify common interests and opportunities for collaboration	Oct-Nov ✓	Director of Curriculum Administrative Assistant, Director of Curriculum, Superintendent	11/30 Coordination with the Barre Partnership to begin in December; Outreach to to Jake Hemmerick to pursue leads with the City Counsel 2/3 Recycled Percussion Kindness Project - collaborative effort between The Barre Partnership, PTO from both BT and BC, local independent schools, and the BUUSD (initiated); Greater Barre Community Writing and Art Contest - a collaboration between The Aldrich Library and the BUUSD

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this?	Partners: Who will be involved?	Comments / Resources needed:
			6/11 Coordination with The Barre Partnership is in progress for summer community outreach (Currier Park Thursdays, Heritage Festival); collaboration with the Vermont Youth Program Community Coordinator for Barre while they organize youth and youth voice to invest 40K in a Barre youth driven project
Revise the curriculum website to reflect standards and performance indicators for each grade level.	Jan-June ✓	Director of Curriculum, Director of Communications	<p>11/30 Revision has begun; major changes include two main sections - "For Families" and a "For Teachers;" another undertaking has been defining an Instructional Guidance framework</p> <p>2/3 Vertical meetings between curriculum leaders (K-8) and department chairs (9-12) to begin on 2/9 - Phase 1: identify philosophy, overarching goals, how we teach, curriculum summaries for elementary/middle/high school, and 2-3 signature projects; Phase 2: "Continuity of Content" for every grade level including: course titles and summaries, anchor texts, names of units or themes throughout the year, and key standards addressed</p> <p>6/11 Phase 1 plus available Phase 2 updates to be added to the website over the 2023 summer</p>

3. Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers

Year 1	Year 2	Year 3	Year 4-5
<p>Articulate curriculum with proficiency standards and learning progressions, PK-12</p> <p>Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices</p> <p>Support administrators to increase their capacity as instruction leaders</p>	<p>Implement Multiple Modes of instruction to reach all levels of students</p> <p>Identify Proficiency based graduation requirements</p>	<p>Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students</p>	<p>Implement personalized learning opportunities for each grade 7-12 student, including goals, assessments, and career exploration resources</p>

22-23 Challenge:

Students are leaving the system without the necessary skills to be successful citizens and/or skillful workers

Strategy: What approach will we take to address this challenge?

-Articulate curriculum with proficiency standards and learning progressions, PK-12

-Articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices

-Support administrators to increase their capacity as instruction leaders

Outcomes: If this strategy is successful, what will be the impact on students' learning or behavior?

More students will graduate in the typical timeframe; students will graduate with the necessary skills to be successful.

Evidence: How will we know this is "working"?

Graduation data is improving; alumni surveys reflect that Barre students report being prepared for their next occupational or educational step.

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
With support of the Curriculum Director, PreK-12 Curriculum	Jan-June ✓	Director of Curriculum, Curriculum Leaders, Department Chairs,	Existing frameworks need to be revised / approved 2/3 seeking consensus to adopt VT AOE Sample

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
<i>Leaders and Departments heads define proficiency standards and learning progressions</i>		GSP Coach	Graduation Proficiencies & Performance Indicators 6/11 Next step: survey staff and community for input on a Barre UUSD Portrait of a Graduate/Learner
<i>Curriculum leaders to share assessment frameworks for each grade level</i>	Jan-June	Director of Curriculum, Curriculum Leaders, Department Chairs,	6/11 K-8 Math and Literacy assessment frameworks are being revised for the next school year; Star 360 local assessment to be extended to 10th graders for progress monitoring
<i>Instructional coaches provide job-embedded support to improve student outcomes</i>	Aug-June ✓	Instructional Coaches Director of Curriculum	11/30, 2/3, 6/11 On-going *One coach has been shifted to fill a classroom teaching position
<i>Provided monthly-weekly support for administrators by building coach-administrator relationships</i>	Aug-June ✓	Director of Curriculum, Coaches, Administrators	11/30, 2/3, 6/11 On-going; next year modification: incorporate learning walks into a system of support
Learning modules at SHS	February-June ✓	SHS Faculty, Department Chairs, Director of Curriculum	

4. Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing			
Year 1	Year 2	Year 3	Year 4-5
Continue to build student Social Emotional Learning (SEL) capacity Align research-based practices which support student wellness PK-12	Ensure all teachers, staff, and administrators receive ongoing trauma informed training (ongoing)	Sustaining	Sustaining

Expand health and dental centers in all schools			
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22-23 Challenge:

Students' social emotional needs are inhibiting successful learning and personal well being.

Strategy: What approach will we take to address this challenge?

- Build student Social Emotional Learning (SEL) capacity
- Align research-based practices which support student wellness PK-12
- Expand health and dental centers in all schools

Outcomes: If this strategy is successful, what will be the impact on students' learning or behavior?

There will be increased engagement and enhanced learning.

Evidence: How will we know this is "working"?

There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
<i>Promote use of the Essential Elements of Instruction (EEI) document to focus on practices that are research-based</i>	<i>Aug-June and beyond</i> ✓	<i>All staff and administrators</i>	<i>11/30 incorporated into professional goals, included as outcomes in meetings, reflected upon by teacher leaders; midyear action: collect student voice regarding their perception on how well the EEI are being incorporated into instruction</i> <i>2/3 Monitoring teacher perception of PD alignments with the EEI</i> 6/11 Ongoing; EEI signage to be created in time for the new school year
<i>Instructional coaches provide job-embedded support for teachers to improve student outcomes</i>	<i>Aug-June</i> ✓	<i>Instructional Coaches</i>	<i>11/30, 2/3, 6/11 On-going *One coach has been shifted to fill a classroom teaching position</i>

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
<i>Enroll BTMES in the Dental Van program</i>	<i>Oct X</i>	<i>Director of Curriculum, BT nurses, Dental Van support persons</i>	6/11 Hasn't happened: review needs for 23-24
Develop, explicitly teach, review, and monitor universal expectations for each building	23-24 and beyond	Building administrators, leadership teams, school staff	Revision, refinement, and adoption during August '23 inservice

5. Promote Student Engagement and Ownership in Their Learning			
Year 1	Year 2	Year 3	Year 4-5
<p>Develop Multi- Tiered Systems of Support (MTSS) initiative</p> <p>Expand student critical thinking skills</p> <p>Increase student ownership in accomplishing learning goals</p> <p>Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting (ongoing)</p>	<p>Consistently implement MTSS (ongoing)</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p>	<p>Teachers work in Professional Learning Groups to develop interdisciplinary learning units (ongoing)</p>	<p>Monitoring</p>

22-23 Challenge:

Student engagement overall has decreased; less ownership has led to less interest in learning.

Strategy: What approach will we take to address this challenge?

- Develop Multi- Tiered Systems of Support (MTSS) initiative
- Expand student critical thinking skills
- Increase student ownership in accomplishing learning goals
- Conduct school culture and climate survey that focuses on student aspirations and student voice in the school setting

Outcomes: If this strategy is successful, what will be the impact on students' learning or behavior?

There will be increased engagement and enhanced learning.

Evidence: How will we know this is "working"?

There will be fewer behavior and nurse referrals. Academic assessment data will improve (5% improvement each year). There will be a 5% improvement on attendance data each year. Our climate survey data (students, families, and staff) will reflect overall satisfaction on questions that are related to students' social emotional needs.

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
<p><i>Pilot a progress monitoring system for use with additional layers of support.</i></p> <p>Form a District EST Cohesion Team</p>	<p>Sept-Nov ✓</p> <p>April-June ✓</p>	<p><i>Special Services Directors, Director of Curriculum, Barre City Interventionists</i></p> <p>Select Building Administrators, Faculty, Superintendent, Director of Curriculum, Director of Special Services</p>	<p><i>11/30 In use by Barre City interventionists; expanding in Jan to include Special Educators use District-wide</i></p> <p><i>2/3 End of January--Launch of revised progress monitoring system district-wide with Special Educators</i></p> <p>6/11 a representative team has met to define approved progress monitoring approaches for the district. This EST Cohesion Team is also generating district-wide expectations that will be used to revise EST referral processes</p>
<p><i>Promote use of the Essential Elements of Instruction document to focus on practices that are research-based.</i></p>	<p>Aug-June and beyond ✓</p>	<p><i>All staff and administrators</i></p>	<p><i>11/30 incorporated into professional goals, included as outcomes in meetings, reflected upon by teacher leaders; midyear action: collect student voice</i></p>

Action Step for 22-23: What steps will we need to take to implement this strategy?	Timeframe: When will we implement this step?	Partners: Who will be involved?	Comments / Resources needed:
			<p>regarding their perception on how well the EEI are being incorporated into instruction</p> <p>2/3 Monitoring teacher perception of PD alignments with the EEI</p> <p>6/11 Ongoing, see 22-23 PD feedback Summary; EEI signage to be created in time for the new school year</p>
Administer climate surveys; data teams make recommendations based on the results.	2-3 times per year ✓	<p>Barre Students, staff, and families.</p> <p>Administrative teams, Superintendent</p>	<p>11/30 Fall climate survey completed; next steps to be determined by building</p> <p>2/3 See 6.3 agenda item from the 2/9/23 Board Meeting</p> <p>6/11 See addendum item: Spring 2023 Climate Survey Results (pg 19-25); administrative teams to organize building-based responses with support of the Superintendent</p>

6/11 Attachments (included in the Addendum):

[Star Local Assessment Data](#)

[Needs-based Professional Development](#)

[22-23 PD feedback Summary](#)

[Spring 2023 Climate Survey Results](#)

Climate Survey Questions

[Elementary](#)

[Secondary](#)

Spring 2023: District Benchmark Distribution of Same Set of Students Over Multiple Years

Reading

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

1st

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	1	<div><div></div><div></div><div></div><div></div></div>	43	27%	29	18%	24	15%	65	40%	161

Grade

2nd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	2	<div><div></div><div></div><div></div><div></div></div>	55	35%	26	16%	25	16%	53	33%	159
2021 - 2022	1	<div><div></div><div></div><div></div><div></div></div>	35	26%	33	24%	15	11%	54	39%	137

Percentage At or Above Standard on the Developmental Spelling Assessment		
	1st Grade	2nd Grade
Overall	79.86%	70.16%

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	3	<div><div></div><div></div><div></div><div></div></div>	46	31%	20	14%	18	12%	63	43%	147
2021 - 2022	2	<div><div></div><div></div><div></div><div></div></div>	11	17%	12	19%	9	14%	32	50%	64




Grade

4th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	4	<div><div></div><div></div><div></div><div></div></div>	47	29%	21	13%	13	8%	82	50%	163
2021 - 2022	3	<div><div></div><div></div><div></div><div></div></div>	49	35%	11	8%	21	15%	60	43%	141





Grade

5th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	5		46	33%	23	16%	22	16%	50	35%	141
2021 - 2022	4		25	20%	22	18%	25	20%	53	42%	125
2020 - 2021	3		25	23%	15	14%	18	16%	52	47%	110





Grade

6th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	6		48	32%	28	19%	22	15%	53	35%	151
2021 - 2022	5		38	31%	20	16%	18	15%	48	39%	124
2020 - 2021	4		27	23%	14	12%	18	16%	56	49%	115
2019 - 2020	3		23	21%	13	12%	16	14%	59	53%	111





Grade

7th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	7		37	27%	38	28%	22	16%	39	29%	136
2021 - 2022	6		30	24%	28	22%	22	17%	46	37%	126
2020 - 2021	5		27	24%	24	21%	12	11%	51	45%	114
2019 - 2020	4		16	14%	26	23%	12	11%	59	52%	113

Grade

8th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	8		40	29%	32	23%	27	19%	41	29%	140
2021 - 2022	7		37	28%	25	19%	25	19%	44	34%	131
2020 - 2021	6		31	25%	29	23%	18	15%	46	37%	124
2019 - 2020	5		22	18%	25	20%	22	18%	55	44%	124

Grade

9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	9	<div><div></div><div></div><div></div><div></div></div>	38	31%	31	26%	14	12%	38	31%	121
2021 - 2022	8	<div><div></div><div></div><div></div><div></div></div>	26	23%	27	24%	16	14%	42	38%	111
2020 - 2021	7	<div><div></div><div></div><div></div><div></div></div>	25	24%	24	23%	16	15%	40	38%	105
2019 - 2020	6	<div><div></div><div></div><div></div><div></div></div>	16	16%	19	19%	17	17%	50	49%	102

Math

District Benchmark Distribution of Same Set of Students Over Multiple Years

Urgent Intervention Intervention On Watch At/Above Benchmark

Grade

3rd

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	3	<div><div></div><div></div><div></div><div></div></div>	27	18%	30	20%	20	13%	72	48%	149

Grade

4th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	4	<div><div></div><div></div><div></div><div></div></div>	45	28%	32	20%	21	13%	65	40%	163
2021 - 2022	3	<div><div></div><div></div><div></div><div></div></div>	29	20%	32	22%	15	10%	67	47%	143




Grade

5th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	5	<div><div></div><div></div><div></div><div></div></div>	37	26%	25	18%	19	14%	59	42%	140
2021 - 2022	4	<div><div></div><div></div><div></div><div></div></div>	26	21%	20	16%	13	10%	66	53%	125
2020 - 2021	3	<div><div></div><div></div><div></div><div></div></div>	16	15%	20	19%	15	14%	53	51%	104




Grade

6th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	6		37	24%	33	22%	21	14%	61	40%	152
2021 - 2022	5		34	27%	24	19%	16	13%	54	42%	128
2020 - 2021	4		23	20%	18	16%	18	16%	54	48%	113




Grade

7th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	7		29	21%	26	19%	18	13%	67	48%	140
2021 - 2022	6		26	20%	24	19%	19	15%	58	46%	127
2020 - 2021	5		28	24%	20	17%	12	10%	56	48%	116




Grade

8th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	8		28	20%	21	15%	25	18%	68	48%	142
2021 - 2022	7		31	24%	25	19%	28	22%	46	35%	130
2020 - 2021	6		43	36%	27	22%	17	14%	34	28%	121

Grade

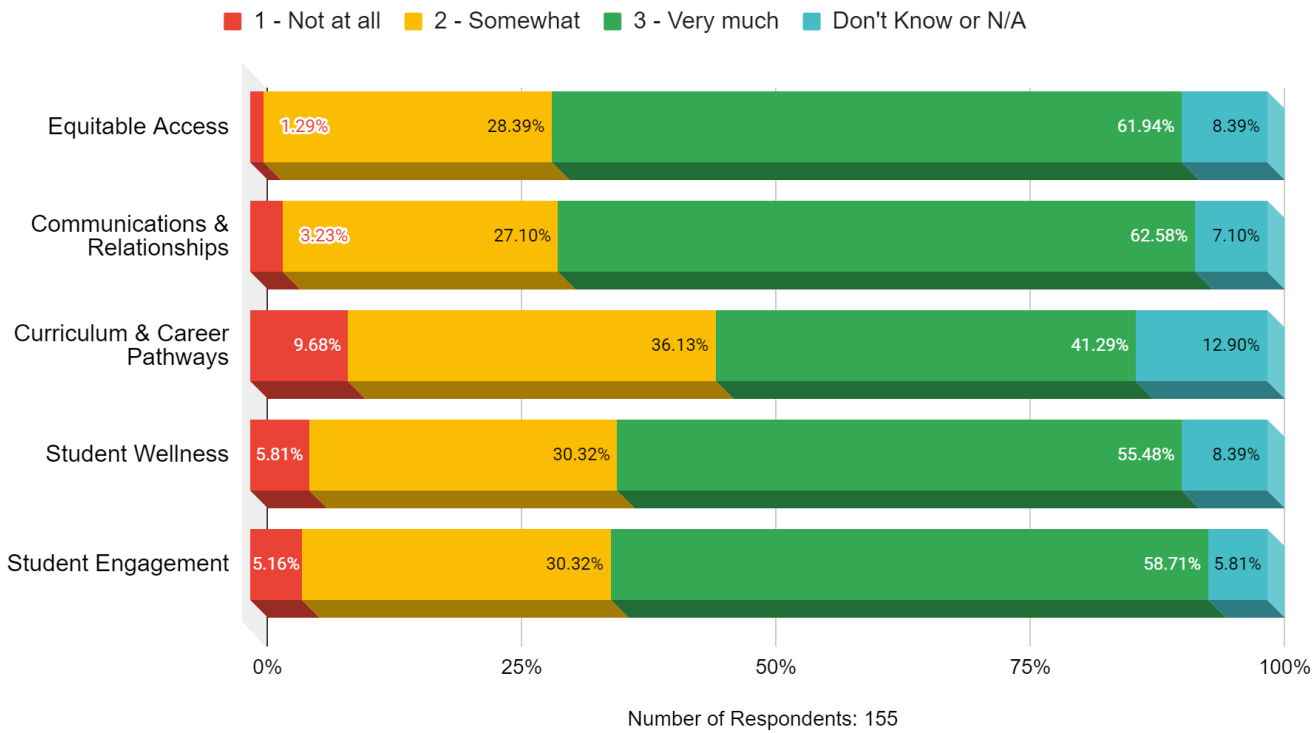
9th

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2022 - 2023	9		22	17%	21	17%	21	17%	62	49%	126
2021 - 2022	8		12	11%	12	11%	22	20%	66	59%	112
2020 - 2021	7		16	16%	16	16%	19	19%	51	50%	102

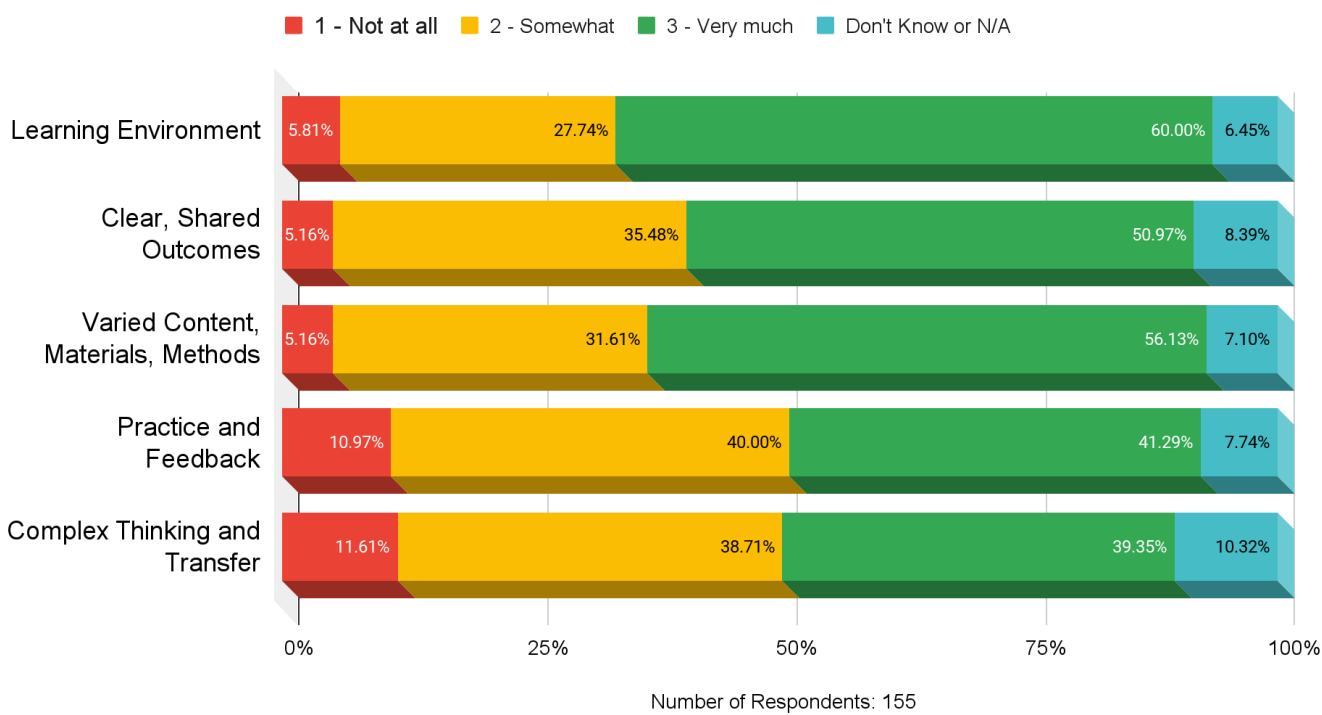
22-23 Barre UUSD PD Feedback Summary

Part I: Strategic Plan and Essential Elements of Instruction (Data collected relates to the most recent inservice.)

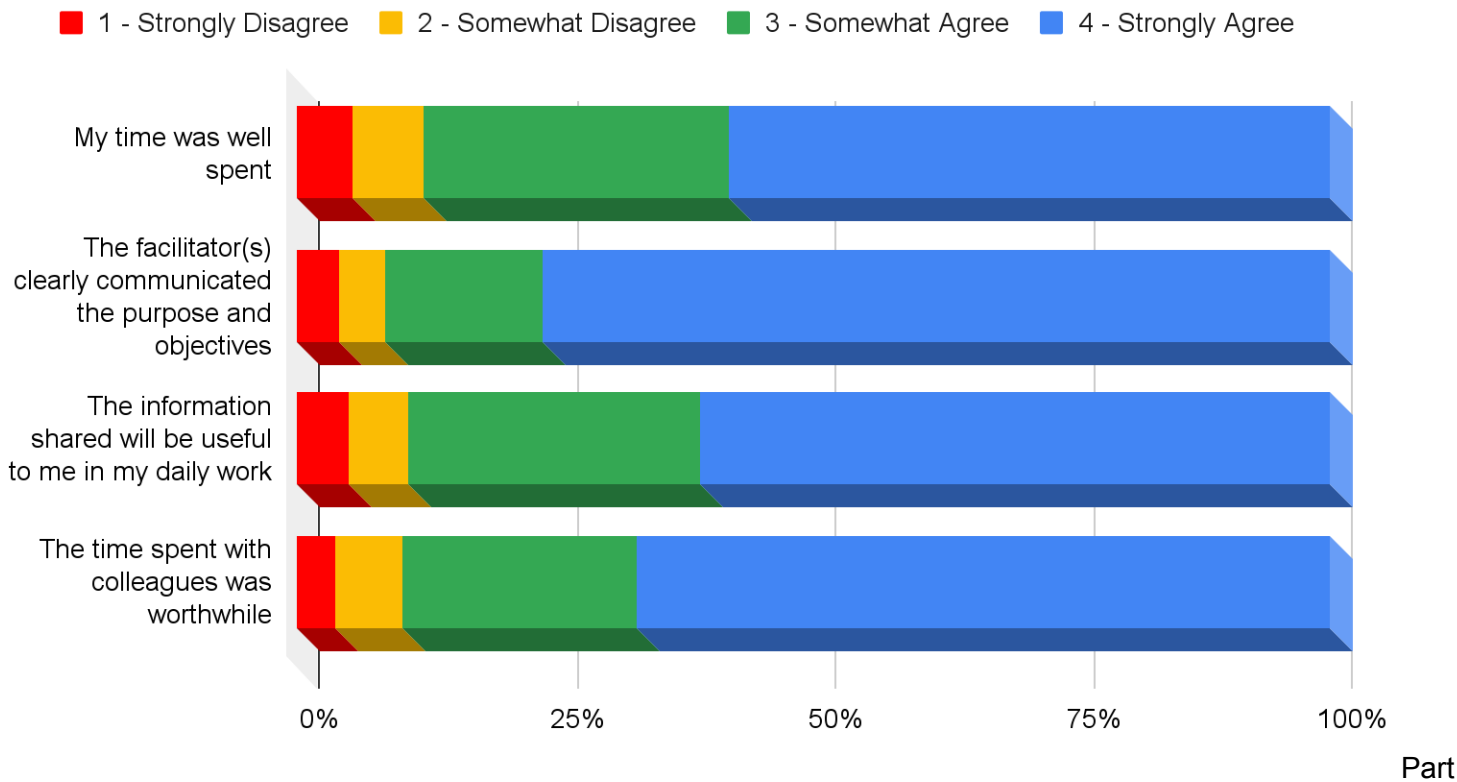
The degree to which you feel like the work you did addressed goal areas of our Strategic Plan



The degree to which the work you did addressed the domains of The Essential Elements of Instruction



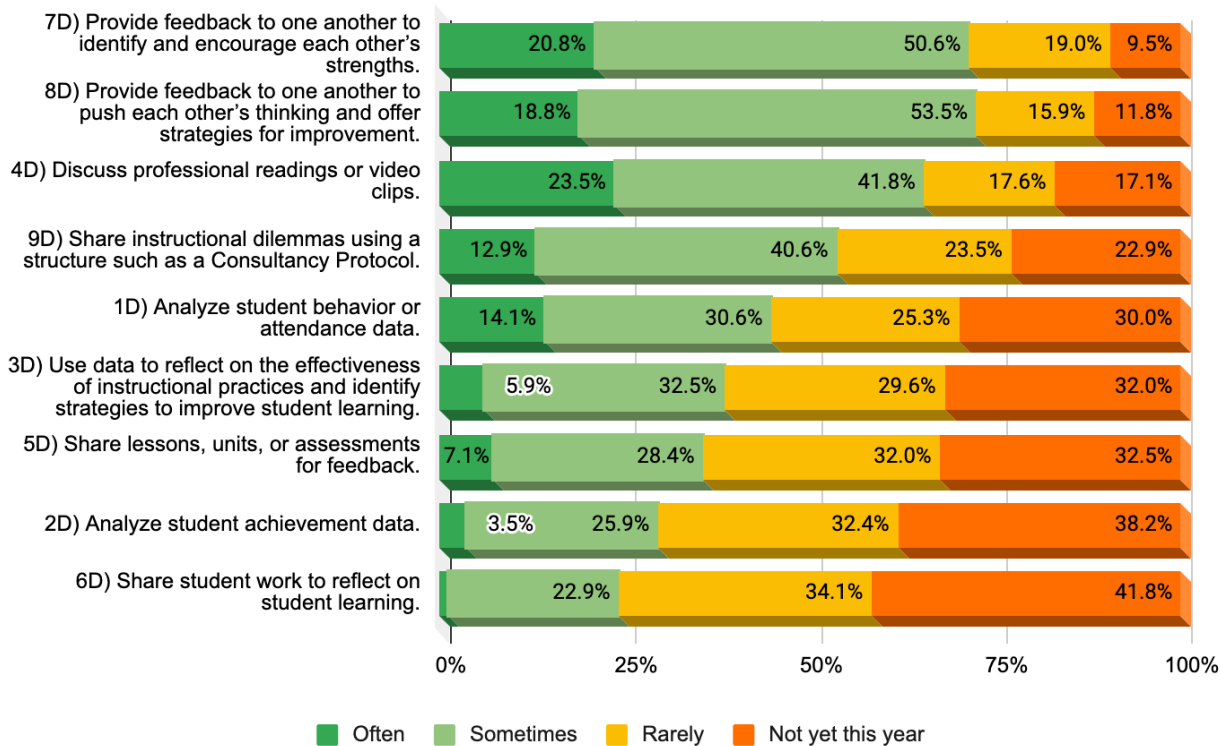
Agreement Related to 4 Criteria (299 responses)



III: Professional Learning Groups Summary of Activities

PLG ACTIVITIES - FREQUENCY

All Schools - 170 responses



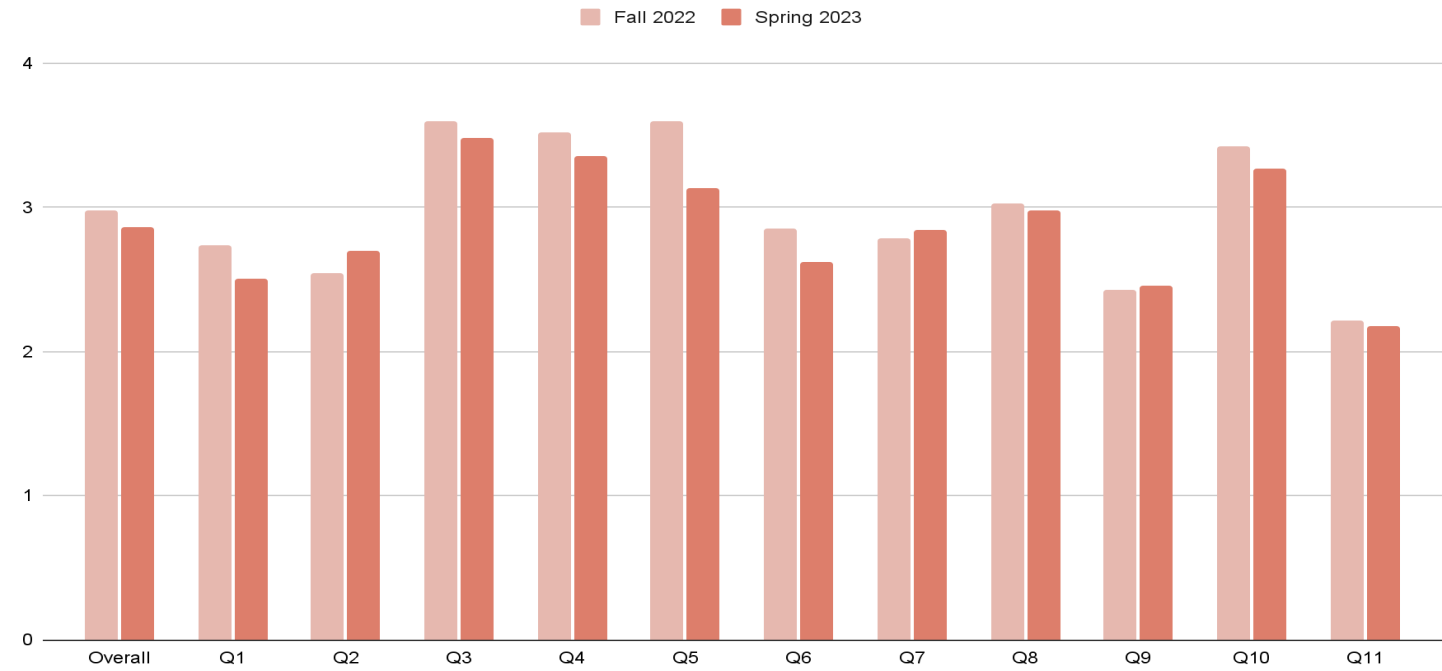
22-23 Barre UUSD Climate Survey Summary

Barre City Barre Town Spaulding SEA Program

N=Number of responses

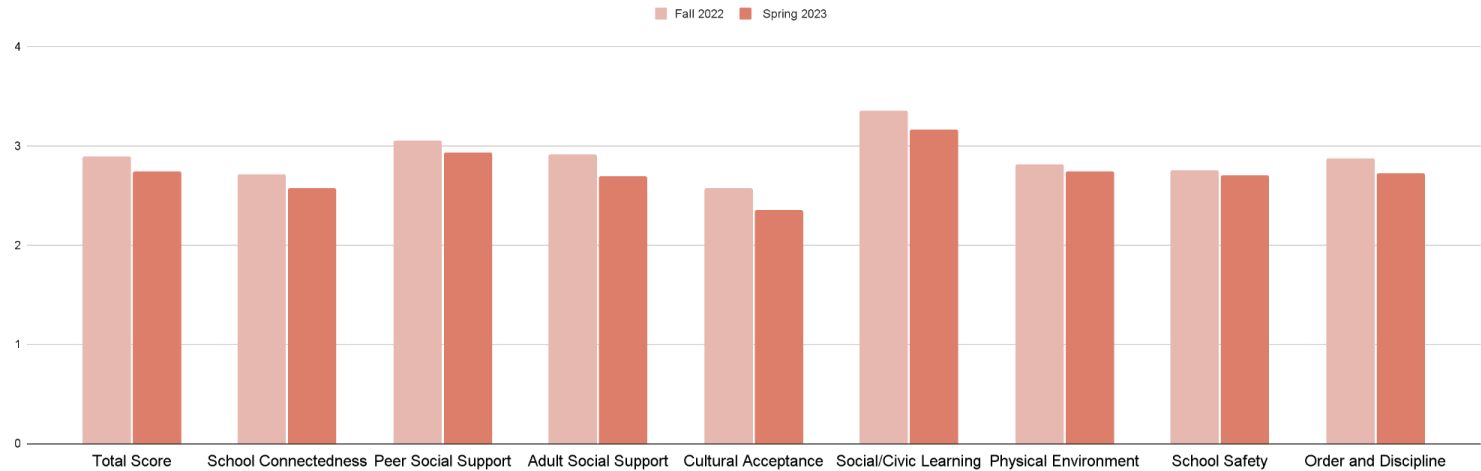
Part I: Students

School Climate Survey: Elementary (Scores by Items) Barre City 3rd-5th Graders



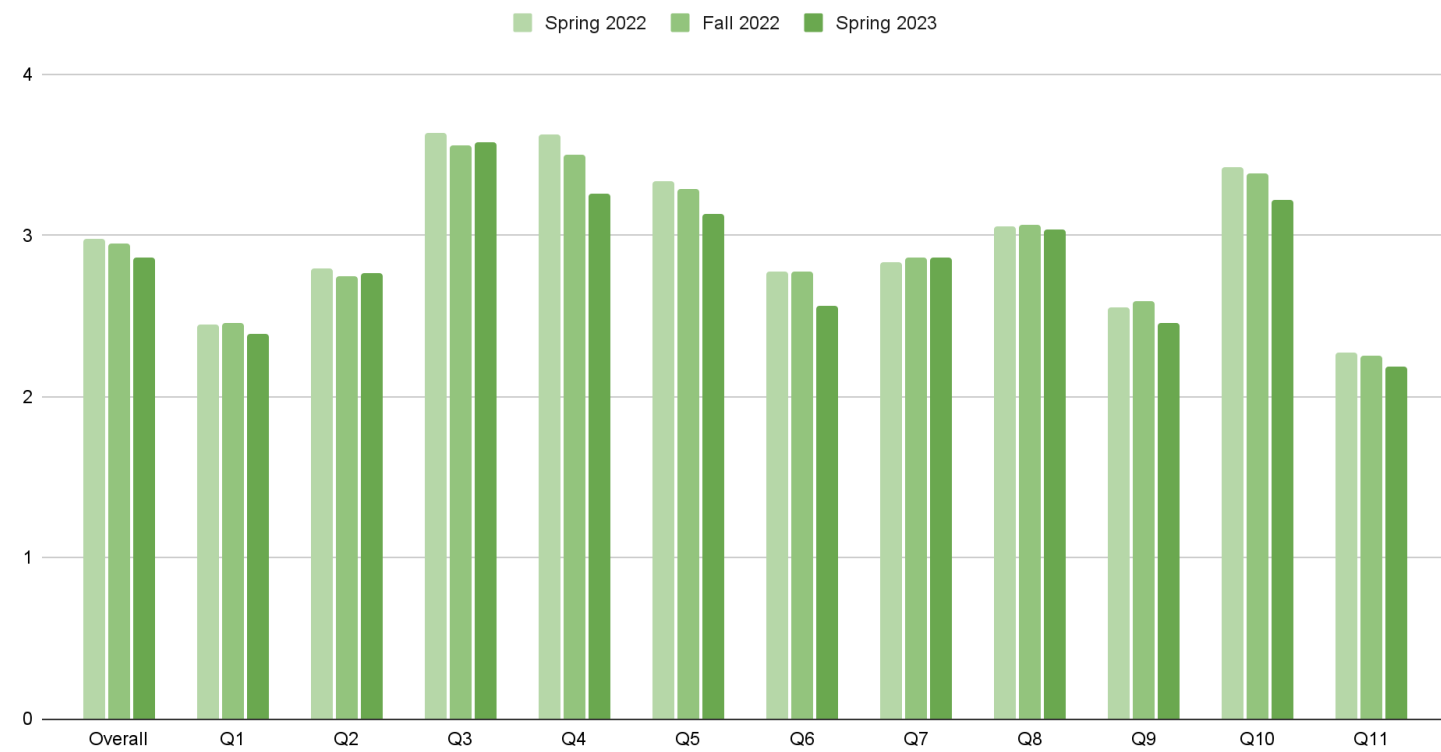
N: Fall 22 (42); Spring 23 (131)

School Climate Survey: Secondary (Scores by Items) Barre City 6th-8th Graders



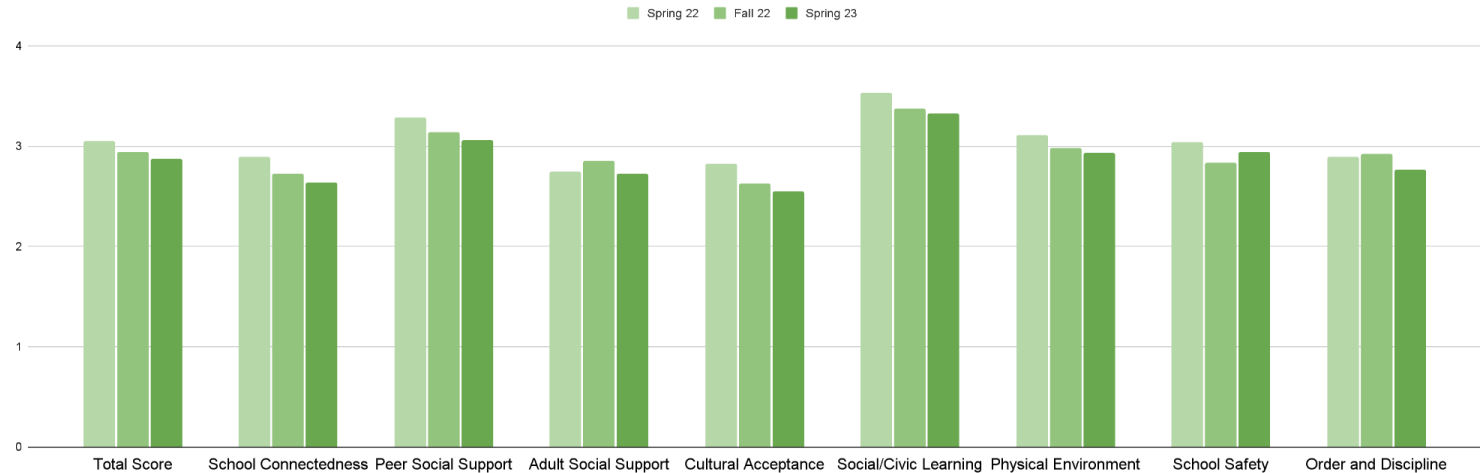
N: Fall 22 (175); Spring 23 (113)

School Climate Survey: Elementary (Scores by Items) Barre Town 3rd-5th Graders



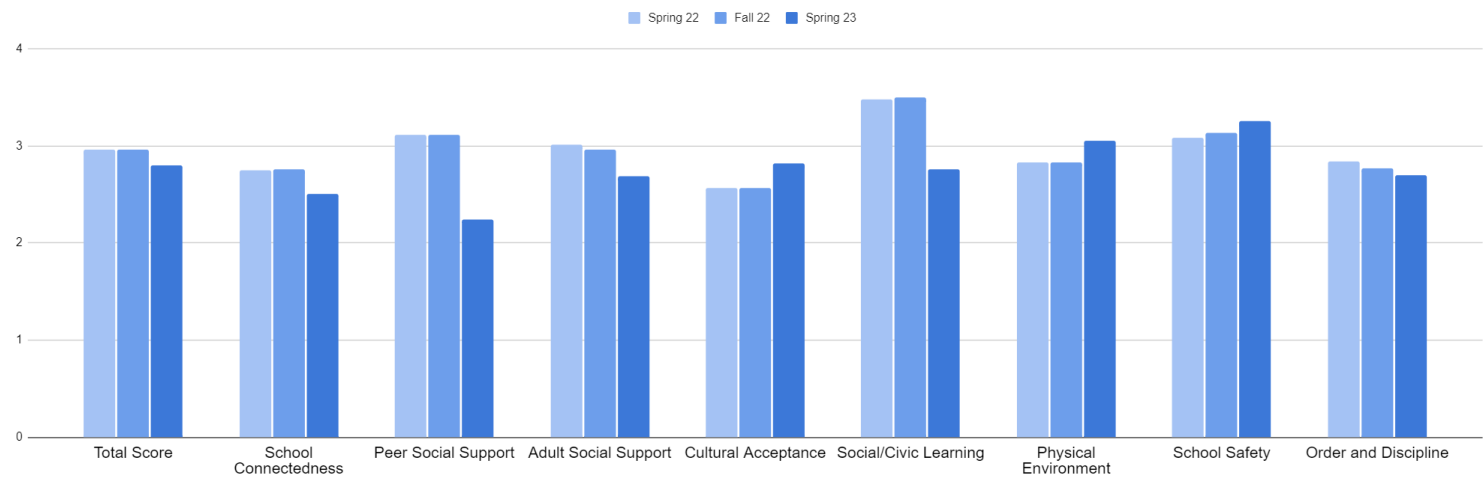
N: Spring 22 (103); Fall 22 (101); Spring 23 (129)

School Climate Survey: Secondary (Scores by Items) Barre Town 6th-8th Graders



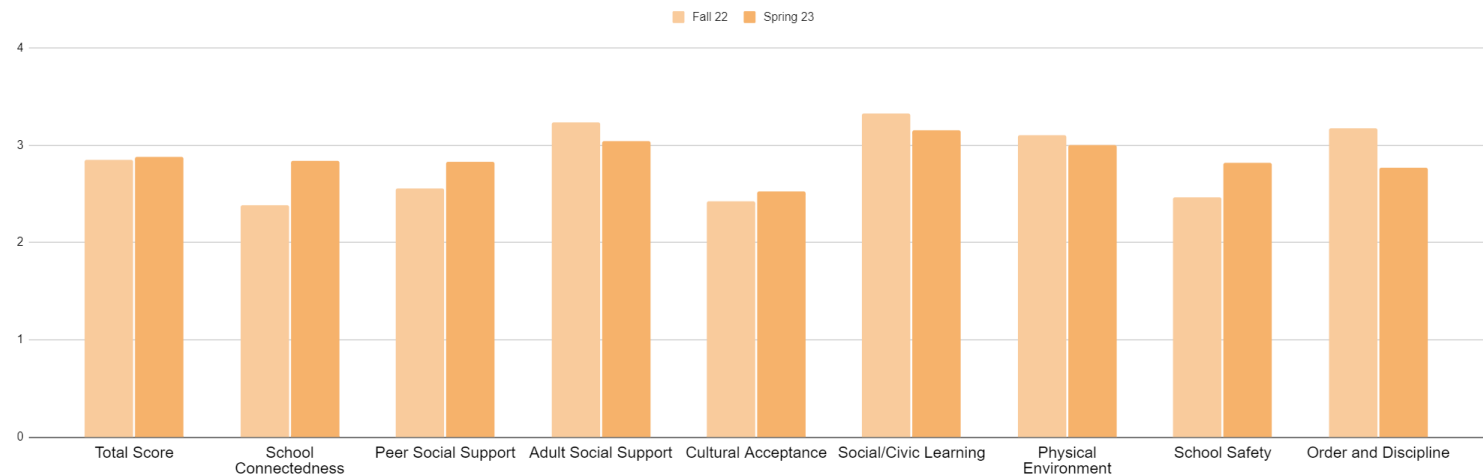
N: Spring 22 (68); Fall 22 (108); Spring 23 (95)

School Climate Survey: Secondary (Scores by Items) SHS Students



N: Spring 22 (162); Fall 22 (247); Spring 23 (203)

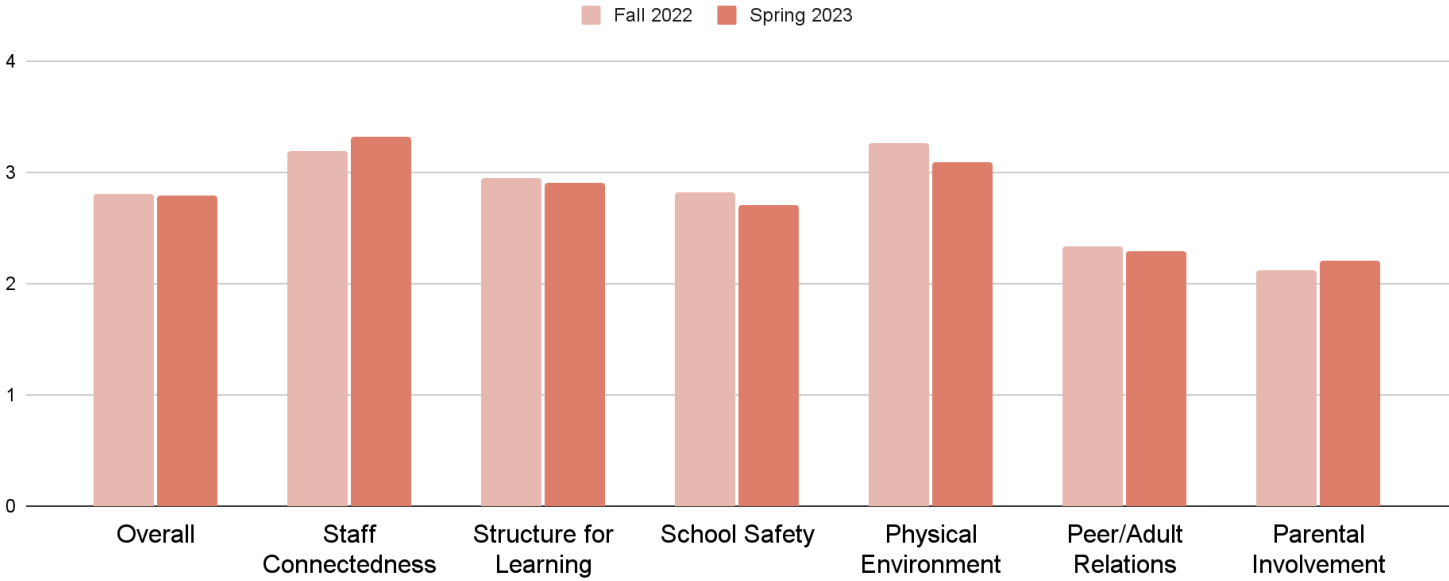
School Climate Survey: Secondary (Scores by Items) SEA Students



N: Fall 22 (12); Spring 23 (26)

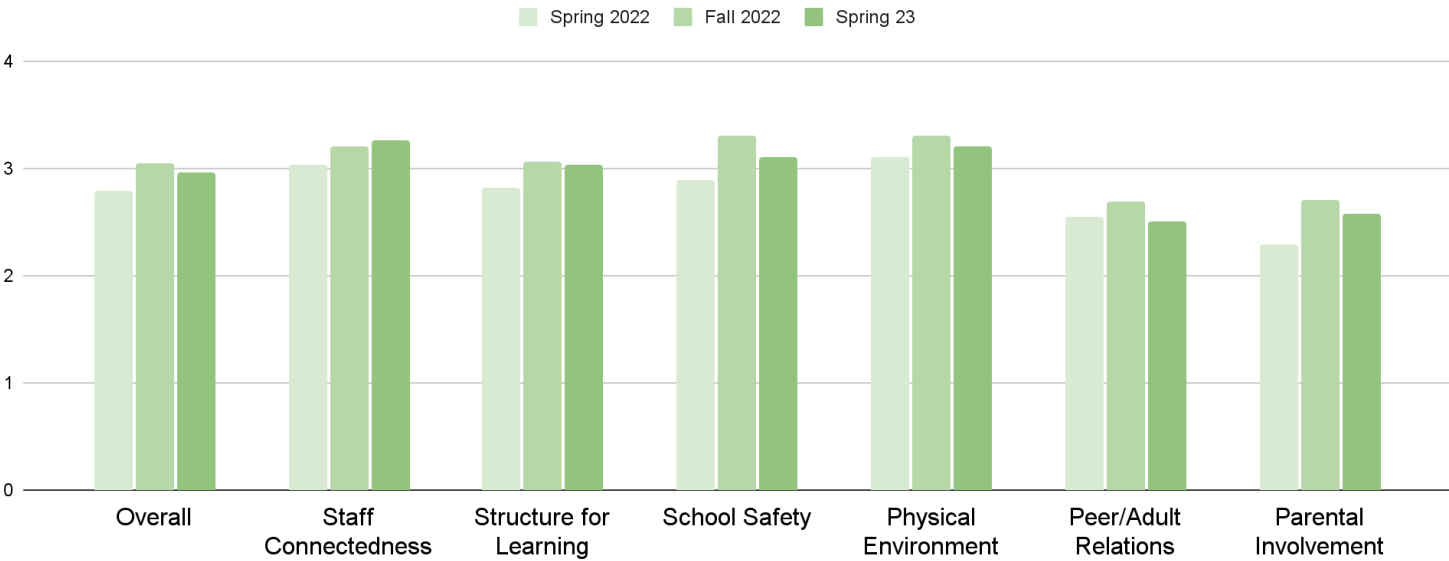
Part II: Personnel

School Climate Survey: Personnel (Scores by Items) Barre City



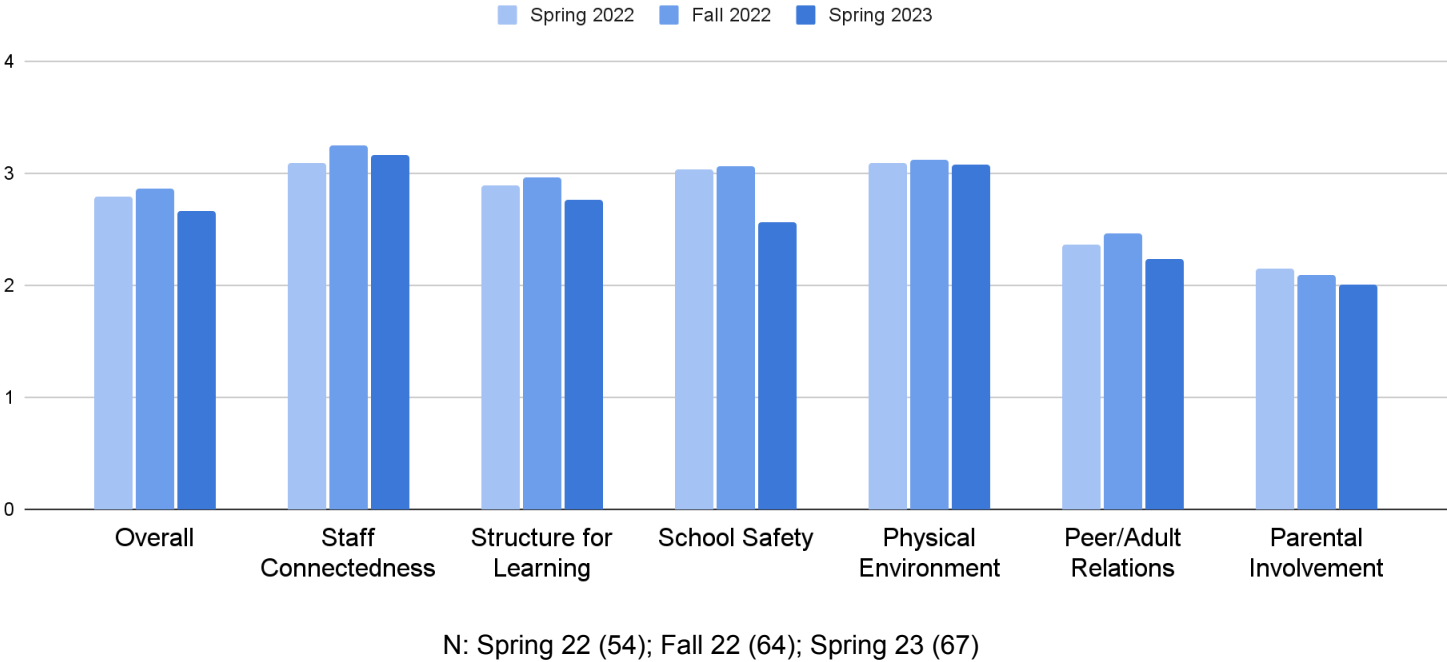
N: Fall 22 (67); Spring 23 (64)

School Climate Survey: Personnel (Scores by Items) Barre Town

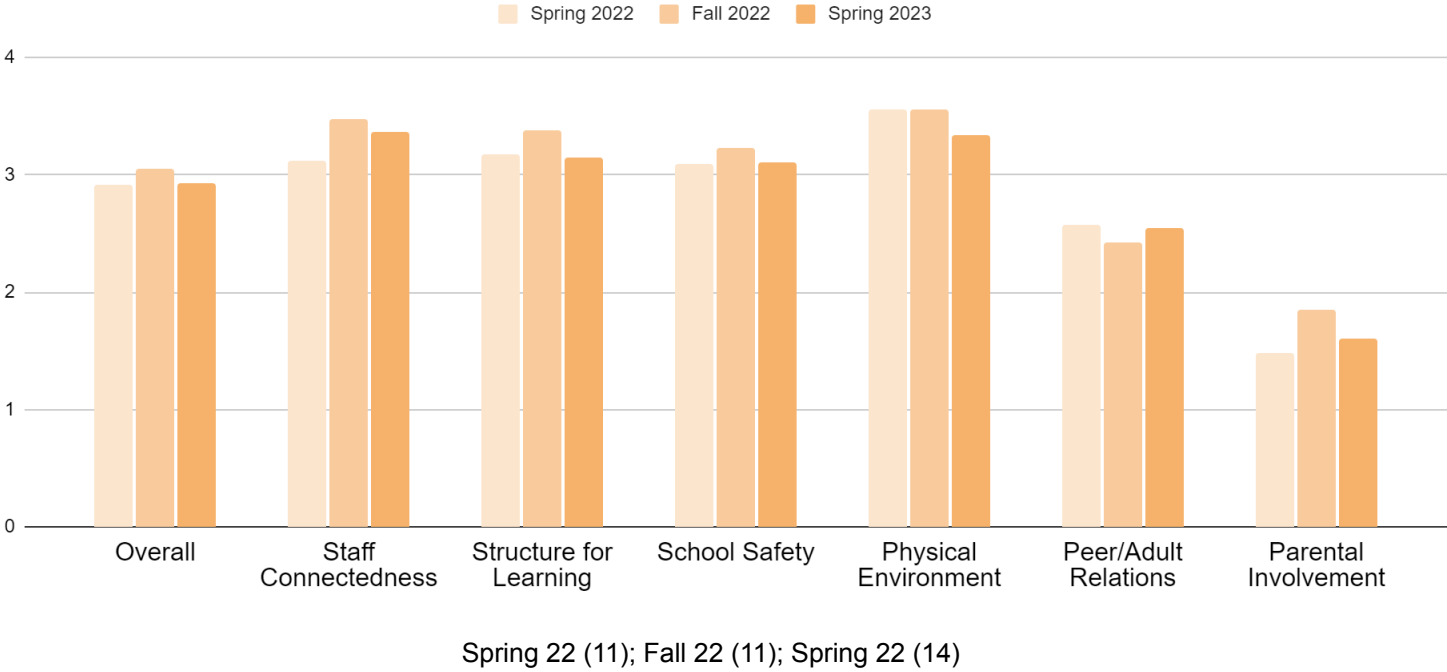


N: Spring 22 (45); Fall 22 (77); Spring 22 (78)

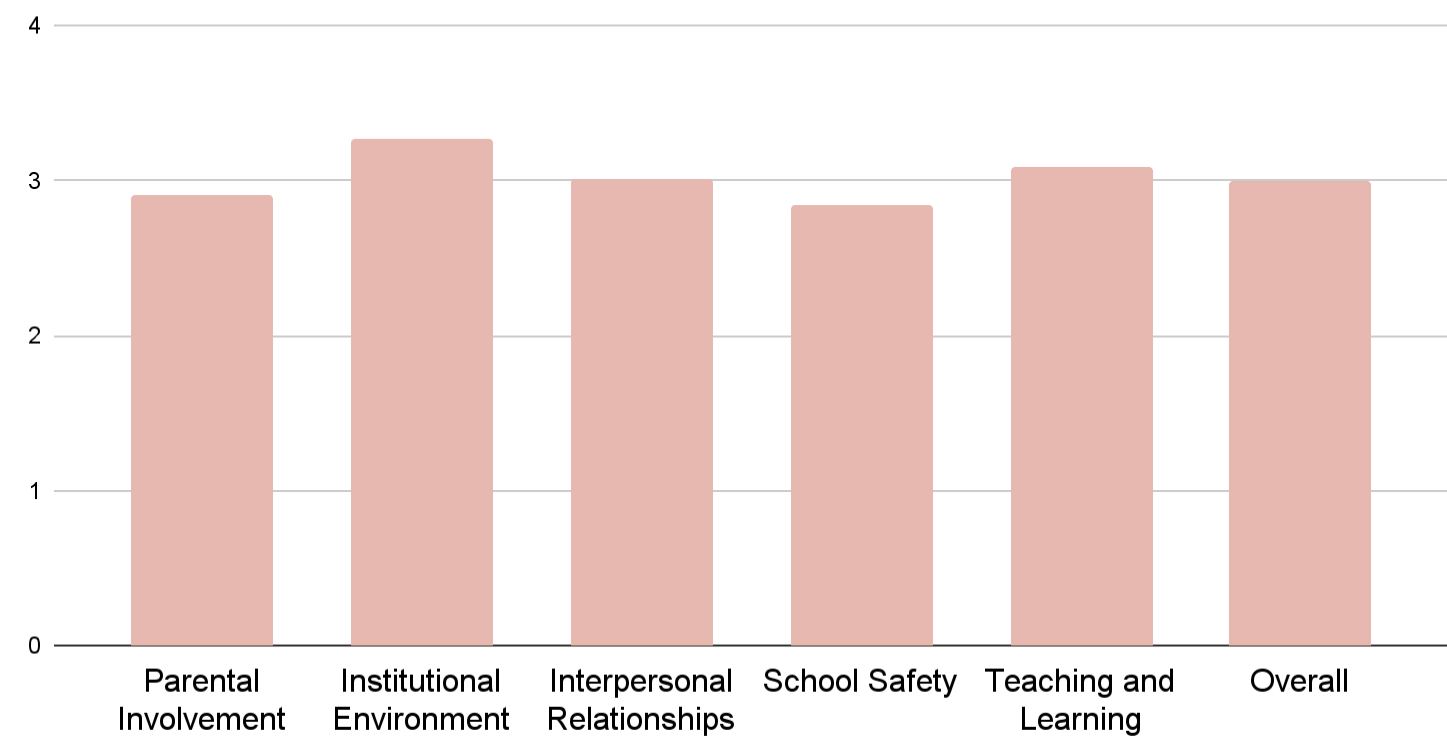
School Climate Survey: Personnel (Scores by Items) Spaulding



School Climate Survey: Personnel (Scores by Items) SEA Program

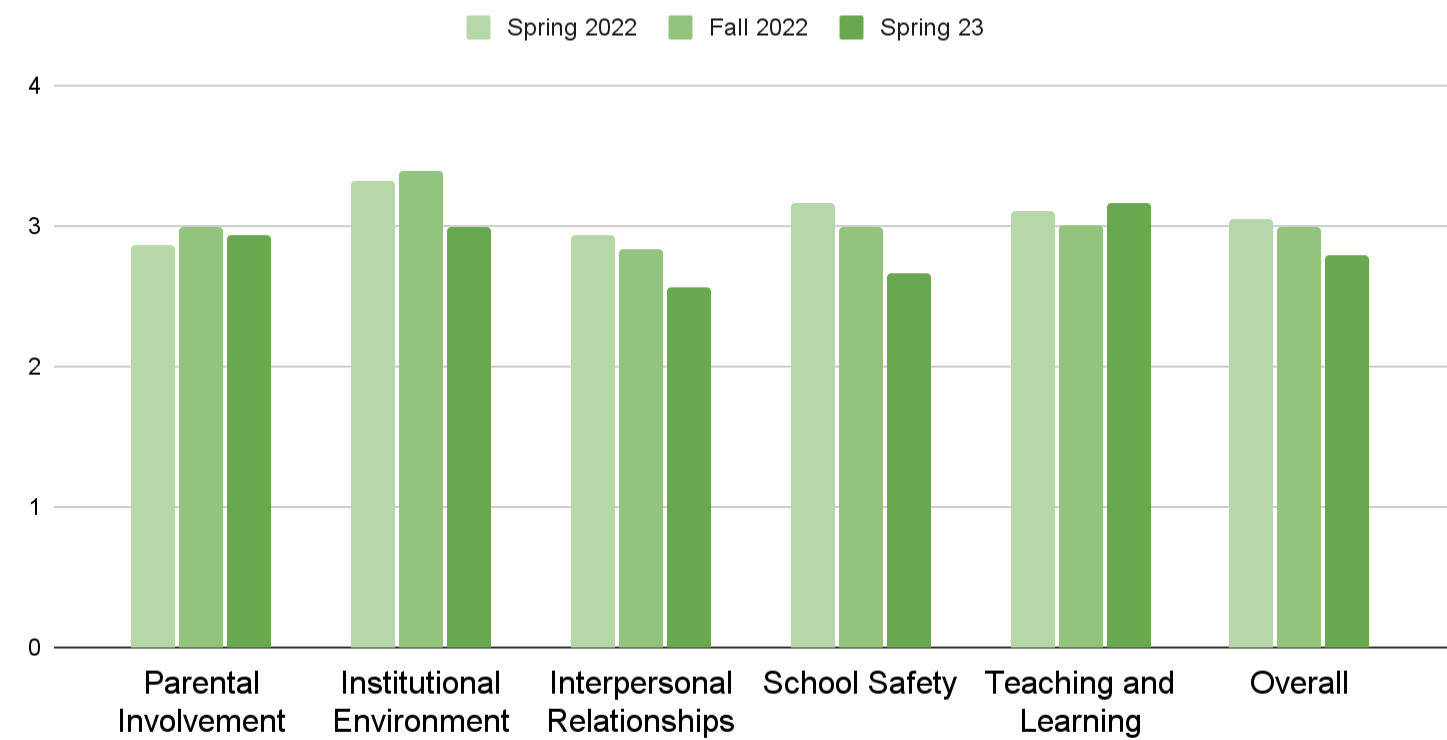


School Climate Survey: Families (Scores by Items) Barre City



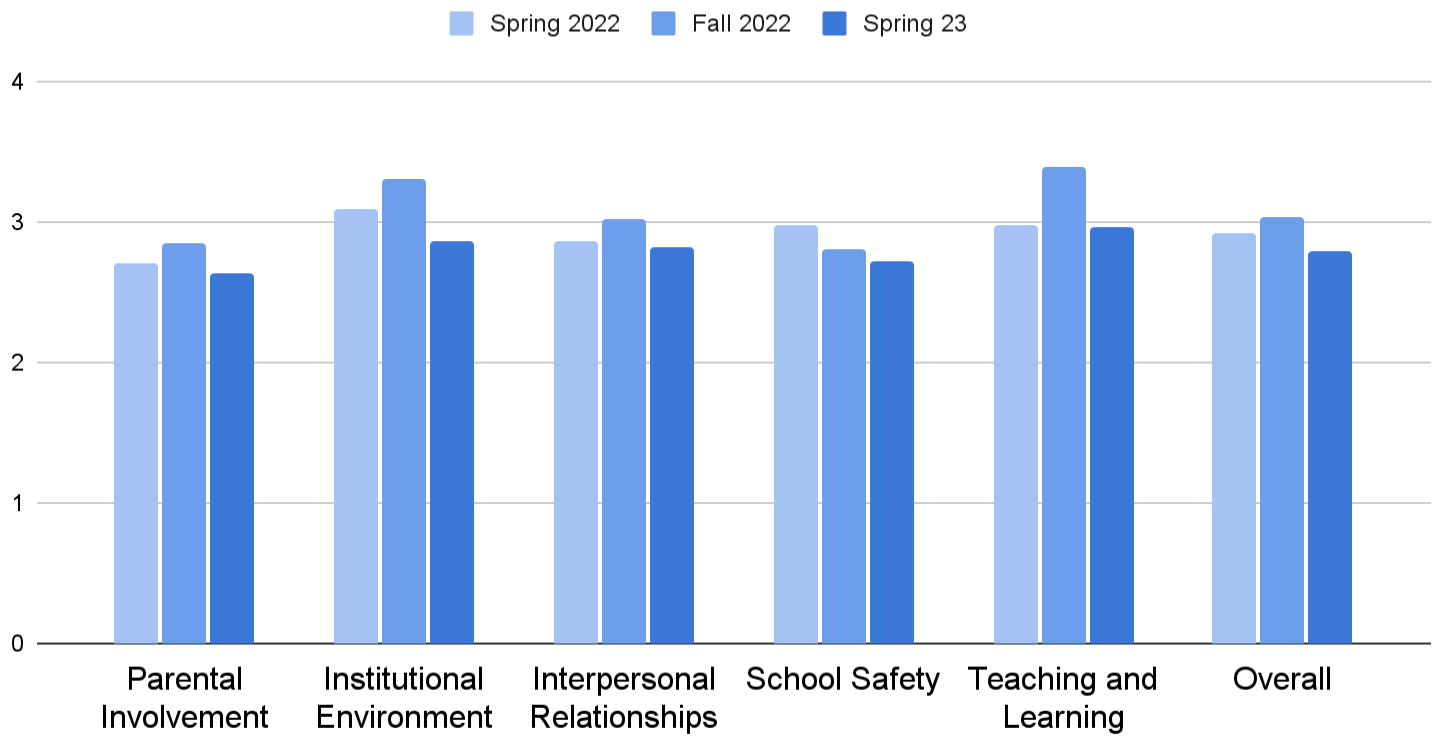
N: Fall 22 (59); Spring 23 (3 - Not enough respondents to display)

School Climate Survey: Families (Scores by Items) Barre Town



N: Spring 22 (161); Fall 22(68); Spring 23 (6)

School Climate Survey: Families (Scores by Items) Spaulding

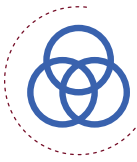


N: Spring 22 (89); Fall 22(18); Spring 23 (53)

School Climate Survey: Families SEA Program

Not enough respondents.

N: Spring 22 (4); Fall 22 (3); Spring 23 (1)

**School Climate Survey: Elementary**

Please answer all of the questions or your answers won't be recorded, but you can mark "I prefer not to answer" if you don't want to answer a question about you.

DEMOGRAPHICS**What is your gender or gender identity?**

☐ Female ☐ Male ☐ Other ☐ I prefer not to answer

What is your ethnicity?

☐ Hispanic or Latino/a/e ☐ Not Hispanic or Latino/a/e ☐ I prefer not to answer

What is your race? (mark all that apply)

☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or Pacific Islander ☐ White ☐ I prefer not to answer

Beyond that, is there another ethnic group with which you identify?

☐ Ethnic Group: _____ ☐ I prefer not to answer.

What grade are you in?

☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ I prefer not to answer

SURVEY QUESTIONS**1. I like school.**

☐ Never ☐ Sometimes ☐ Often ☐ Always

2. I feel like I do well in school.

☐ Never ☐ Sometimes ☐ Often ☐ Always

3. My school wants me to do well.

☐ Never ☐ Sometimes ☐ Often ☐ Always

4. My school has clear rules for behavior.

☐ Never ☐ Sometimes ☐ Often ☐ Always

5. Teachers treat me with respect.

☐ Never ☐ Sometimes ☐ Often ☐ Always

6. Good behavior is noticed at my school.

☐ Never ☐ Sometimes ☐ Often ☐ Always

7. I get along with other students.

☐ Never ☐ Sometimes ☐ Often ☐ Always

8. I feel safe at school.

☐ Never ☐ Sometimes ☐ Often ☐ Always

9. Students treat each other well.

☐ Never ☐ Sometimes ☐ Often ☐ Always

10. There is an adult at my school who will help me if I need it.

☐ Never ☐ Sometimes ☐ Often ☐ Always

11. Students in my class behave so that teachers can teach.

☐ Never ☐ Sometimes ☐ Often ☐ Always

June 2023

District Enrollment/Staffing

Class Size Policy Limits				Barre City Enrollment					Barre Town Enrollment				
Grade	Min	Ideal	Max	Students	Teachers	Avg.	Outside Placed	Total Grade Level	Students	Teachers	Avg.	Outside Placed	Total Grade Level
PK	12	15	17	84	3	28.00	23	107	91	3	30.33	24	115
K	15	16	18	80	5	16	1	81	83	6	13.8	0	83
1	15	18	20	74	5	14.8	0	74	87	5	17.4	1	88
2	15	18	20	75	5	15	2	77	88	5	17.6	0	88
3	15	18	20	64	4	16.00	1	65	89	5	17.8	0	89
4	15	20	22	92	6	15.3	2	94	73	4	18.25	0	73
5	15	20	22	74	4	18.50	0	74	69	4	17.25	0	69
6	15	20	22	77	4	19.25	4	81	77	4	19.25	1	78
7	15	23	25	73	4	18.25	2	75	72	4	18.00	4	76
8	15	23	25	72	4	18.00	3	75	76	4	19.00	3	79
				BC PK-8 Total					BT PK-8 Total				
June 2023 Totals				765			38	803	805			33	838
May 2023 Totals				758			38	796	802			34	836

SHS Enrollment					
Grade	SHS	Early College	Outside Placed	SEA	Total
9	139	0	7	20	166
10	150	0	5	11	166
11	126	0	4	11	141
12 +15	114	15	8	7	144
Jun 2023	529	15	24	49	617
May 2023	532	15	24	46	617

Updated June 9

Students Enrolled
2163
Outside Placed Total
95
District Total
2258

HOME STUDY REPORT (AOE provided data)

	Barre City Home Study (AOE Report)					Barre Town Home Study (AOE Report)					Spaulding High Home Study (AOE Report)				
AOE Report Month	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
July	-	-	-	29	12	-	-	-	23	13	-	-	-	4	6
August	9	22	22	31	20	9	26	18	29	22	6	18	6	6	6
September	11	23	30	35	20	11	27	25	39	29	8	20	9	8	9
October	11	23	41	40	25	15	28	35	42	32	9	20	13	10	11
November	No Rpt	26	43	42	25	No Rpt	29	38	40	32	No Rpt	20	14	12	11
December	No Rpt	26	No Rpt	45	24	No Rpt	29	No Rpt	42	32	No Rpt	21	No Rpt	12	13
January	No Rpt	No Rpt	50	45	23	No Rpt	No Rpt	43	42	32	No Rpt	No Rpt	14	12	13
February	No Rpt	25	52	43	23	No Rpt	30	46	42	32	No Rpt	21	14	11	13
March	No Rpt	No Rpt	52	43	No Rpt Yet	No Rpt	No Rpt	48	42	No Rpt Yet	No Rpt	No Rpt	15	12	No Rept Yet
April	32	25	44	43	No Rpt Yet	32	30	48	42	No Rpt Yet	17	21	16	12	No Rept Yet
May	32	26	17	42	24	32	30	9	44	35	17	21	2	13	14
June	35	32	20	No Rpt		34	39	11	No Rpt		17	24	4	No Rpt	
Pending at AOE	0 additional applications Pending Approval (not counted above)					5 additional applications Pending Approval (not counted above)					3 additional applications Pending Approval (not counted above)				