



Chris Hennessey, M.Ed.
Superintendent of Schools

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Spaulding High School
Spaulding Educational Alternatives
Barre City Elementary and Middle School
Barre Town Middle and Elementary School

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MEMORANDUM

TO: Barre Unified Union School District Curriculum Committee
Alice Farrell (Chair), Garrett Grant, Catherine Whalen, Bern Rose, James Carpenter

DATE: April 24, 2024

RE: BUUSD Curriculum Committee Meeting
May 01, 2024 @ 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
2. Additions/Changes to Agenda
3. Public Comment
4. Review/Approval of Meeting Minutes
 - 4.1. Meeting minutes from April 03, 2024
5. New Business
 - 5.1. Text discussion with "4 A's" Protocol
 - 5.2. Curriculum Department Updates
 - a. Curriculum Resource Access Demonstration (buUSD.org/departments/curriculum)
 - b. Overview of BUUSD MTSS and Coordinated Curriculum status
 - 5.3. Annual Calendar Planning
 - 5.4. Questions/Concerns/Reflections on Meeting
 - 5.5. Homework Resource for June meeting
6. Old Business
7. Other Business

8. Items for Future Agenda
9. Next Meeting Date: June 05, 2024 at 6:00 pm, SHS Library or via Google Meet.
10. Adjournment (appreciations and gratitude)

Parking Lot of items:

- A. Cost/Benefit Analysis of Effectiveness of Curriculum Consultants - (Alice Farrell / Jan. 2023)

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

Spaulding High School Library and Via Video Conference – Google Meet
April 3, 2024 - 6:00 p.m.

MINUTES

COMMITTEE MEMBERS PRESENT:

Alice Farrell (BT), Chair (arrived at 6:02)
Garrett Grant (BC)
Bern Rose (BC)
James Carpenter (BT)

COMMITTEE MEMBERS ABSENT:

Catherine Whalen (BT)

OTHER BOARD MEMBERS PRESENT:

ADMINISTRATORS PRESENT:

Chris Hennessey, Superintendent
Karen Fredericks, Director of Curriculum, Instruction, and Assessment

COMMUNITY MEMBERS PRESENT:

Chris Moran Karen Moran Megan Spaulding Rachel Van Vliet Nathaniel Fredericks

1. Call to Order

Mrs. Fredericks, Director of Curriculum, called the Wednesday, April 3, 2024, 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. Election of Chair

Ms. Rose nominated Mrs. Farrell for Chair, seconded by Mr. Grant. Nomination passed unanimously.
Motion by Ms. Rose to have a revolving Vice Chair as needed, seconded by Mr. Grant. Motion passed unanimously.

3. Additions and/or Deletions to the Agenda

None

4. Public Comment

Mrs. Fredericks shared it Autism Awareness month and educators wearing Autism Awareness garb celebrated diverse learning styles .
Spaulding High School play “Clue the Musical” is happening Thursday and Friday night , and Saturday at 2:00 p.m. Tickets are available online.

5. Approval of Minutes

4.1 October 4, 2023 Curriculum Committee Meeting Minutes

It was discussed that the minutes occurred with previous committee members and with all new committee members not being present it was decided to accept the minutes as written.

Ms. Burns moved to accept the minutes as written for October 4, 2023, seconded by Mr. Grant. Motion passed unanimously.

5. New Business

5.1 Business of the Committee

Mrs. Farrell handed out copies of the Agency of Education District Quality Standards. An article titled “Influence of School Boards on Curriculum” from the Association for Curriculum Development, published February 13, 2023, was provided by Mrs. Farrell. Vermont School Board Association has a very succinct set of questions about committees and how they function.

Set a foundation by going through VSBA questions (top four are the most important):

- What is the purpose of the Committee?
- What is the authority of the committee?
- What are the responsibilities and limitations?
- What are the specific tasks?

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Purpose of the Committee: Actionable ways to support the district and this group having more meaningful impact or influence. Perhaps deeper dives into data sets and doing analysis. Bringing in more community members to participate to look for patterns as stakeholders who have an influence on how the community sees the work that's happening in our schools. Larger, broader view and help guide our school. Let's talk about, think about, and hash out ideas of what we want to see in our schools with recommendations to the larger school board and community. The direction of where we're going in this big picture. Trends, impact of catching up from the pandemic learning, and lack of permanent housing the effect that is having on academic performance. The Director of Curriculum is working on a coordinated curriculum that's vertically and horizontally aligned. Still a work in progress but this spring we should have PK to graduation threads that can be traced for every content area. The next step would be aligning performance indicators, looking for gaps and overlaps with what teachers are teaching. There's a disconnect for PK-8 to High School which this is really going to help bridge. Vertically - what happens in K relates to what happens in 1st grade, and so on. Horizontally - What's happening in 5 first grade classrooms are all aligned. Building consistency between the two PK-8 schools so when going into Spaulding have the same background knowledge. Goal post for this year is to have those threads identified. A lot of next year will entail performance indicators and scope and sequence.

Authority of the committee is really information gathering.

Responsibilities and limitations: Student achievement to see how curriculum leads to student achievement. Look for interventions, support and resources to address. Opportunities to enrich students who may already be proficient and make sure they're also experiencing growth too. Structured literacy program (foundational skills) is a pilot program at the high school in our 2nd year with our K-8 classrooms. Important piece is public awareness.

Specific Tasks:

6. Old Business

None

7. Other Business

None

8. Items for Future Agendas

Moving forward with a new Director of Curriculum. Mr. Grant would like to be on that hiring committee. Summer School schedules in the next building reports, Board meeting not at the committee meeting.

9. Next Meeting Date

Wednesday, May 1, 2024 at Spaulding High School Library and via Google Meet.

10. Adjournment

On a motion by Mr. Grant, seconded by Ms. Burns, the Committee unanimously voted to adjourn at 7:19 p.m.

Respectfully submitted,
Tina Gilbert



Four “A”s Text Protocol

Adapted from Judith Gray, Seattle, Washington 2005.

Purpose

To explore a text deeply in light of one’s own values and intentions

Roles

Facilitator/timekeeper (who also participates); participants

Time

Five minutes total for each participant, plus 10 minutes for the final 2 steps.

Process

1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own “A”s).
 - What **Assumptions** does the author of the text hold?
 - What do you **Agree** with in the text?
 - What do you want to **Argue** with in the text?
 - What parts of the text do you want to **Aspire** to (or **Act** upon)?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time. What do people want to agree with, argue with, and aspire to (or act upon) in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

The Influence of School Boards on Curriculum

Published On: February 13, 2023

Regarding education, it is true that state and national-level oversight is essential, as it guarantees that students all over the country are achieving the same goalposts, which allows broader mobility in their professional lives. However, as noted by the Texas Association of School Boards, "while some education policy issues are best addressed at the state level, others are far better addressed by your local community." This is why having the influence of a school board is essential when it comes to the growth and development of local schools.

Along with district leaders and educators, school board members can valuably weigh in on debates about adopting goals and priorities, monitoring success, adopting policies, hiring and evaluating superintendents, setting budgets and tax rates and more.

One of the most critical debates school boards can partake in is regarding curriculum and instruction. "School boards play an important role in curriculum adoption and ensuring teachers and students have the resources they need," notes Denise Rawding for EdReports. "A critical responsibility of a local school board is to approve curriculum that will be implemented across a school district...While district leaders and educators should lead decisions about instructional materials, school boards can be involved from the beginning rather than waiting until the end of the process."

Rawding points out that while the board commonly hears about these decisions following approval, it can play a pivotal role in aligning the district's instructional vision with that of the individual schools. After all, the board can and should ensure the representation of the community's shared values and ethics in the curricula's materials.

Collaborating to Benefit Students

There are a number of elements to collaboration among school boards, educators and students. After identifying priorities and goals, members of the school board can also collaborate with educators on a plan for the rollout of a new curriculum. This can range from expectations regarding the integration of physical materials (books, apps and other forms of

technology) to speed of transition between curricula. Throughout this process, the board should assess if it is meeting students' needs, supporting diverse learners and preparing pupils for a college or career track. In sum, the school board ensures everything is up to its ideal standards.

In that regard, the board also has a responsibility to check accountability. The Washington State School Directors Association states, "School boards monitor district activities to ensure that annual progress is being made, achievement gaps are closing, and the public is kept informed about student progress...School improvement requires community will and support for improvement, which comes from effective linkages."

This expectation shouldn't be intimidating to educators and principals, but rather, a conversation and mutual evaluation. Periodically checking in to see what is and isn't working should be on any teacher's to-do list — and all notes can be brought to the educational leaders in their discussions with the board.

In this debate, it is crucial for teachers to bring their unique perspectives from inside the classrooms and to suggest creative and innovative solutions that modernize the school's curriculum.

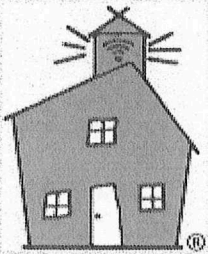
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CURRICULUM COMMITTEE

Chairperson: Mr. Shaun Holloran

The Curriculum Committee considers and makes recommendations concerning the District's broad policies of education and research. This committee reviews major areas of curriculum development, regular/special education services, pupil assessment, long-term program review and program revisions. Committee members consider the Board's priorities in curriculum areas. The Committee reports its findings to the Board and suggests programs and policy modifications that may be appropriate in curriculum and program areas. New program activities undertaken by the district, the implementation of new curricula, or the piloting of new programs are topics of particular interest. The Committee reviews research on the curriculum and program changes and reports its recommendations to the Board. The

4/31/24, 5:03 PM Curriculum Committee - Newington Public Schools
committee reviews proposals concerning student courses, ensure the Board's familiarity with district educational programs, monitor achievements and cause the evaluation of education programs. The Deputy Superintendent and curriculum directors are ex officio members of this committee.

Specific responsibilities of this committee may include:

- Conducts or coordinates curriculum studies undertaken by the Board;
- Periodically reports to the Board on the status of the curriculum and suggests area in need of study;
- Periodically studies and reports on student progress and on standardized test results;
- Studies and recommends textbook usage;
- Evaluates curriculum in view of school population trends;
- Recommends budget changes in view of curriculum developments;
- Assumes like responsibilities for extra-curricular and co-curricular activities.

Curriculum Committee Meetings

Find the agendas and minutes from Curriculum Committee Meetings below. Past years' agendas and minutes can also be found below in the "Curriculum Committee Meeting Archive" folder.



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VERMONT AGENCY OF EDUCATION
DISTRICT QUALITY STANDARDS

Rule Series 100

DRAFT

DRAFT: January 24, 2022

LEADERSHIP

SUPPORT

OVERSIGHT

Issued by the Vermont Agency of Education

1 National Life Drive, Davis 5
Montpelier, VT 05620-2501

Agency Leadership

Governor:	Phillip B. Scott
Secretary of Education:	Daniel M. French, Ed.D.
Deputy Secretary of Education:	Heather Bouchey Ph.D.

AOE Purpose Statement

The Agency of Education implements state and federal laws, policies, and regulations so that all Vermont learners have equitable access to high-quality learning opportunities. The Agency accomplishes this mission through the provision of leadership, support, and oversight of Vermont's public education system.

- By leadership, we mean developing a shared statewide vision and defining expectations for Vermont's education system in order to achieve a coherent and consistent understanding of policy and its implementation at the local level.
- By support, we mean providing professional learning opportunities and technical assistance so that stakeholders can meet legal requirements, ensure fiscal accountability, and make data-informed decisions.
- By oversight, we mean data collection and monitoring to verify that state and federal resources are used appropriately and effectively to establish a high-quality education system so that each Vermonter has access to high-quality learning opportunities.

100 District Quality Standards

101 Statutory Authority

16 V.S.A. § 165(g); 2022 Acts and Resolves No. 127, Sec. 14

102 Statement of Purpose

As set forth in 16 V.S.A. § 165:

(g) In addition to the education quality standards provided in section (a) of this section, each Vermont school district shall meet the school district quality standards adopted by rule of the Agency of Education regarding the business, facilities management, and governance practices of school districts. These standards shall include a process for school district quality reviews to be conducted by the Agency of Education. Annually, the Secretary shall publish metrics regarding the outcomes of school district quality reviews.

The purpose of these rules is to improve school district quality as a means to support the State's goal, set forth in 16 V.S.A. § 165(a), "that all Vermont children will be afforded educational opportunities that are substantially equal in quality" and enable them to achieve or exceed the education quality standards approved by the State Board of Education.

The State has ultimate responsibility for ensuring all students receive substantially equal access to a quality education. This responsibility originates from the Vermont Constitution and is more fully described in 16 V.S.A. § 1.

To fulfill its responsibility, the State delegates considerable authority to school districts, supervisory unions (SU/SDs) and superintendents. Therefore, the State has an obligation to provide public assurance that its delegated authority is being implemented in a manner that will likely achieve its responsibility.

The standards provided in these rules describe the core elements of a quality education delivery system. They also describe the role of the Agency of Education in providing the necessary support and oversight to attain those standards, so all students receive substantially equal access to a quality education.

These rules are in addition to and, unless otherwise specifically stated, do not supersede other Rules adopted by the Agency of Education or the State Board of Education.

103 Definitions

As used in this Rule 100 Series, words have the meaning as defined or intended in Title 16, Vermont Statutes Annotated; provided, however, that as used in this Rule Series, the term:

103.1 "Board" means the board of an SU/SD and, if applicable, the board of each member school district within an SU.

103.2 "Governance" means the system and methods by which SUs/SDs are directed and overseen including the SU's/SD's structure, the processes for making decisions and for ensuring accountability, and the ways in which goals are set and achieved, risk is assessed and mitigated, and performance is maximized.

103.3 "Priorities" means the SU's/SD's agreed-upon understanding of the most important goals.

103.4 "Processes" means structures established by the SU/SD to support consistency, clear expectations, organization, and shared understanding for how the work will be accomplished.

103.5 "Protocols" means the SU's/SD's agreed-upon norms of behavior and interactions to promote transparency, predictability, and functional group dynamics.

103.6 "SU/SD" means a supervisory union, including a supervisory district (a single-district supervisory union), in connection with:

- (a) The duties it performs on behalf of the supervisory union itself; and
- (b) If applicable, the duties it performs on behalf of its member school districts or the duties for which it is responsible for ensuring performance on the member districts' behalf.

110 District Quality Standards

As required by 16 V.S.A. § 165(g), each SU/SD shall meet or exceed the following district quality standards.

111 Business Operations

111.1 Budgeting and Accounting

The SU/SD follows consistent and financially sound processes to effectively manage its budget, maximize the use of funding, and ensure transparency of financial operations.

111.1.1 The SU/SD prepares and presents an annual budget which ensures compliance with federal and other budgeting requirements and

demonstrates a clear connection to established SU/SD goals and priorities and, if applicable, the goals and priorities of each member school district within the SU.

111.1.2 The SU/SD maintains accounting systems and records that ensure transparency and accountability for all funds, regardless of source, and provide complete, accurate, reliable, and timely data for reporting.

111.1.3 The SU/SD maintains accounting records in accordance with Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board principles (GASB).

111.1.4 The SU/SD records and reports information consistent with the most current version of the Vermont Agency of Education Uniform Chart of Accounts within the SU's/SD's accounting software.

111.1.5 The SU/SD employs grants management practices that enable it to effectively and efficiently spend its federal grant funds and prevent reversion of funds.

111.2 Risk Management and Internal Controls

The SU/SD maintains adequate internal controls to provide reasonable assurance the SU/SD and, if applicable, each member school district within the SU follow state and federal statutes and regulations.

111.2.1 The SU/SD completes required audits in accordance with established deadlines and communicates audit results with the SU/SD Board and, if applicable, the board of each member school district within the SU.

111.2.2 The SU/SD establishes, and complies with, a consistent records management process that adequately addresses all state, federal, and local requirements related to records and records retention.

111.2.3 The SU/SD takes adequate measures to safeguard protected information and other information designated as sensitive, consistent with applicable state and federal law.

111.2.4 The SU/SD implements and maintains effective procurement and contract administration processes.

111.2.5 The SU/SD has incorporated a risk management assessment, including liability insurance coverage and safe cybersecurity practices, into its operational processes.

111.3 Personnel Management

The SU/SD and, if applicable, each member school district within the SU, employs staff in accordance with state and federal law and implements equitable

and inclusive personnel practices that support effective recruitment and retention of staff.

111.3.1 The employer establishes clear and consistent policies and processes for equitable hiring of staff.

111.3.2 The employer ensures that all employees, volunteers, and other applicable staff have completed all required background check requirements in accordance with law.

111.3.3 The employer ensures that all positions that require professional licensing meet current licensing requirements throughout the duration of employment.

111.4 Data Management

The SU/SD ensures systems are in place for the efficient and purposeful collection, use, and sharing of data.

111.4.1 The SU/SD reports accurate and timely data as required by the Secretary of Education.

111.4.2 The SU/SD uses a single Student Information System for all public schools within the SU/SD as a data source for up-to-date educational records.

111.4.3 The SU's/SD's Student Information System meets interoperability requirements as specified by the Secretary of Education.

111.4.4 The SU/SD demonstrates purposeful use of data in identifying needs, evaluating program effectiveness, and communicating the current state of educational outcomes.

112 Facilities Management and Safety

112.1 Facilities Management

The SU/SD adequately maintains and cleans the facilities for which the SU/SD or, if applicable, a member school district is responsible, and has developed the plans necessary to ensure current and future operations.

112.1.1 The SU/SD maintains a comprehensive school facilities Operations and Maintenance Manual (OMM) for each building and other facility for which the SU/SD or, if applicable, a member school district is responsible.

(a) The SU/SD ensures that educational and program facilities are accessible, clean, safe, secure, well-lit, well-maintained, and conducive to student learning, including having adequate access to technology.

(b) The OMM describes regular cleaning routines and maintenance tasks such as the periodic cleaning/changing of HVAC filters and other mechanical systems to ensure good air quality.

(c) The SU/SD updates the OMM as changes to facilities or staffing occur and provides training to staff on how to implement the OMM.

112.1.2 The SU/SD maintains a five-year Capital Improvement Plan (CIP) for each building and other facility for which the SU/SD or, if applicable, a member school district is responsible and updates it annually.

(a) The CIP describes future capital development and improvement needs, including the need for adequate-sized facilities based on enrollment projections.

(b) The CIP also addresses the following categories in addition to capacity:

(i) Safety and security infrastructure;

(ii) Accessibility;

(iii) Technology infrastructure;

(iv) Capacity to deliver STEAM (science, technology, engineering, arts, and math) programming; and

(v) Building systems' condition and performance, including energy efficiency improvements and indoor air quality to address the health and safety of students and employees.

112.1.3 The SU/SD designates a person with responsibility for facilities management with the SU/SD. The designee receives the necessary training and certification to ensure compliance with these standards.

112.2 Facilities Safety

The SU/SD ensures that the facilities for which the SU/SD or, if applicable, a member school district is responsible are safe, and maintains up-to-date operational plans to ensure staff and other stakeholders can respond to threats.

112.2.1 The SU/SD maintains a comprehensive Emergency Operations Plan (EOP) in the format prescribed by the Secretary.

(a) SU/SD leadership and, if applicable, the leadership of each member school district within the SU reviews and updates the EOP annually to ensure that it includes the essential processes, operations and assignments that are required to plan, prepare, mitigate, respond to, and recover from an emergency or disaster.

(b) The SU/SD ensures that all drills, practice exercises, and other emergency processes required by the EOP are conducted at each building or other facility.

112.2.2 The SU/SD ensures that each building and other facility has adopted an appropriate and layered approach to physical security measures to ensure each facility is a safe and secure environment.

112.2.3 The SU/SD ensures that all SU/SD staff and, if applicable, member school district staff within the SU/SD are trained in emergency operations including threat assessment protocols.

113 Governance

113.1 Governance Priorities

Through an equity lens, the Board of each SU/SD and, if applicable, of each member school district within the SU, adopts a vision and measurable goals to support continuous improvement and monitors student academic progress and wellness.

113.1.1 The Board follows an inclusive process to invite and incorporate community input into the vision and goals for the school system.

113.1.2 At least annually, the Board sets measurable goals and regularly reviews the progress toward those goals.

113.1.3 At least annually, the Board monitors student academic progress and wellness.

113.1.4 At least annually, the Board formally evaluates the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed-upon goals.

113.2 Governance Protocols

The Board of each SU/SD and, if applicable, of each member school district within the SU, adopts, reviews annually, and revises as needed, operating protocols for how it does its work, and annually reads foundational documents such as articles of agreement.

113.2.1 The Board annually assesses its performance, including adherence to agreed protocols, processes, and policies.

113.2.2 The Board annually reviews whether and/or how its actions and contributions have impacted the school system's success in meeting goals.

113.2.3 The Board annually evaluates the effectiveness of community engagement and public communication efforts.

113.2.4 The Board undertakes its own continuous learning and development and provides members with opportunities for ongoing training and support to maintain and increase their skills and understanding.

113.3 Governance Processes

The Board of each SU/SD and, if applicable, of each member school district within the SU, establishes and follows inclusive, transparent, and predictable methods to conduct its work.

113.3.1 The Board discusses, adopts, and revises policies on a regular basis to ensure the system is supporting and meeting the needs of every student.

113.3.2 The Board ensures its annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student.

113.3.3 The Board ensures its members are aware of conditions set forth in negotiated agreements and contracts.

113.3.4 The Board ensures its members understand and comply with Vermont statutes and regulations relevant to board work and public education.

113.3.5 The Board stays apprised of proposed legislation and policy-making that may affect its school system and students.

113.3.6 The Board maintains an ongoing relationship with locally elected officials.

130 Quality Assurance

131 District Quality Review Process

131.1 Self-Evaluation

131.1.1 Annually, the SU/SD shall evaluate its performance under each District Quality Standard set forth in Rule 110 above and the following Education Quality Standards (State Board Rule Series 2000):

- SBE Rule 2120.6 Curriculum Coordination
- SBE Rule 2121.3 Needs Based Professional Learning
- SBE Rule 2121.5 Tired System of Support
- SBE Rule 2123 State and Local Comprehensive Assessment System
- SBE Rule 2125 Continuous Improvement Plan

- SBE Rule 2121.4 Staff Evaluation
- SBE Rule 2120.8 Local Graduation Requirements
- SBE Rule 2122.2 Access to Instructional Materials

131.1.2 Annually, on or before a date determined and announced by the Agency, the SU/SD shall submit its self-evaluation electronically to the Agency.

131.1.3 The SU/SD shall conduct and submit its self-evaluation on a form developed by the Agency, which the Agency may update as necessary or as it deems advisable.

131.1.4 Based on the results of the SU/SD self-evaluation, the Agency may require the SU/SD to participate in training to improve its practices related to one or more District Quality Standards and/or Education Quality Standards listed above.

131.2 Three-Year Intermediate Reviews

131.2.1 The Agency shall evaluate each SU/SD's performance under the Education Quality Standards listed in 131.1.1 above by reviewing the state assessment proficiency scale scores of each SU/SD and each SU/SD's progress in achieving adequate growth in proficiency, including proficiency of historically marginalized student subgroups.

131.2.2 Not less than every three years, based on the evaluation in 131.2.1, the Agency shall identify for an intermediate review each SU/SD that the Secretary determines is not meeting Education Quality Standards or that is not making sufficient progress in improving student performance as required by 16 V.S.A. § 165(b). The Agency shall inform each SU/SD in writing whether it has been identified for intermediate review.

131.2.3 An SU/SD identified for an intermediate review will be evaluated by the Agency for compliance with the Education Quality Standards listed in 131.1.1 above. The Agency shall notify the SU/SD in writing of the outcome of its review not later than one year from the date of written identification in 131.2.2.

131.2.3.1 The notification shall identify any standard the SU/SD failed to meet.

131.2.3.2 The notification shall identify the specific actions the SU/SD must take to meet any standard it failed to meet and establish a deadline by which the action must be completed.

131.2.3.3 The notification shall identify the manner in which the SU/SD shall confirm that it has taken the identified actions (e.g., in writing, in an electronic meeting, at an in-person meeting).

131.2.3.4 The notification shall describe the technical assistance the Agency will provide to the SU/SD.

131.2.4 If an SU/SD fails to take corrective actions identified in the Agency's notification, within two years of the date of notification, then the Agency may make a recommendation to the State Board for one or more of the following actions, pursuant to the process described in 16 V.S.A. § 165(b):

- (a) the Agency shall continue to provide technical assistance for one more cycle of review;
- (b) the State Board shall adjust supervisory union boundaries or responsibilities of the superintendency pursuant to 16 V.S.A. § 261;
- (c) the Secretary shall assume administrative control of an individual school, school district, or supervisory union, including budgetary control to ensure sound financial practices, only to the extent necessary to correct deficiencies;
- (d) the State Board shall close an individual school or schools and require that the school district pay tuition to another public school or an approved independent school pursuant to chapter 21 of Title 16; or
- (f) the State Board shall require two or more school districts to consolidate their governance structures.

132 Publication of "Metrics Regarding the Outcomes" of District Quality Reviews

132.1 Within 60 days of the deadline established for submission of the original self- evaluation in 131.1 above, the Agency shall publish on its website each SU/SD's measurements under the district quality standards.

132.2 Within 7 days of the written identification in 131.2.2 above, the Agency shall publish on its website a list of SU/SDs identified for a three-year intermediate review.

140 Effective Date

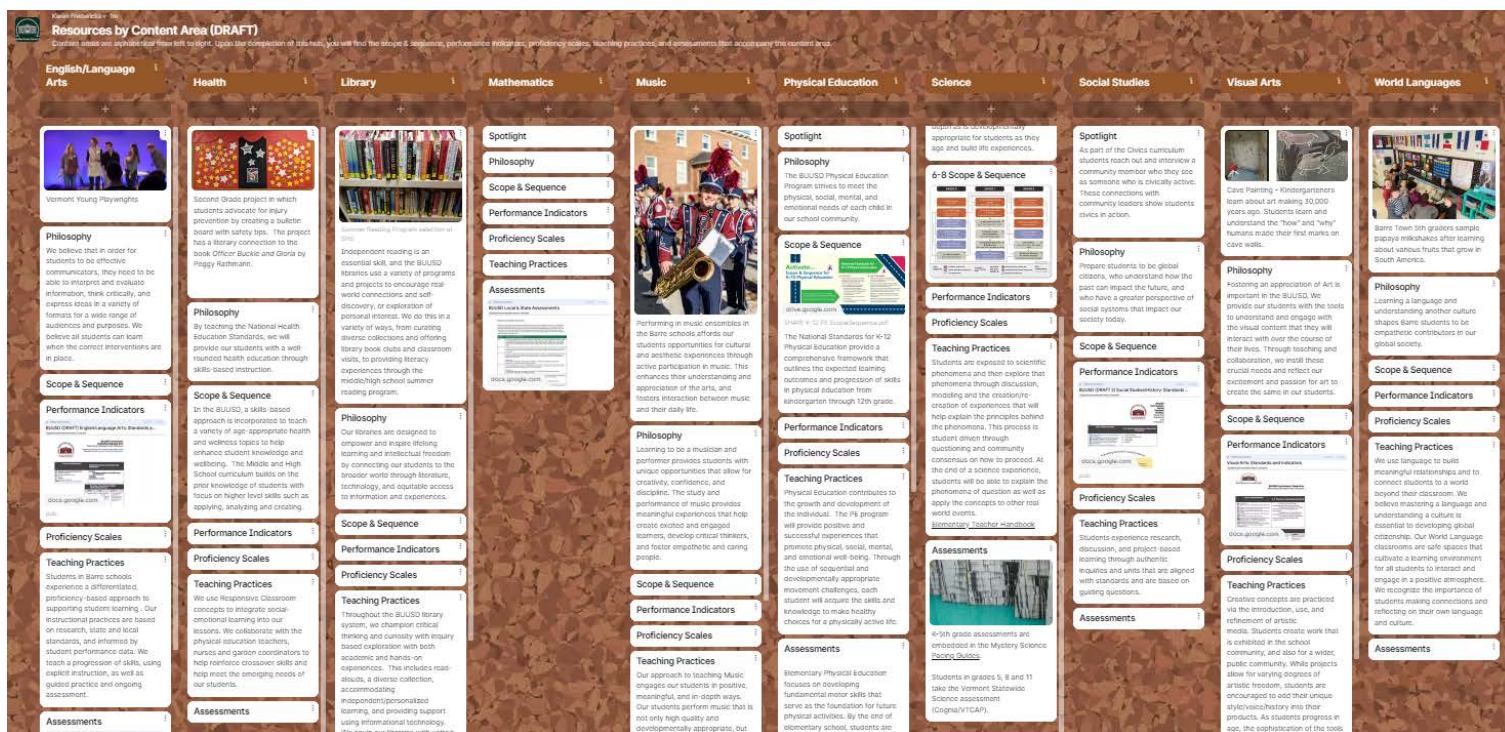
These rules will take effect on July 1, 2025.

Curriculum Department Updates: April 2024

- Curriculum and Systems Informationpages 2-3
- Academic Data.....pages 4-7
- Professional Development Data.....pages 8-14
- Climate Survey Results.....pages 15-21
 - Students..... pages 15-17
 - Personnel.....pages 18-19
 - Families.....pages 20-21
- Continuous Improvement Plan Draft.....pages 22-29



Developing a coordinated curriculum in the BUUSD: Strategic Plan 1. B, 3.B, E



<https://padlet.com/kfredbsu/resources-by-content-area-draft-qaliyxdgpikj7nem>

2022-2023 Phase 1: Identify content area goals, philosophies, teaching methods, curriculum summaries, and spotlights.

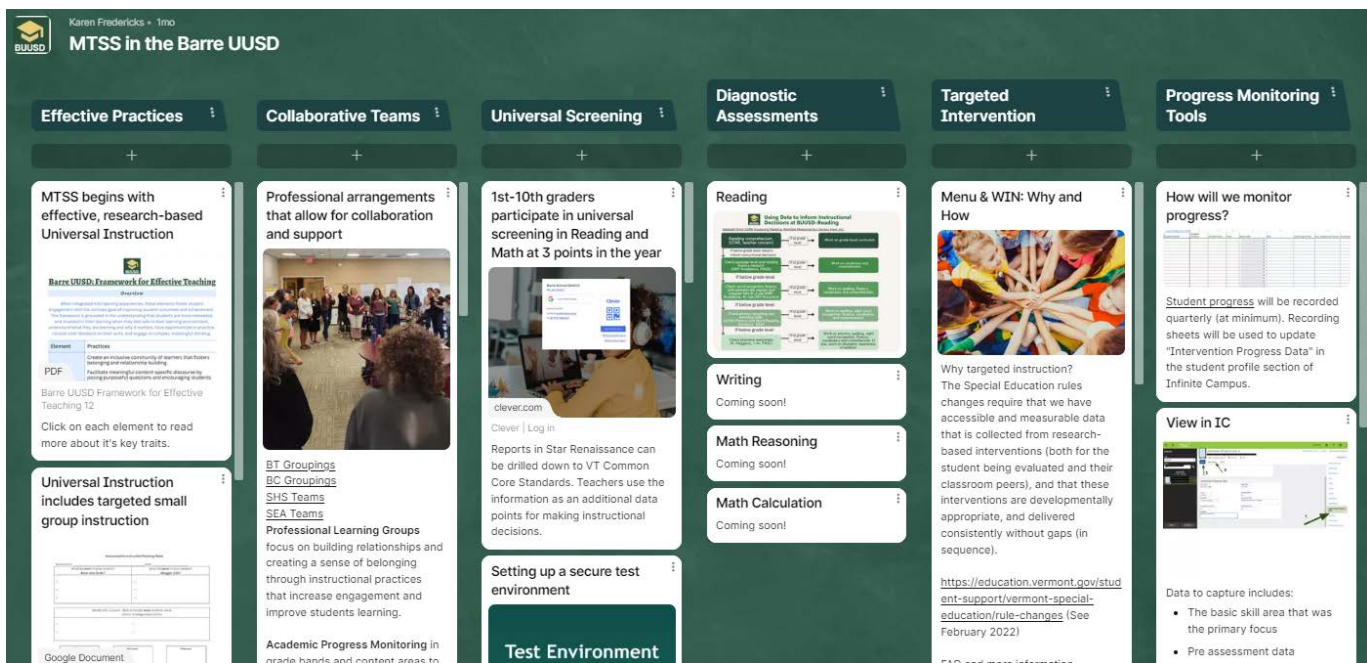
2023-2024 Phase 2: Identify content threads that can be traced PreK-graduation; align reporting standards to the threads.

2024-2025 Phase 3: Identify gaps and overlaps in performance indicators that are horizontally and vertically aligned.

Sample final product

1. Inquiry Process: Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions.					
	PreK	Grade K-2	Grade 3-5	Grade 6-8	Grades 9-12
a	Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations. (VELS.SS.1.1)	Generate questions about individuals and groups. (D2.His.3)	Generate relevant questions about a topic of study. (D2.His.3)	Generate and use relevant questions about a topic of study. (D2.His.3)	Generate and use a variety of questions about a topic of study to further inquiry. (D2.His.3)
b	Collect, describe and record information through discussions, simple drawings, maps and charts. (VELS.SS.1.2)	Explain why the compelling question is important to the student. (D1.1)	Explain why compelling questions are important to others (e.g., peers, adults). (D1.1)	Explain how a question represents key ideas in the field. (D1.1)	Explain how a question reflects an enduring issue in the field. (D1.1)
c	Describe and discuss predictions, explanations and generalizations based on past experience. (VELS.SS.1.3)	Identify disciplinary ideas associated with compelling and supporting questions. (D1.2, 3)	Identify disciplinary concepts and ideas associated with compelling and supporting questions that are open to different interpretations. (D1.2, 3)	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3)	Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions. (D1.2, 3)
		Make connections	Explain how supporting	Explain how the	Explain how supporting

Developing our MTSS in the BUUSD: Strategic Plan 1.A-B; 3.B, C, F; 4.B; 5.C, D



<https://padlet.com/kfredbsu/mtss-in-the-barre-uusd-u1rp09ysw07gkezz>

2022-2023 Phase 1

Introduce universal effective practices, get to know new math and literacy programs, revise local assessments schedule, pilot progress monitoring procedures, identify shifts to EST & IEP eligibility referral procedures in accordance with Act 173,

2023-2024 Phase 2

Clarify roles and responsibilities for Interventionists and Special Educators, provide professional development to staff who administer diagnostic assessments, alignment of K-8 progress monitoring procedures, needs-based targeted intervention support to faculty, job-embedded coaching support for classroom teachers and special educators, use student and classroom growth data to target support

2024-2025 Phase 3

Continuation and tuning of developed procedures, differentiation/ Universal Design for Learning professional development theme, improve assessment validity by addressing testing environment concerns, use more disaggregated demographic data to target supports

Academics

Spring 2023 VTCAP Results

English Language Arts			Below Standard		At/Above Standard		District	State	HM*
Grade	Student Count	Average Scaled Score	Level 1	Level 2	Level 3	Level 4	Meets State Standard		
3rd	148	1715	24% (36)	35% (52)	19% (28)	22% (32)	41%	49%	31%
4th	158	1726	25% (40)	31% (49)	22% (34)	22% (35)	44%	56%	39%
5th	139	1719	31% (43)	29% (40)	22% (30)	19% (26)	40%	50%	34%
6th	154	1721	18% (28)	40% (61)	25% (39)	17% (26)	42%	56%	38%
7th	143	1727	11% (16)	45% (64)	31% (44)	13% (19)	44%	57%	38%
8th	138	1735	17% (24)	36% (49)	25% (34)	22% (31)	47%	56%	39%
9th	134	1693	46% (61)	24% (32)	27% (36)	4% (5)	31%	43%	26%

Math			Below Standard		At/Above Standard		District	State	HM*
Grade	Total Student Count	Average Scaled Score	Level 1	Level 2	Level 3	Level 4	Meets State Standard		
3rd	147	1677	37% (54)	39% (58)	20% (29)	4% (6)	24%	37%	22%
4th	158	1664	49% (78)	31% (49)	19% (30)	1% (1)	20%	35%	20%
5th	137	1690	46% (63)	27% (37)	21% (29)	6% (8)	27%	38%	24%
6th	154	1714	34% (52)	28% (43)	34% (52)	5% (7)	38%	53%	34%
7th	144	1712	38% (54)	29% (42)	21% (30)	13% (18)	33%	46%	28%
8th	137	1701	29% (40)	34% (46)	34% (47)	3% (4)	37%	36%	20%
9th	135	1694	36% (48)	41% (56)	21% (29)	1% (2)	23%	33%	19%

Science			Below Standard		At/Above Standard		District	State	HM*
Grade	Total Student Count	Average Scaled Score	Level 1	Level 2	Level 3	Level 4	Meets State Standard		
5th	139	1731	22% (30)	44% (61)	29% (41)	5% (7)	35%	45%	30%
8th	137	1714	26% (35)	51% (70)	23% (32)	0% (0)	23%	41%	28%
11th	115	1749	23% (26)	34% (39)	43% (50)	0% (0)	43%	45%	24%

*Historically Marginalized (Students from racial or ethnic minorities, students with disabilities, English language learners, and students in poverty)

Statewide Assessment Results can be accessed here:

<https://education.vermont.gov/news/agency-education-releases-2023-statewide-assessment-results>

Please note that the AOE has indicated that the results from the current year's assessments are expected to be released toward the end of the summer.

Star Proficiency and Growth Summary

District Summary of Proficiency			Average growth experiences of classrooms between fall and winter screening windows		
	Fall	Winter	Reading		
Math	21%	22%	School	High Growth	Low Growth
Reading	44%	42%	Barre City	59.26% (16)	40.74% (11)
			Barre Town	51.85% (14)	48.15% (13)
			Math		
			School	High Growth	Low Growth
			Barre City	44.44% (12)	55.56% (15)
			Barre Town	39.29% (11)	60.71% (17)

STAR Summary for Fall and Winter 203-24

MATH					READING						
BC MATH	Fall				BC READING	Fall					
	Math	Below	At/Above	Total		% At/Above	Reading	Below	At/Above	Total	% At/Above
	3rd	39	20	59		33.90%	3rd	36	22	58	37.93%
	4th	39	11	50		22.00%	4th	34	18	52	34.62%
	5th	62	5	67		7.46%	5th	45	25	70	35.71%
	6th	59	7	66		10.61%	6th	51	17	68	25.00%
	7th	55	15	70		21.43%	7th	31	32	63	50.79%
	8th	53	6	59		10.17%	8th	32	26	58	44.83%
	64			371		17.25%	140			369	37.94%
	Winter					Winter					
	Math	Below	At/Above	Total		% At/Above	Reading	Below	At/Above	Total	% At/Above
	3rd	42	16	58		27.59%	3rd	40	20	60	33.33%
	4th	42	11	53		20.75%	4th	33	18	51	35.29%
	5th	68	6	74		8.11%	5th	47	26	73	35.62%
	6th	57	13	70		18.57%	6th	47	22	69	31.88%
	7th	75	10	85		11.76%	7th	32	36	68	52.94%
	8th	50	11	61		18.03%	8th	30	29	59	49.15%
	67			401		16.71%	151			380	39.74%

MATH					READING								
BT MATH	Fall					BT READING	Fall						
	Math	Below	At/Above	Total	% At/Above		Reading	Below	At/Above	Total	% At/Above		
	3rd	46	31	77	40.26%		3rd	60	21	81	25.93%		
	4th	64	21	85	24.71%		4th	44	38	82	46.34%		
	5th	59	16	75	21.33%		5th	43	28	71	39.44%		
	6th	53	19	72	26.39%		6th	39	31	70	44.29%		
	7th	57	22	79	27.85%		7th	31	41	72	56.94%		
	8th	53	16	69	23.19%		8th	31	35	66	53.03%		
				125	457		27.35%				194	442	43.89%
	Winter						Winter						
	Math	Below	At/Above	Total	% At/Above		Reading	Below	At/Above	Total	% At/Above		
	3rd	52	26	78	33.33%		3rd	62	21	83	25.30%		
	4th	59	26	85	30.59%		4th	50	30	80	37.50%		
	5th	61	14	75	18.67%		5th	35	33	68	48.53%		
	6th	55	17	72	23.61%		6th	37	37	74	50.00%		
	7th	52	27	79	34.18%		7th	33	41	74	55.41%		
	8th	43	29	72	40.28%		8th	34	33	67	49.25%		
				139	461		30.15%				195	446	43.72%

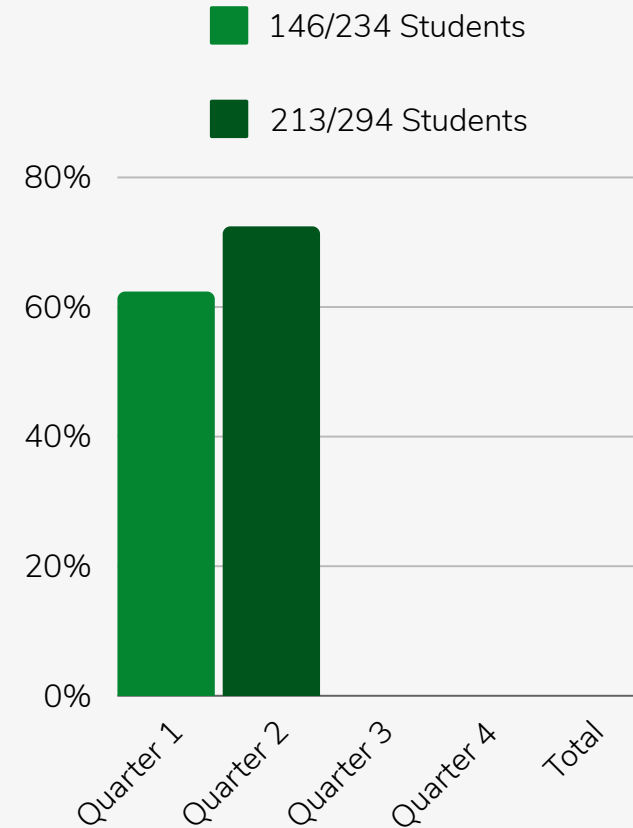
MATH						READING					
SHS MATH	Fall					SHS READING	Fall				
	Math	below	at/above	Total	% At/Above		Reading	below	at/above	Total	% At/Above
	9th	120	25	145	17.24%		9th	36	44	80	55.00%
	10th	73	13	86	15.12%		10th	22	39	61	63.93%
			38	231	16.45%				83	141	58.87%
	Winter						Winter				
	Math	Below	At/Above	Total	% At/Above		Reading	below	at/above	Total	% At/Above
	9th M	120	19	139	13.67%		9th	69	59	128	46.09%
	10th M	85	10	95	10.53%		10th	59	43	102	42.16%
			29	234	12.39%				102	230	44.35%

K-8 Q1 and Q2 Targeted Instruction Progress Monitoring & Student Growth Strategic Plan 1.A, B; 3.C, F; 4.B; 5.D

PERCENTAGE OF STUDENTS WHO SHOWED GROWTH DURING TARGETED INSTRUCTION AT BARRE CITY AND BARRE TOWN:

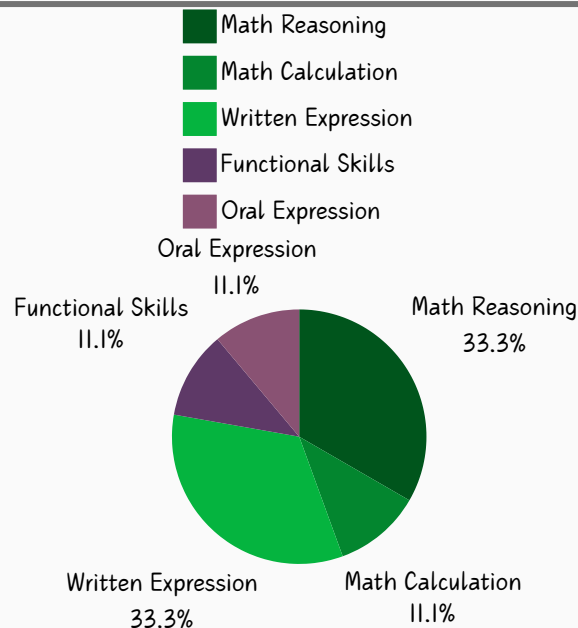
The data that contributed to this chart reflects students who aren't receiving IEP services (for the content areas that were being taught).

*All records which included **both** pre- and post assessment were captured in the results.

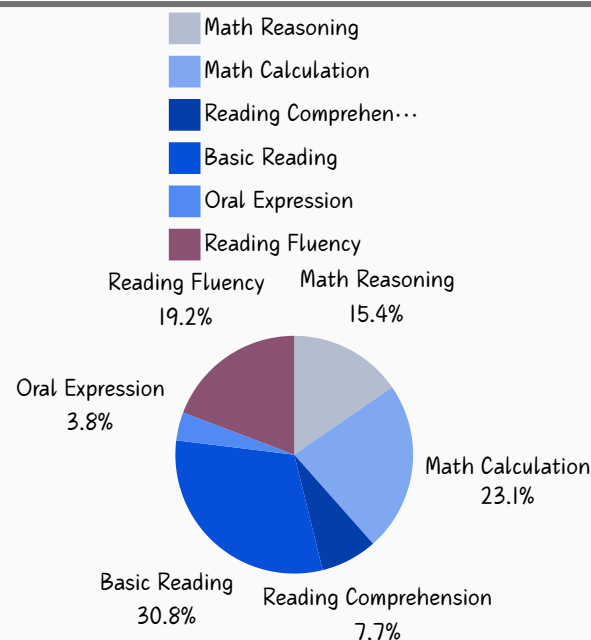


Basic Skill Areas: What were classrooms focusing targeted instruction on in Q2?*

BARRE TOWN Quarter 2 :



BARRE CITY Quarter 2 :



*According to progress monitoring data received.

STUDENTS EXPERIENCING HIGH GROWTH (ON TRACK FOR MORE THAN A YEAR’S WORTH OF GROWTH)

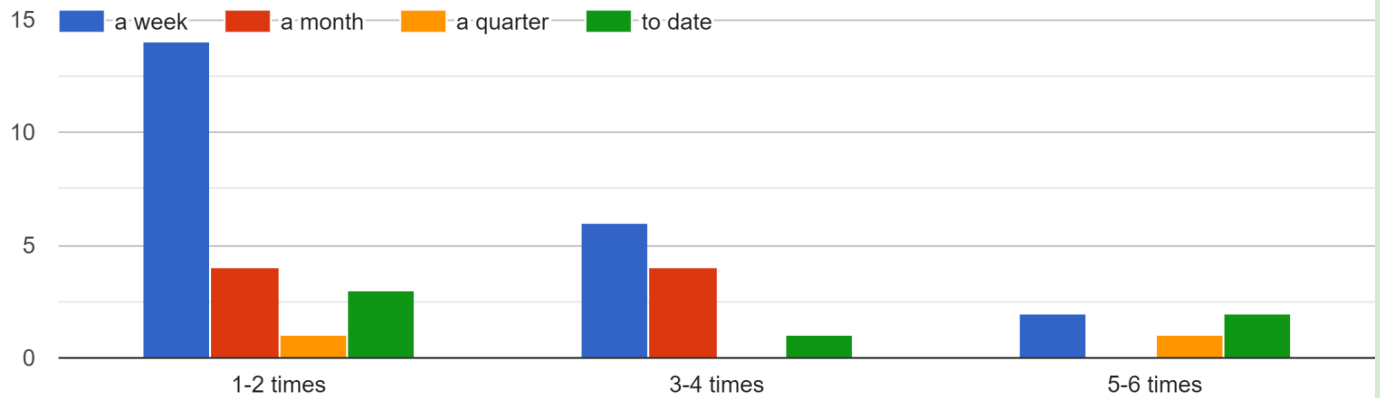
	Star Early Literacy	Star Reading	Star Math
Barre City	39%	51%	41%
Barre Town	42%	47%	40%

Professional Development: Strategic Plan 1.B; 3.I; 4.B;

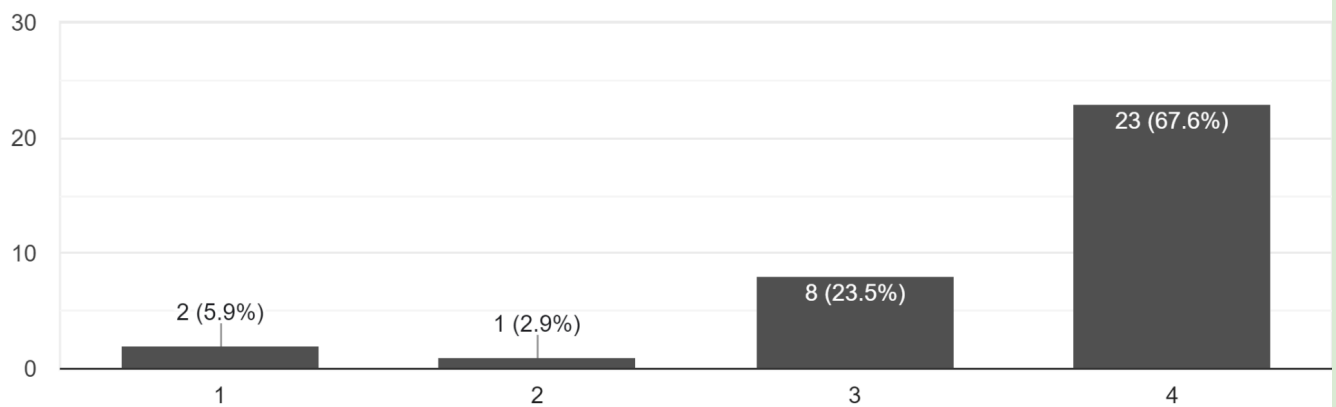
Mentor Program: approximate cost for the district to the district to support 55 new faculty/professional staff: \$48,000

Mid Year Feedback

How often did you meet with your mentor? (Select the option that best fits you experience.)



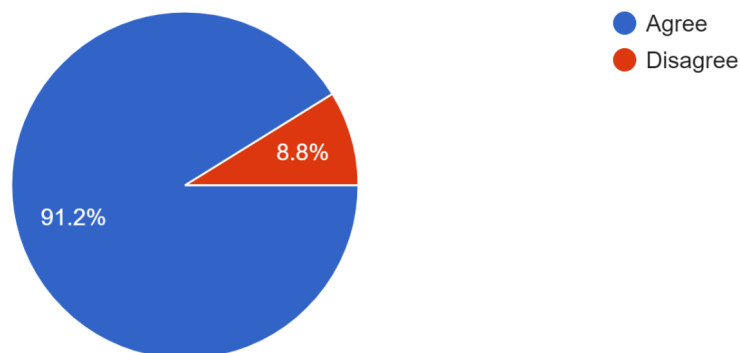
The support and assistance I have received from my mentor has been... lacking: 1 to excellent 4
34 responses



Mentor Program Continued

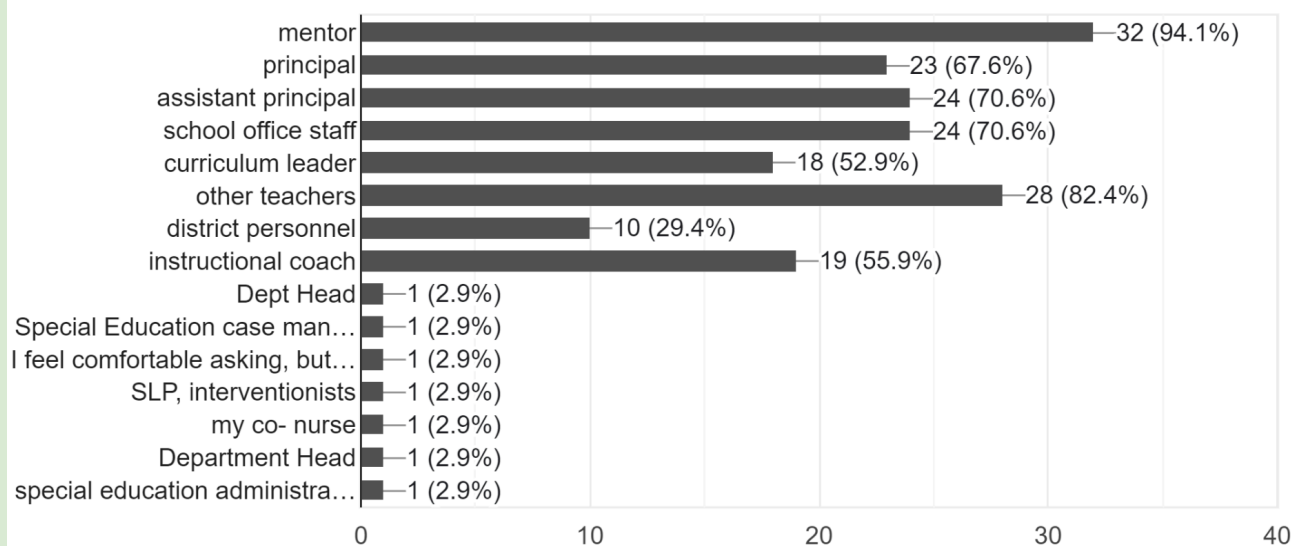
I would recommend my mentor to other new teachers.

34 responses



If I needed help, I have felt that I could comfortably and confidently ask the following resource personnel for assistance (check all that apply).

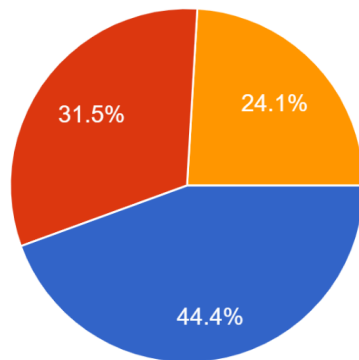
34 responses



1/22/2024 In-service Feedback

Which school(s) do you work in primarily?

162 responses

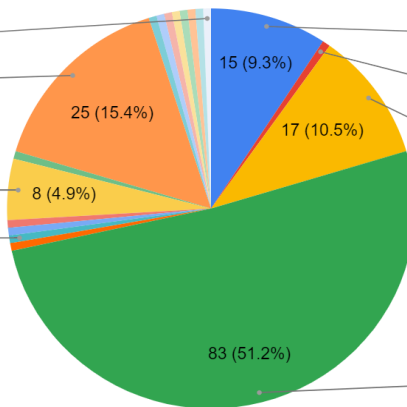


- Barre City Elementary and Middle School (BCEMS)
- Barre Town Middle and Elementary School (BTMES)
- Spaulding High School (SHS)
- Spaulding Educational Alternatives (SEA)

Select the option that best describes your role.

Permanent Substitute
0.6%
Special Services Faculty
15.4%

School Counselor or Social Worker
4.9%
Permanent substitute
0.6%



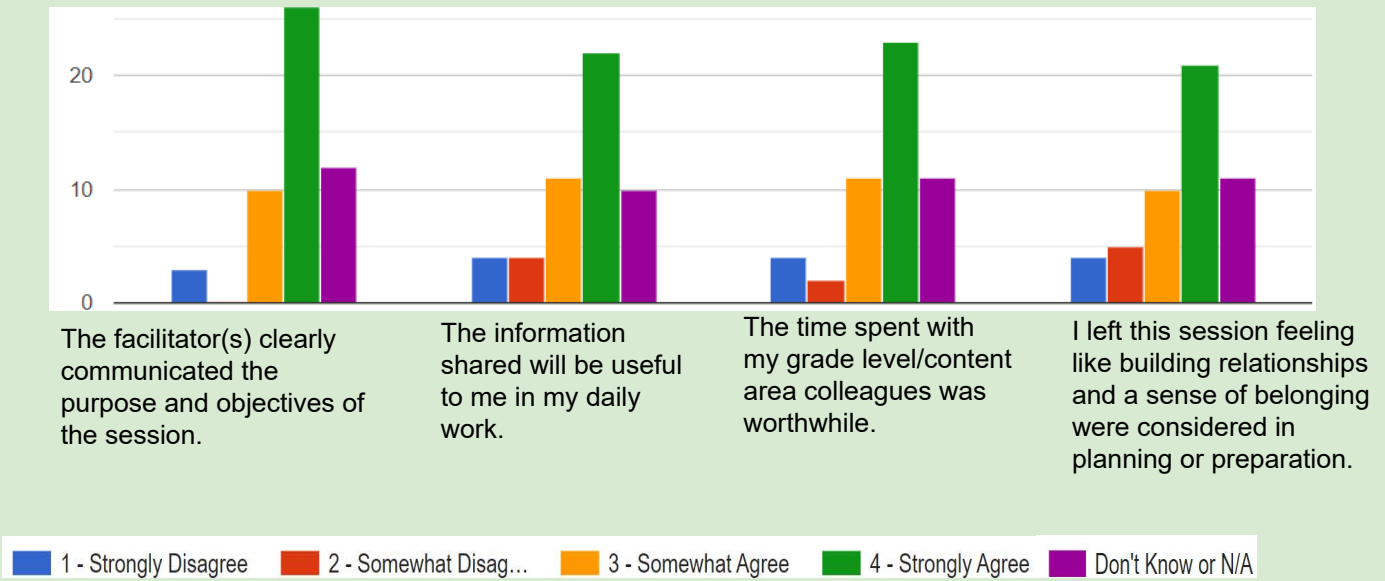
Behavior Interventionist or Behavior Specialist
9.3%
Coordinator
0.6%
Education Support Professional (Paraprofessional)
10.5%

General Education Faculty
51.2%

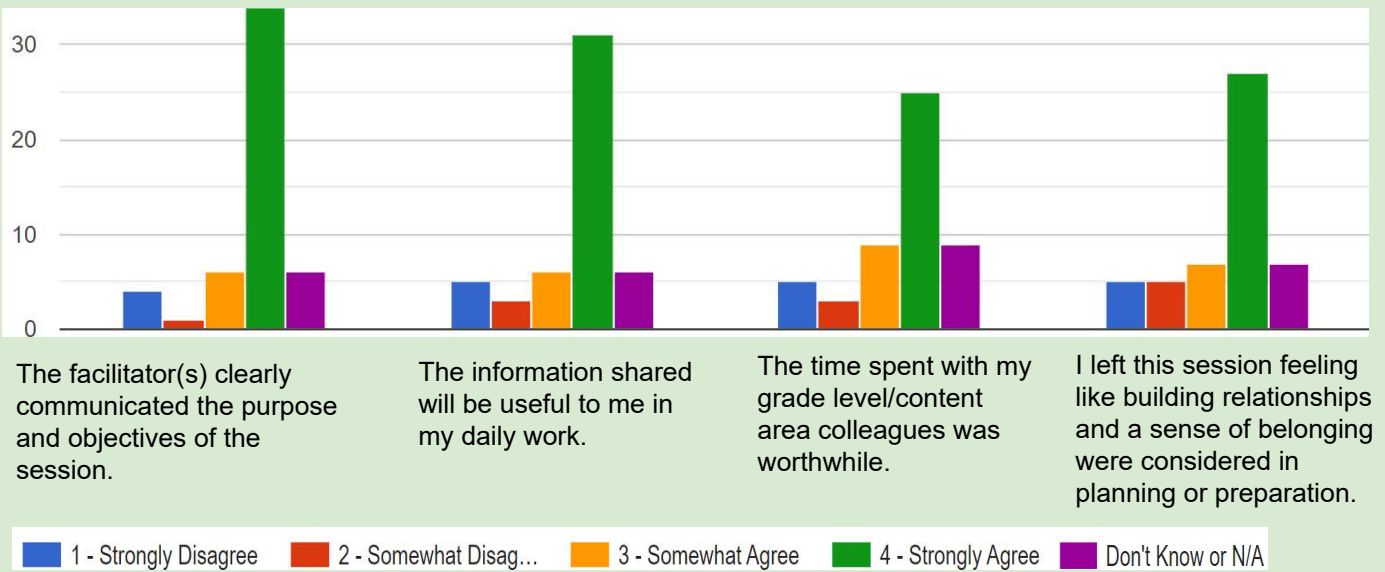
1/22/2024 In-service Feedback (continued)

Barre Town

BUILDING-BASED Professional Learning (morning of 1/22)
Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



STRAND Please rate your level of agreement with the following statements about your experiences with the Strand you participated in Friday afternoon (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)

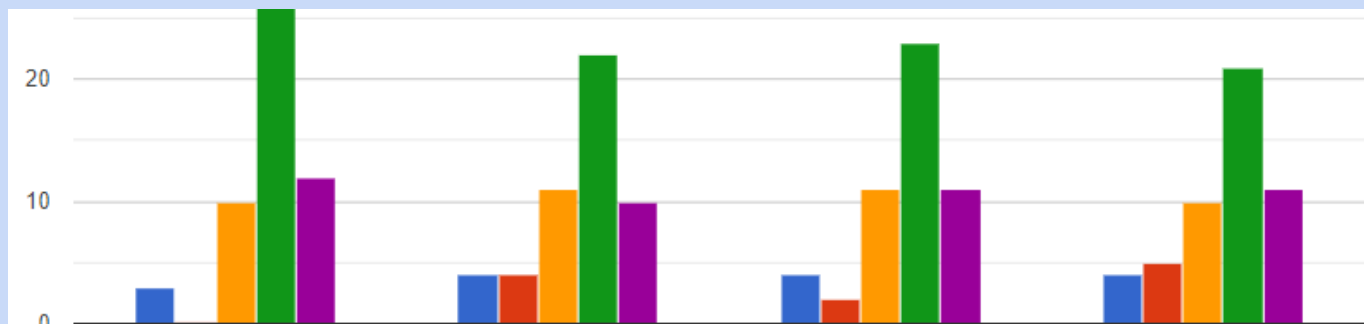


1/22/2024 In-service Feedback (continued)

Barre City

BUILDING-BASED Professional Learning (morning of 1/22)

Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



The facilitator(s) clearly communicated the purpose and objectives of the session.

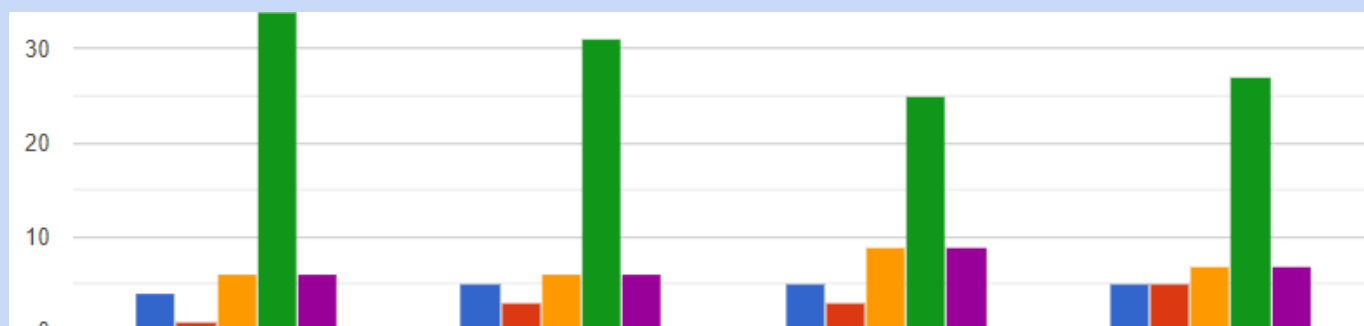
The information shared will be useful to me in my daily work.

The time spent with my grade level/content area colleagues was worthwhile.

I left this session feeling like building relationships and a sense of belonging were considered in planning or preparation.

1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

STRAND Please rate your level of agreement with the following statements about your experiences with the Strand you participated in Friday afternoon (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)



The facilitator(s) clearly communicated the purpose and objectives of the session.

The information shared will be useful to me in my daily work.

The time spent with my grade level/content area colleagues was worthwhile.

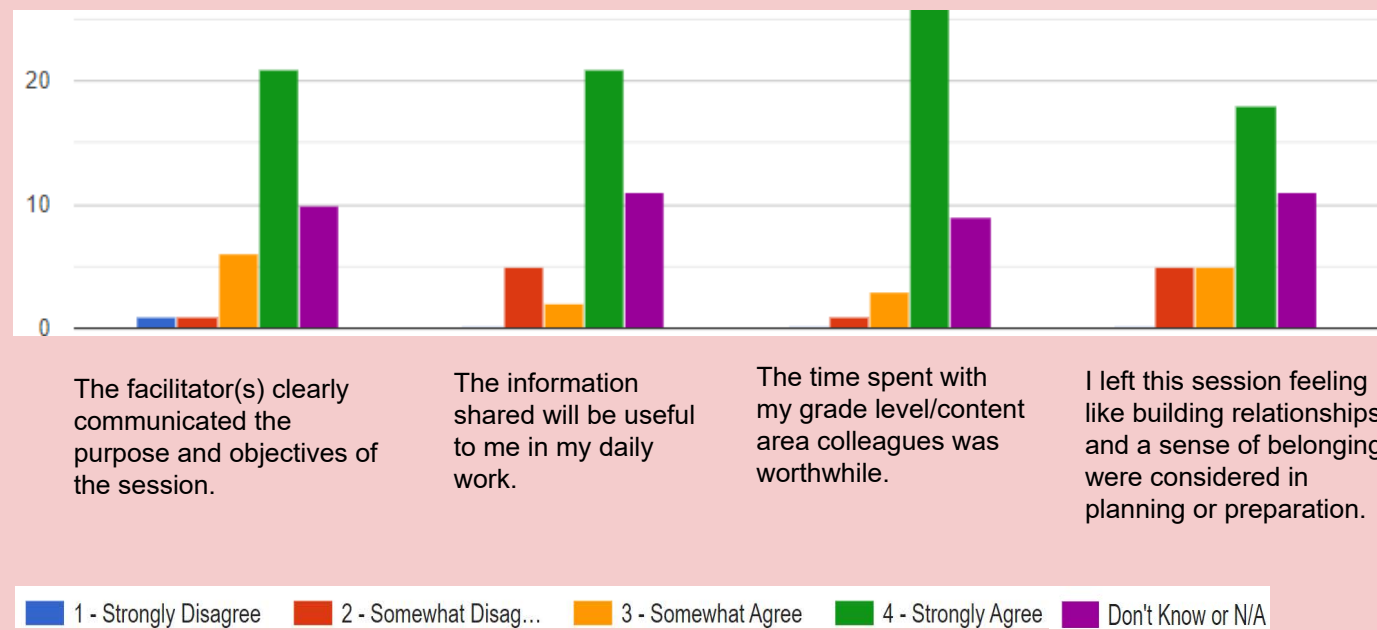
I left this session feeling like building relationships and a sense of belonging were considered in planning or preparation.

1 - Strongly Disagree 2 - Somewhat Disag... 3 - Somewhat Agree 4 - Strongly Agree Don't Know or N/A

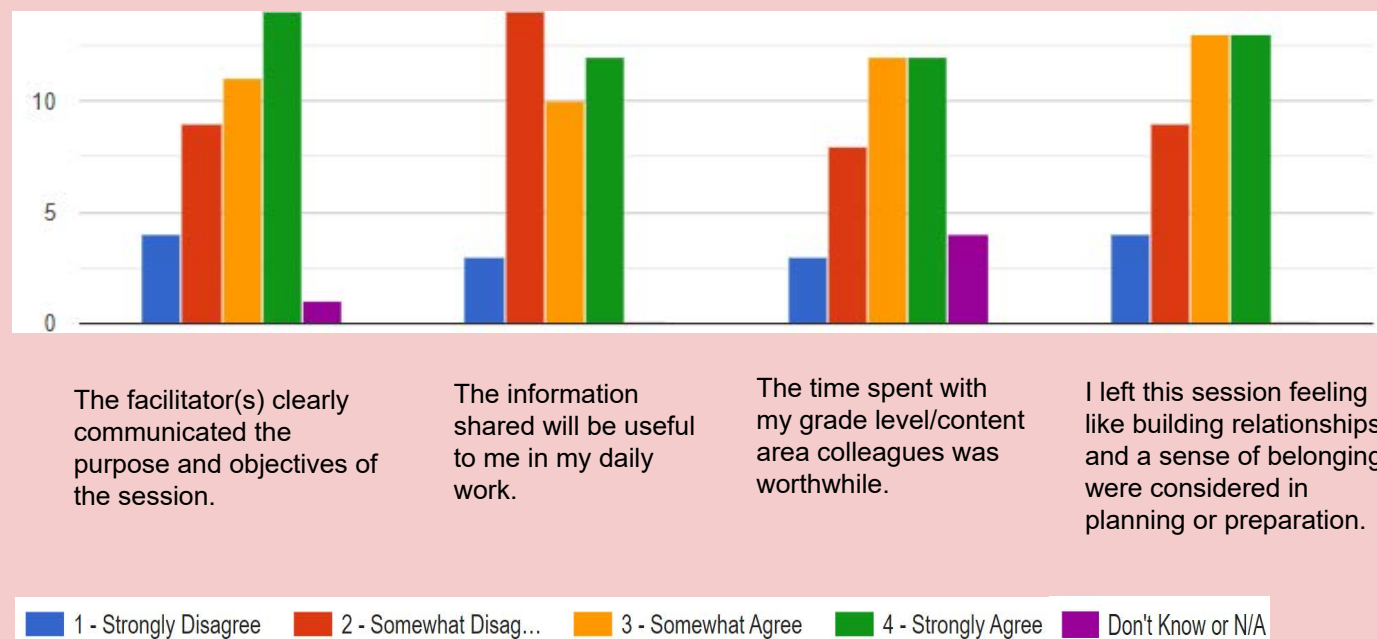
1/22/2024 In-service Feedback (continued)

Spaulding High School

BUILDING-BASED Professional Learning (morning of 1/22)
Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable)

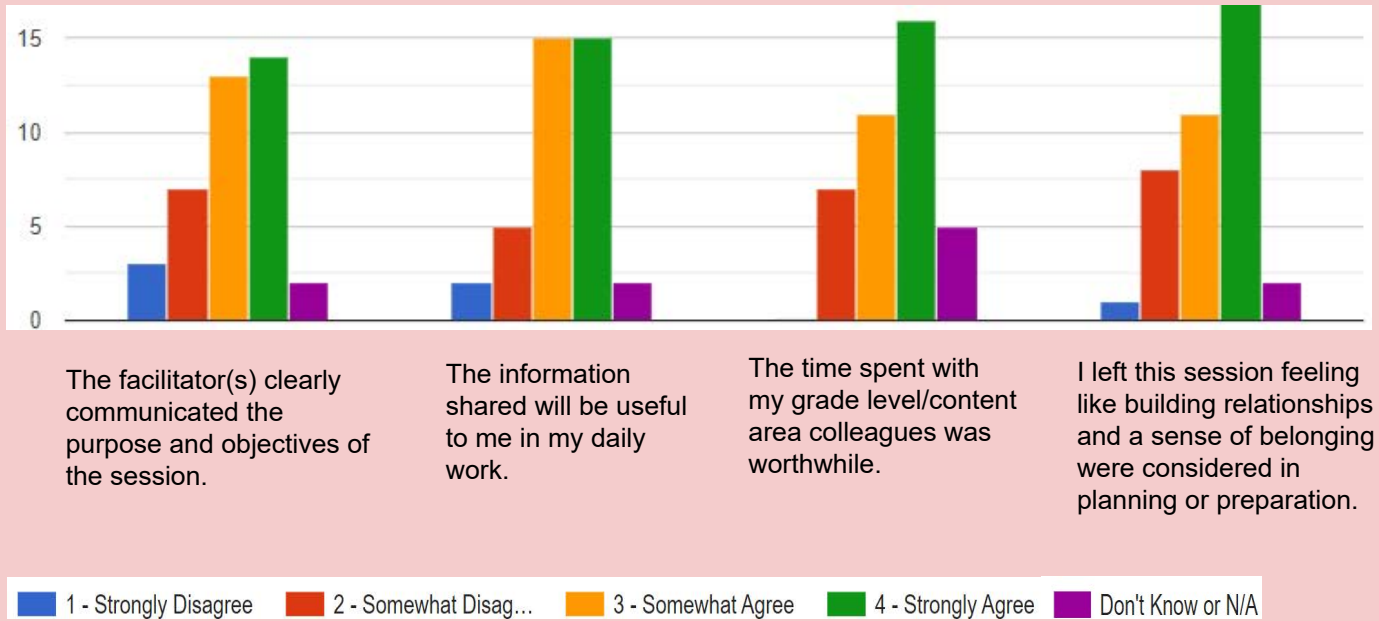


6 Seconds Session 1: Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable).



1/22/2024 In-service Feedback (continued)

6 Seconds Session 2: Please rate your level of agreement with the following statements about your experiences with the morning (1 = Strongly Disagree, 4 = Strongly Agree; N/A for not applicable).



Mid-year Climate Survey: Strategic Plan 2.B; 4.A, B; 5.F

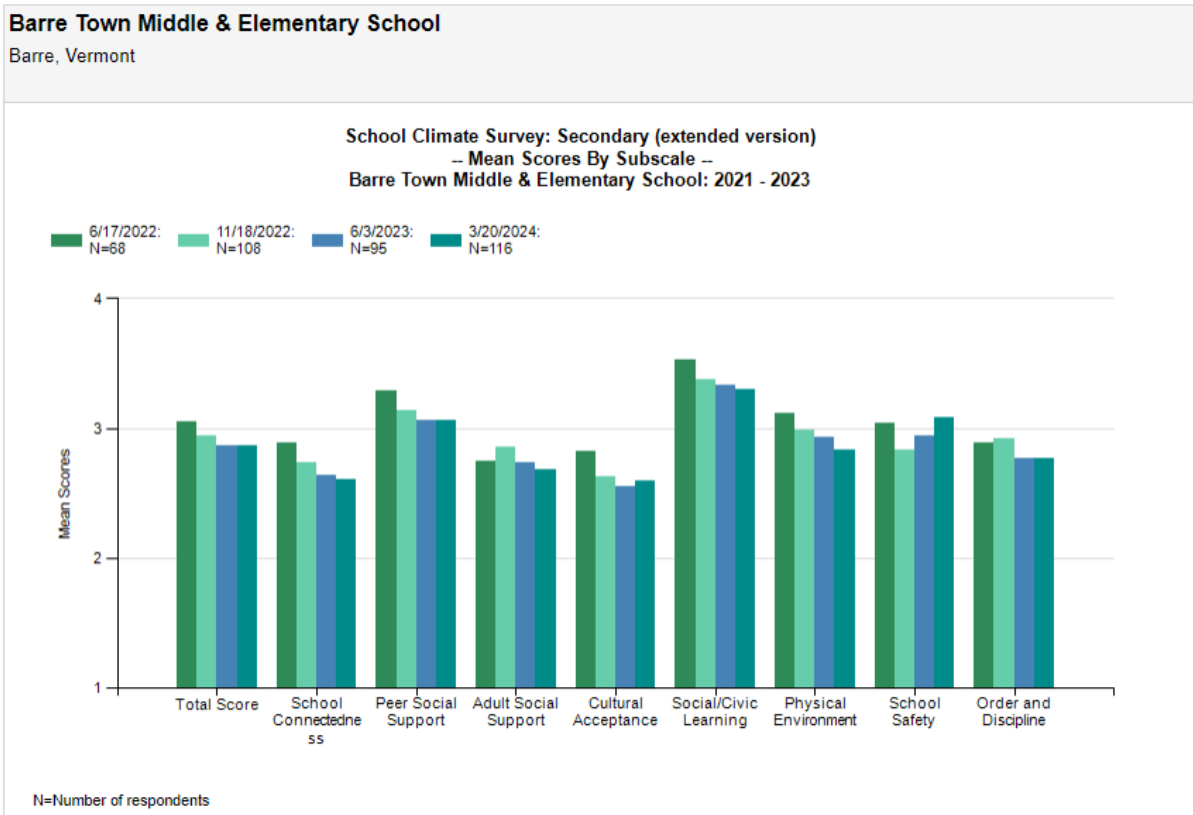
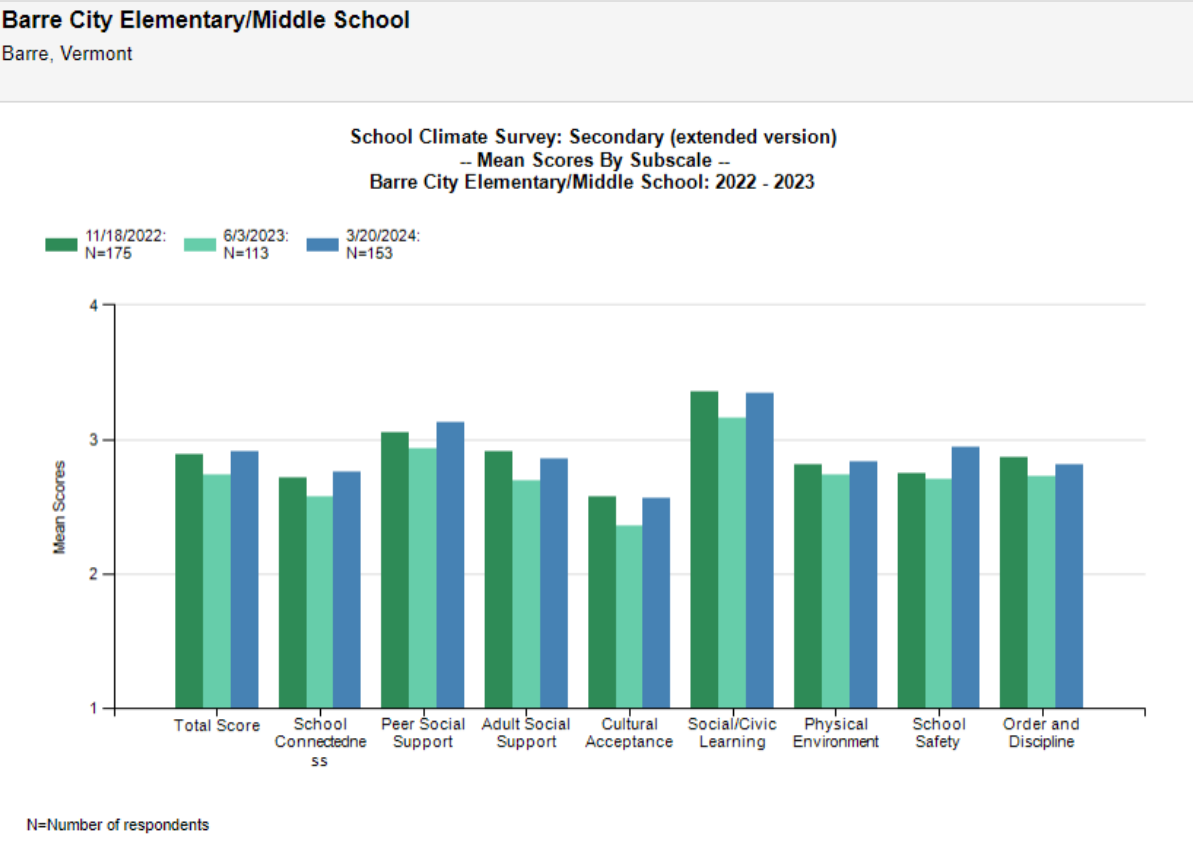
Students in 3rd-5th Grade ([Link to Survey Questions](#))

Barre City Elementary/Middle School Barre, Vermont			
School Years: 2022 - 2024 Survey Closed: 11/18/2022 - 3/20/2024			
*N=Number of respondents			
Climate Survey Items	11/18/22 N=42	6/03/23 N=131	3/20/24 N=156
1. I like school	2.74	2.5	2.39
2. I feel like I do well in school	2.55	2.7	2.61
3. My school wants me to do well	3.6	3.48	3.35
4. My school has clear rules for behavior	3.52	3.36	3.28
5. Teachers treat me with respect	3.6	3.14	3.17
6. Good behavior is noticed at my school	2.86	2.62	2.69
7. I get along with other students	2.79	2.84	2.73
8. I feel safe at school	3.02	2.98	2.9
9. Students treat each other well	2.43	2.46	2.53
10. There is an adult at my school who will help me if I need it	3.43	3.27	3.17
11. Students in my class behave so that teachers can teach	2.21	2.18	2.23
Overall Mean Score:	2.98	2.87	2.82

Barre Town Middle & Elementary School Barre, Vermont				
School Years: 2021 - 2024 Survey Closed: 6/17/2022 - 3/20/2024				
*N=Number of respondents				
Climate Survey Items	6/17/22 N=103	11/18/22 N=101	6/03/23 N=129	3/20/24 N=66
1. I like school	2.45	2.46	2.39	2.65
2. I feel like I do well in school	2.8	2.75	2.77	2.92
3. My school wants me to do well	3.64	3.56	3.58	3.82
4. My school has clear rules for behavior	3.63	3.5	3.26	3.79
5. Teachers treat me with respect	3.34	3.29	3.14	3.62
6. Good behavior is noticed at my school	2.78	2.77	2.57	2.97
7. I get along with other students	2.83	2.86	2.87	2.94
8. I feel safe at school	3.06	3.07	3.04	3.35
9. Students treat each other well	2.55	2.59	2.46	2.58
10. There is an adult at my school who will help me if I need it	3.43	3.39	3.22	3.41
11. Students in my class behave so that teachers can teach	2.27	2.26	2.19	2.48
Overall Mean Score:	2.98	2.95	2.86	3.14

Climate Survey (continued)

Students in 6th-8th Grade ([Link to Survey Questions](#))



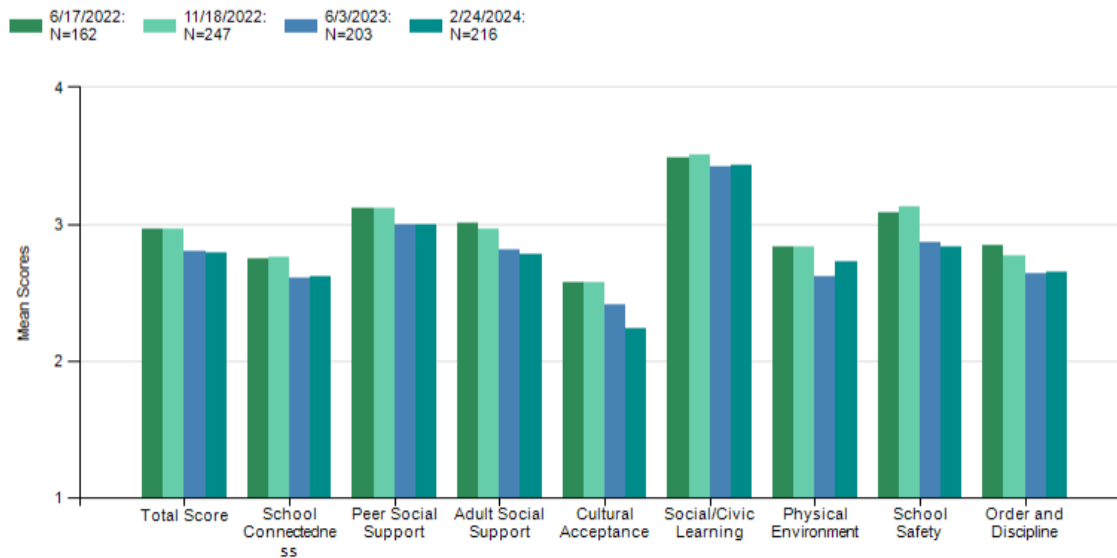
Climate Survey (continued)

Students in 9th-12th Grade ([Link to Survey Questions](#))

Spaulding High School

Barre, Vermont

School Climate Survey: Secondary (extended version)
-- Mean Scores By Subscale --
Spaulding High School: 2021 - 2023

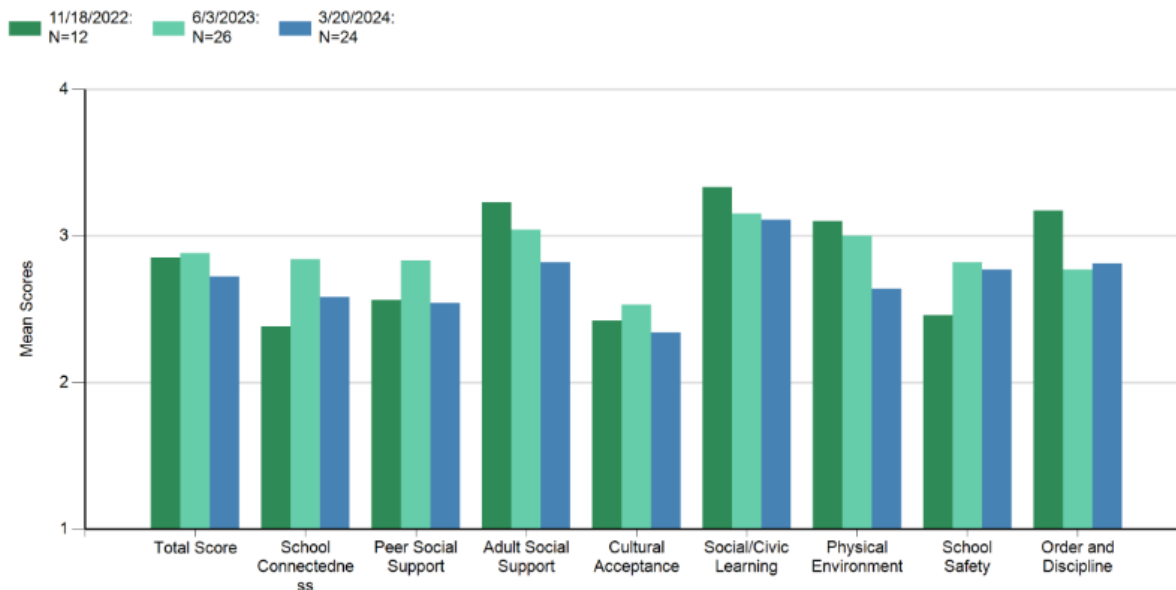


N=Number of respondents

Spaulding Educational Alternatives

Barre, Vermont

School Climate Survey: Secondary (extended version)
-- Mean Scores By Subscale --
Spaulding Educational Alternatives: 2022 - 2023



N=Number of respondents

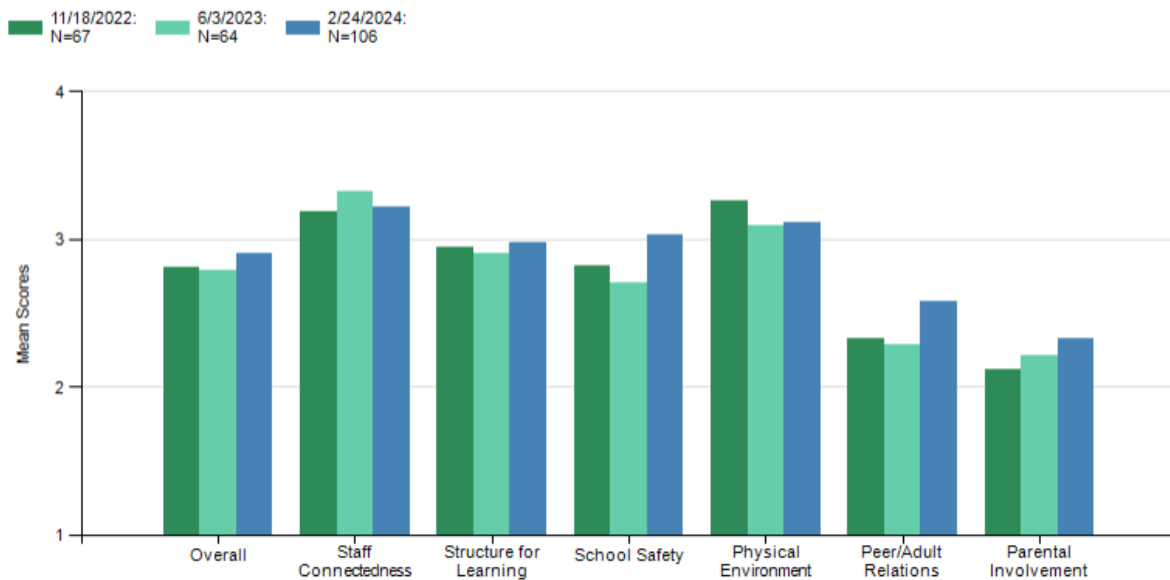
Climate Survey (continued)

School Personnel ([Link to Survey Questions](#))

Barre City Elementary/Middle School

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Barre City Elementary/Middle School: 2022 - 2023

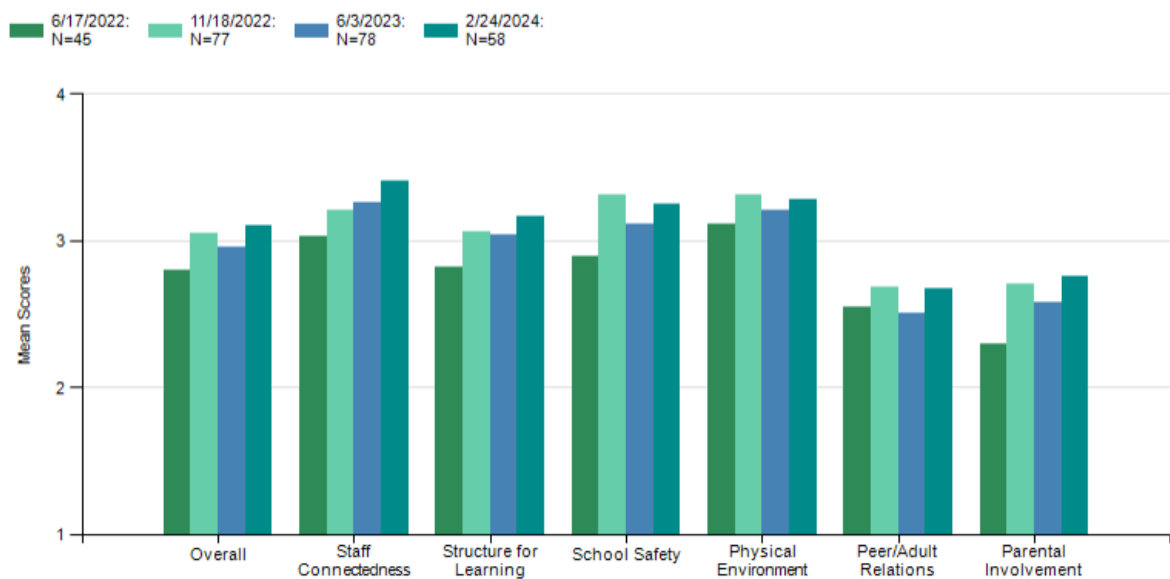


N=Number of respondents

Barre Town Middle & Elementary School

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Barre Town Middle & Elementary School: 2021 - 2023



N=Number of respondents

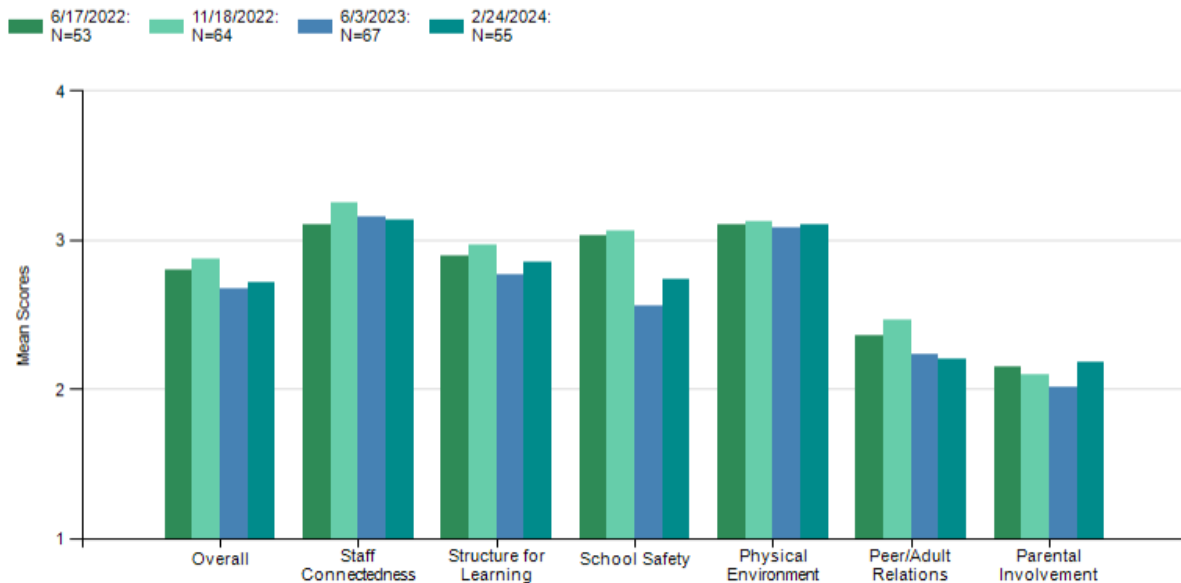
Climate Survey (continued)

School Personnel ([Link to Survey Questions](#))

Spaulding High School

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Spaulding High School: 2021 - 2023

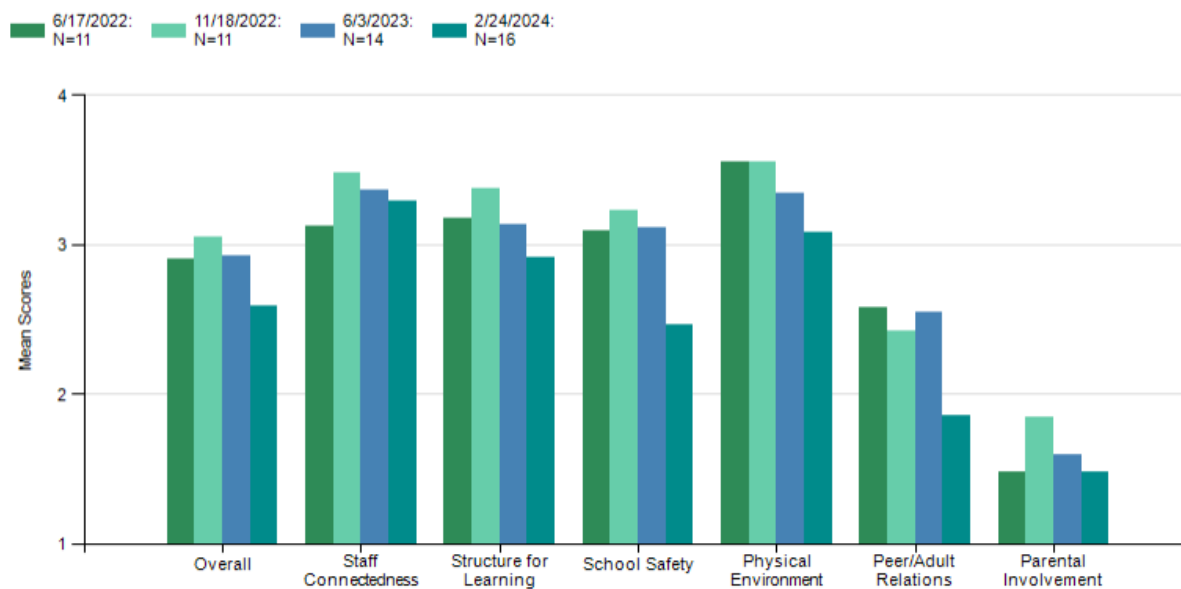


N=Number of respondents

Spaulding Educational Alternatives

Barre, Vermont

School Climate Survey: School Personnel
– Mean Scores By Subscale –
Spaulding Educational Alternatives: 2021 - 2023



N=Number of respondents

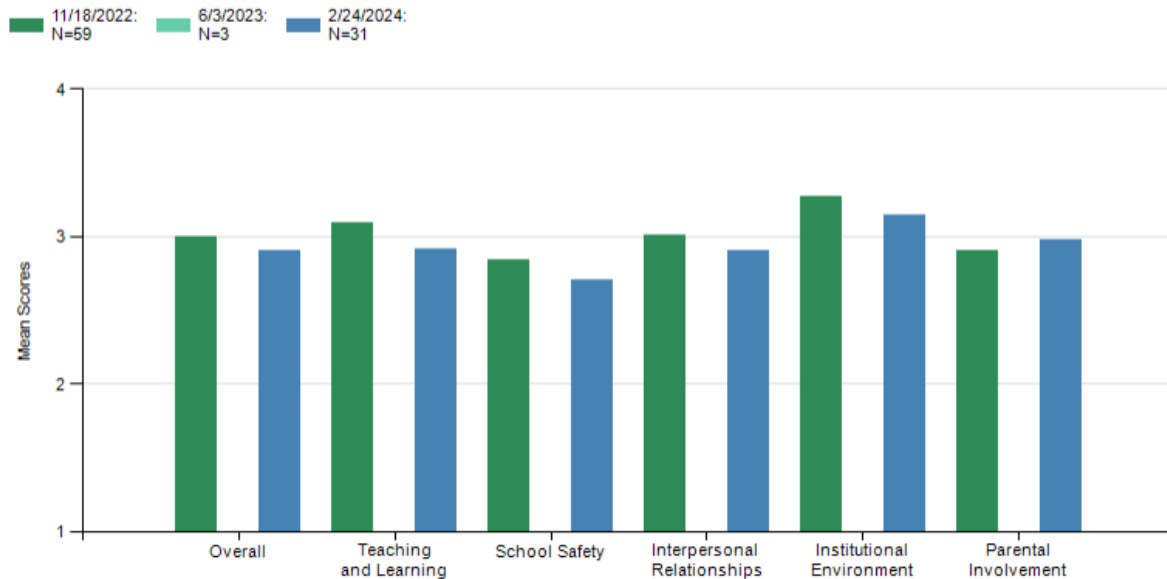
Climate Survey (continued)

Families ([Link to Survey Questions](#))

Barre City Elementary/Middle School

Barre, Vermont

School Climate Survey: Families
-- Mean Scores By Subscale --
School Years: 2022 - 2023

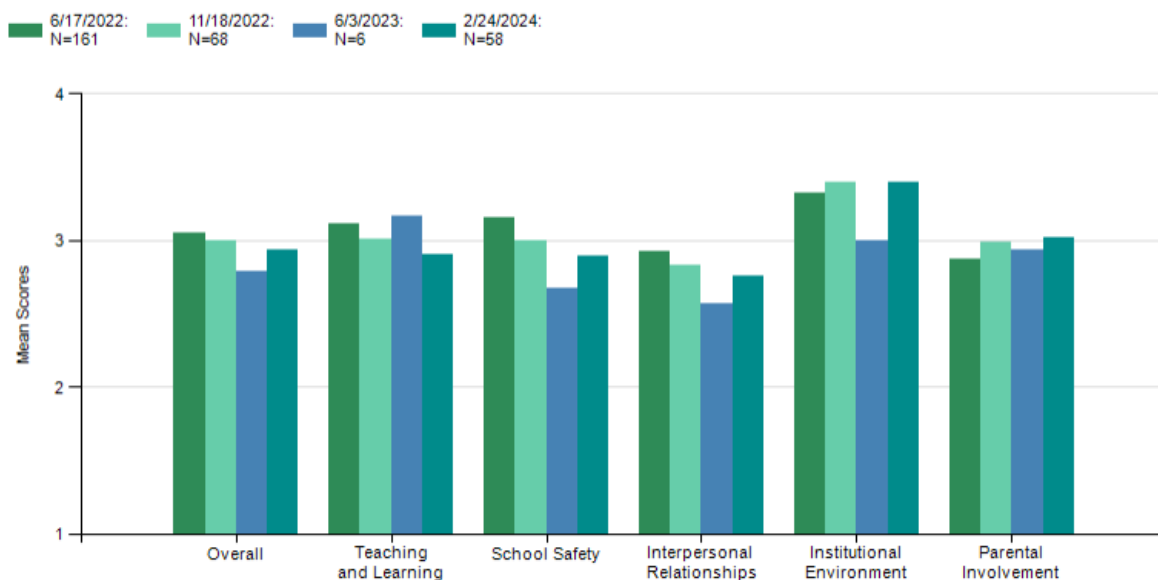


N=Number of respondents

Barre Town Middle & Elementary School

Barre, Vermont

School Climate Survey: Families
-- Mean Scores By Subscale --
School Years: 2021 - 2023



N=Number of respondents

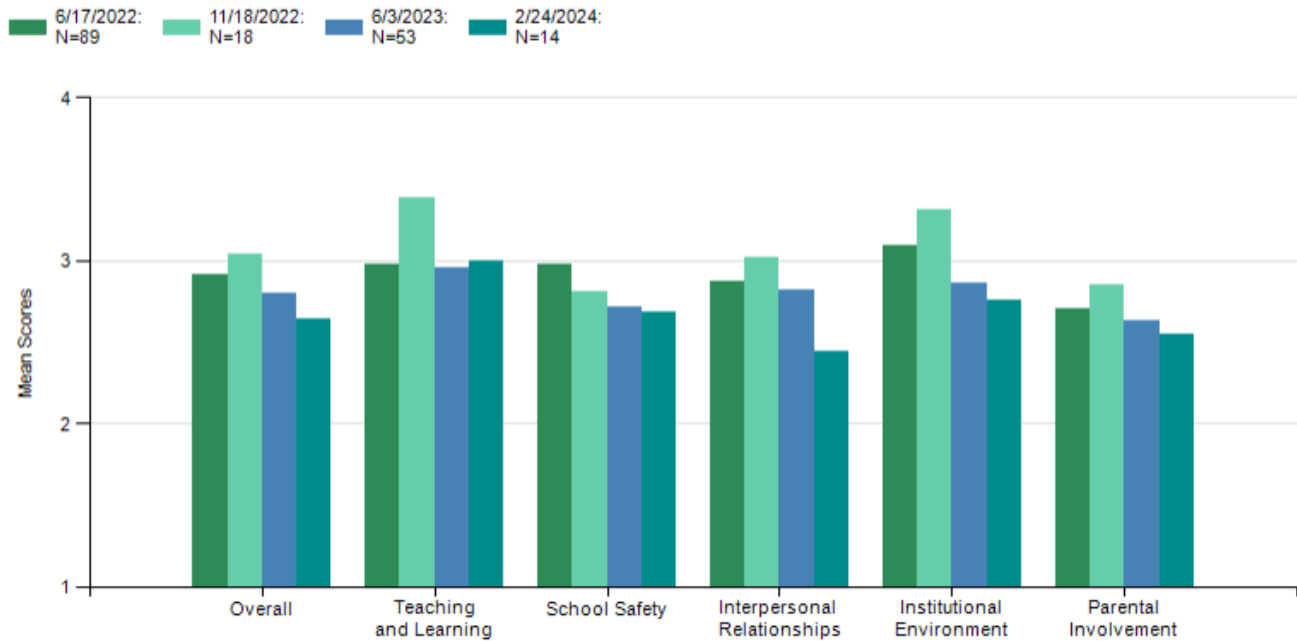
Climate Survey (continued)

Families ([Link to Survey Questions](#))

Spaulding High School

Barre, Vermont

School Climate Survey: Families
-- Mean Scores By Subscale --
School Years: 2021 - 2023



N=Number of respondents

**Fewer than 5 responses for SEA Program*

Barre Unified Union School District Continuous Improvement Plan

LEA: Barre Unified Union School District

LEA Continuous Improvement Plan Contact Name: Karen Fredericks

LEA Continuous Improvement Plan Contact Email: kfredbsu@buusd.org

Collaborative Stakeholders Represented:

Karen Heath, Instructional Coach; Stacy Anderson, Special Services Director, Rebekah Mortensen, Assistant Director of Special Services; Karen Fredericks, Director of Curriculum, Instruction, and Assessment; Jennifer Bisson, PreK-12 Math Coordinator; Brenda Waterhouse, Barre City Principal; Erica Pearson, Barre Town MS Principal; Rebecca Baruzzi, BUUSD School Community Liaison; Becca Webb, Regional Act 166 Coordinator; Daniell Lindley, Children's Director Washington County Mental Health; Tiffany Moore, Director of Washington County Mental Health; Rachel Aldrich, parent; Emily Reynolds, parent and member of the School Board; Cassandra Townshend, Ed.D., Vermont BEST/PBIS Co-Director; Marianna Donnally, LICSW School Mental Health & Practice Development Coordinator

Shared Vision:

The vision for our SU is to cultivate a vibrant community of inquisitive learners who are empowered to express their unique voices and engage in exploration through a holistic approach to education, character development, and perseverance. By fostering a culture that values curiosity, resilience, and personal growth, we aim to equip our students with the skills and mindset needed to tackle the world's most pressing challenges with confidence and determination.

Is this a Schoolwide Plan YES ☒ NO ☐

We are consolidating Titles I, II, & IV

Priority Problems of Practice:

1. Ensuring equitable access to resources and opportunities for all students, regardless of socioeconomic background.
2. Addressing the achievement gap between students from low-income families and their more affluent peers.
3. Engaging parents and families in their children's education and fostering a strong home-school partnership.

4. Providing high-quality professional development for teachers to effectively support the diverse needs of students
5. Implementing evidence-based strategies and interventions to improve student outcomes and academic achievement.

By identifying and addressing these problems of practice, the BUUSD can work towards creating a more equitable and supportive learning environment for all students, particularly those from disadvantaged backgrounds.

Root Cause Analysis

Theory of Improvement/Action

Continuous Improvement Plan Development

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
1. Safe and Healthy Schools	By June of 2026 we will decrease the average number of days students are absent from 22 to 15.	<ul style="list-style-type: none"> • Improve attendance tracking system to monitor and analyze attendance data regularly to ensure SIS coding system is being implemented universally. • Conduct outreach and communication campaigns to raise awareness about the importance of attendance for academic success. • Vet and administer an SEL screener • Collaborate with community partners to address barriers to attendance, such as transportation issues or health concerns. • Offer support services for students and families, such as counseling, mentoring, or tutoring, to address underlying reasons for chronic absenteeism. • Increase SAP outreach/education opportunities • Establish a positive school culture that values and promotes regular attendance through school-wide initiatives and programs. 	<ul style="list-style-type: none"> • Climate Surveys • Feedback solicited in person • Attendance records • Attendance tracking artifacts • Agendas and minutes from data analysis 	<ul style="list-style-type: none"> • Time for survey coordination • Funds for a vetted SEL Screener • Time for data analysis • Individual(s) to organize community initiatives and programs • Individual(s) to organize school wide initiatives and programs • Stipends for BCO work • Professional development

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
		<ul style="list-style-type: none"> Provide professional development for teachers and staff on strategies to engage students and create a welcoming and supportive learning environment. Analyze attendance data to identify trends and patterns, and use this information to develop targeted interventions and support strategies for at-risk students. 		<ul style="list-style-type: none"> School/Community Liaison to help with coordination 2 SAP positions
2a. Academic Achievement	By June of 2026 we will improve the percentage of students scoring proficient in math from 22% on local assessments to 32%.	<ul style="list-style-type: none"> Implement a comprehensive and aligned math curriculum that is standards-based and provides clear learning objectives for each grade level and/or course Provide ongoing professional development for teachers to enhance their math instruction skills and strategies. Utilize data-driven decision-making to identify areas of weakness within demographic groups and target interventions for students who are struggling in math. Offer additional support and resources, such as tutoring, after-school programs, or summer enrichment programs, for students who need extra help. Incorporate technology and digital tools to enhance math instruction and provide personalized learning opportunities for students. Encourage parental involvement and engagement in their children's math education through workshops, resources, and communication. Create a positive math culture within the district by celebrating student achievements, promoting a growth mindset, and fostering a love for math learning. 	<ul style="list-style-type: none"> Local Assessments for proficiency and growth purposes (PNOA, Star) Targeted instruction progress monitoring data Statewide Assessments 	<ul style="list-style-type: none"> Release time for vertical alignment Time for data analysis Professional development Teacher leader stipend for curriculum work BCO Subscriptions for supplemental resources Individual(s) to organize community initiatives and programs
2b. Academic Achievement	By June of 2026 we will improve the	<ul style="list-style-type: none"> Implement a comprehensive and aligned literacy curriculum that is standards-based and provides clear learning objectives for each grade level and/or course 	<ul style="list-style-type: none"> Local Assessments for proficiency 	<ul style="list-style-type: none"> Release time for vertical alignment Time for data analysis

Required Component	Prioritized SU/SD Goal	Prioritized Strategies/Change Ideas	Measures	Human, material, and fiscal resources supporting implementation
	percentage of students scoring proficient in reading from 42% on local assessments to 52%.	<ul style="list-style-type: none"> • Incorporating evidence-based reading strategies, such as phonics instruction, vocabulary development, and comprehension strategies, into daily instruction. • Provide ongoing professional development for teachers to enhance their literacy instruction skills and strategies. • Utilize data-driven decision-making to identify areas of weakness and target interventions to different demographic groups. • Offer additional support and resources, such as tutoring, after-school programs, or summer enrichment programs, for students who need extra help. • Incorporate technology and digital tools to enhance literacy instruction and provide personalized learning opportunities for students. • Encourage parental involvement and engagement in their children's literacy education through workshops, resources, and communication. • Create a positive literacy culture within the district by celebrating student achievements, promoting a growth mindset, and fostering a love for learning. 	<p>and growth purposes (Star, diagnostic assessments)</p> <ul style="list-style-type: none"> • Targeted instruction progress monitoring data • Statewide Assessments 	<ul style="list-style-type: none"> • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs

If you would like to include goals specific to an individual school and/or have more SU/SD goals, you can create additional rows.

[CIP Goal Reflection](#) [BUUSD Comprehensive Needs Assessment \(DRAFT\)](#) [BUUSD data-inventory-template \(3\).docx](#)

Equity Supports (required if your SU/SD or a specific school is eligible for Equity Supports)

If any schools in your LEA—or the LEA as a whole—are eligible for equity supports, please list which of the goals or strategies above address a reason for the eligibility. If none of the goals or strategies address eligibility, please identify a separate goal or strategy for each entity eligible for support.

Eligible LEA or School	Prioritized Goal	Prioritized Strategies/Change Ideas	Measures	Human, material and fiscal resources supporting implementation
Barre City	1a. Increase student growth in Math from 41% to 51% by June 2026.	<ul style="list-style-type: none"> -Minimize disruptions to academic time -Differentiation training and support -Data analysis with classroom level growth information -Regular calibration program implementation with fidelity -Increase interdisciplinary opportunities 	<ul style="list-style-type: none"> -Special Education New Referrals -Schedule/Core time -Local -Assessments (as measured by local assessments (PNOA & Star Math) -Classroom growth/progress monitoring data -Walkthrough observations -New teacher retention 	<ul style="list-style-type: none"> • Release time for vertical alignment • Time for data analysis • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs • Funding to sustain programmatic needs
	1b. Increase student growth in Reading as measured by Star Early Literacy from 39% to 45%, and Star Reading from 51% to 61% by June 2026.	<ul style="list-style-type: none"> -Staff opportunities to grow -Redefine the role of instructional aids (Educational Support Professionals) -Explore specialization teams (ELA/SS & Math/Science partners) -Specialization training opportunities -Time for targeted instruction collaboration -Use revised EST/MTSS procedures 		
	2. By June of 2026 we will decrease our total percentage of chronically absent	<ul style="list-style-type: none"> -Adult education opportunities: Caregiver Seminars -Revise the Caregiver/Teacher conference experience; -Communications - Team organized (newsletters, email--not texting) -Community engagement (Academic - literacy night, etc 	<ul style="list-style-type: none"> -Attendance records -Caregiver feedback -Climate Surveys 	<ul style="list-style-type: none"> • Contracted services • Supplies for engagement events • Time for data analysis and progress

	students from 30% to 20% or less.	& Nonacademic - cooking class, art class, eating lunch w kids) -Restorative practices training and implementation with fidelity -Family approach to counseling supports (including home visits)	-Targeted interview questions for families who have students who are chronically absent	monitoring <ul style="list-style-type: none"> • PD related to restorative practices • Time to re-envision how school counselors support families
Barre Town	1a. Strengthen Tier 1 instruction in math in order to increase growth from 40% to 60% (or 50% proficiency is met) by June 2026.	-Monthly PLGs focused on differentiation in a specific area (i.e. handwriting, reading, math) -Pacing of Tier 1 instruction is intentional, with built-in checkpoints across each grade level. -WIN is intentional; students are shared throughout the grade level for instructional cycles with targeted goals -Improve the climate around assessment (stress reducing strategies) -Celebrate growth by grade level in reading and math -Education of families and the community -Value program implementation and continuity via leadership -Professional development includes: <ul style="list-style-type: none"> -How to review, analyze, and understand data to pivot instruction. -Support for Tier 1 instruction by increasing knowledge and understanding about research-based lesson structure and the different purposes of each component to support students. -Support for teachers with pedagogy in their content area. -Opportunities for staff to dive deeper 	-Unit assessments (curriculum-based measures "CBM") -Formative Exit Tickets -Walkthrough observations -PLG Agendas -PLG Feedback -Progress monitoring summaries -8th Grade Math Placement -POA -Rubric for handwriting	<ul style="list-style-type: none"> • Time for data analysis • Professional development • Teacher leader stipend for curriculum work BCO • Subscriptions for supplemental resources • Individual(s) to organize community initiatives and programs • Funding to sustain programmatic needs
	1b. Strengthen Tier 1 instruction in literacy in order to increase growth as measured by Star Early Literacy from 42% to 62%, and Star Reading from 40% to 60% (or 50% proficiency is met) by June 2026			
	2. By June of 2026 we will decrease our total percentage of	-Calibrate absence coding -Improve attendance tracking system to monitor and analyze attendance data regularly to ensure SIS coding system is being implemented universally.	-Attendance data -Climate survey data	-Partner agency collaboration -Funding for engagement events

	chronically absent students from 26% to 18% or less	<ul style="list-style-type: none"> -Communicating importance of first wave instruction -Partner agency to offer caregiver seminars -Engage community in climate building activities -Celebrate academic growth -Equitable access to communication material 		<ul style="list-style-type: none"> -Time for absence tracking alignment work -Funding for language translation programs -Teacher leader stipend for attendance initiative work BCO
Spaulding High School SHS	1. Decrease the percentage of students who are being alerted to receive Callback support to 50% or less.	<ul style="list-style-type: none"> -Executive Function/UDL PD Thread -Support teachers with scaffolding tools -Professional Learning Groups organized around meeting all learners needs -Alignment of curriculum to create educational experiences that build and do not have gaps. -Use common language and effective practices -Use common language in reporting -Provide PD around the student information system (SIS) -Recruit more SIS trainers -Increase efficiency with an SIS tip of the month 	<ul style="list-style-type: none"> -Academic Alerts -Earning proficiency/credits -Surveys of PLG phases -Pre and post of implementation tools/comfort -Observation/walk throughs -Surveys of grading and reporting -Observations of IC 	<ul style="list-style-type: none"> • PD related to EF & UDL • Time for data analysis • Time for related PD opportunities • Release time for vertical alignment • Teacher leader stipend for curriculum/PLG work BCO • Subscriptions for supplemental resources
	2. Decrease the number of students with 8 or more behavior incidents by 25% by June 2026.	<ul style="list-style-type: none"> -Training to empower teachers and staff to address student behavior needs in the classroom -Signature sheet for Students Handbook -Target support for teachers based on data -Model behaviors that lead to a positive culture -Empower student leadership around positive relationships -Enroll adults and students in Grammarly 	<ul style="list-style-type: none"> -Attendance -HHB Referrals -Office Referrals -EST Referrals -Climate survey 	<ul style="list-style-type: none"> • PD for common classroom management approaches • Time for data analysis • Time for related PD opportunities • Job embedded support

		-Create school-wide covenants ("This is what we believe, and therefore this is what we will see")		(coaching/peer observation)
High School SEA	1. By June of 2026 we will improve the percentage of 9th and 10th graders scoring proficient in reading from 8% on local assessments to 20%.	-Whole staff introduction to the science of reading -Targeted PD for staff who teach literacy -Increase accessibility of resources for teaching structured literacy -Adopt district aligned diagnostic assessments -Increase data literacy among staff		
	2.			

Add additional rows, if needed

Plan Evaluation and Revision

Describe the process of how you evaluate the implementation of plans and results achieved. How is this information used to revise plans to ensure you are achieving your desired results?

Process of Evaluating the Implementation and Results of your Continuous Improvement Plan
Administrative teams will identify incremental goals that will map out semiannual and annual targets. We will have quarterly CIP progress monitoring meetings for data analysis and intervention evaluation. Updates from these meetings will be shared with the School Board (including any revisions to plans).

Curriculum Committee Meeting Annual Work Plan 2021 - 2022

Month	Focus	Potential Collaborators/Presenters
August 17th	Review Work Plan for the year 2021 - 2022 Written Curriculum Documentation Process Vertical and Horizontal Alignment	
September 28th	Proficiency Based Learning 101 Reporting through the grades Roles of Curriculum Department	
October 26th	Fall Math Assessment Results Fall ELA Assessment Results Allied Arts - PE	Karen Fredericks, MTSS Coordinator Jodi Bushway and PE Crew
November 23rd	Overview of Special Ed Services Update from Regional Advisory Board (CVCC updates) Allied Arts - art	Stacy Anderson CVCC Director Jody Emerson Brendon Eaton and Art Crew
December	Allied Arts - Library Proficiency Based Learning Updates High School Graduation Requirement process Professional Development Plan for the year	Nicole Fuller/Jenifer Curtain
January	Allied Arts - Health PBIS/Developmental Designs, Trauma Informed Practices	
February	Review curriculum work plan Allied Arts - Music	Bobby Booth/Peg Mehuron
March	Winter Math Assessment Results Winter ELA Assessment Results Equity Work Updates Allied Arts - Design Tech	Michael Pope/Chris Putney
April	Representation from teachers math focus Strategies in place to address math needs at the elementary and High School levels Allied Arts - World Language	Chris Farnham/Erin Carter
May	Start Curriculum Plan FY 22 - 23	
June	Spring Math Assessment Results Spring ELA Assessment Results Equity Work Updates Review work plan for FY 23	
July	No meeting scheduled at this time	

Curriculum Committee Purpose:

- ☐ Understand the current state of PK-12 curriculum development and student assessment results within the BUUSD in order to inform and educate the full Board and other Board committees
- ☐ 30,000 foot view of the end results (student outcomes) produced by our current curriculum and instructional practices
- ☐ Advocate for all PK-12 BUUSD students' best interests and pose questions for administrative, finance, and curriculum teams to address through their ongoing work

Curriculum Committee Meeting Annual Work Plan 2025 - 2026

Month	Focus	Potential Collaborators/Presenters
August		
September		
October		
November		
December		
January		
February		
March		
April		
May		
June		
July		

chapter 1

The Field of Curriculum

● FOCUSING QUESTIONS

1. Why is it necessary to understand the field of curriculum?
2. What approach to curriculum do most educators adopt? Why?
3. How do you define curriculum?
4. Why do most theorists define curriculum in terms of generic principles or processes, not specific subject matter?
5. What fundamental questions guide the field of curriculum?
6. How do the foundations of education influence curriculum? Which foundation areas are most important? Why?
7. What are the differences between curriculum development and curriculum design?
8. How can theory and practice be integrated into the planning of curriculum?
9. What roles do principals and teachers play in curriculum planning?

Curriculum as a field of study has been characterized as elusive, fragmentary, and confusing. Certainly the field can be all that at times, but curriculum as a field of study is crucial to the health of schools and society. Whether we consider curriculum narrowly as subjects taught in schools or broadly as experiences that individuals require for full participation in society, there is no denying that curriculum affects educators, students, and other members of society.

Given the plethora of books, articles, and treatises on curriculum, many people in the field feel frustrated with the continuing confusion. However, the field of curriculum is not intended to provide precise answers but to increase our understanding of its complexities. Curriculum results from social activity. It is designed for both present and emerging purposes. Curriculum is a dynamic field.¹

Analyzing the concept of curriculum in a broad context illuminates what we mean by curriculum, what it involves, and who is involved and served by the curriculum. We thus look at curriculum in terms of approach (an orientation or perspective) and definition. We also consider the relationships and differences between curriculum's foundations and domains, its theory and practice, and the roles of participants in the field of curriculum.

Curriculum Approaches

One's approach to curriculum reflects one's perceptions, values, and knowledge. A curriculum approach reflects a *holistic* position or a *metaorientation*, encompassing curriculum's foundations (a person's philosophy, view of history, view of psychology and learning theory, and view of social issues), curriculum domains (common, important knowledge within the field), and curricular theory and practice. An approach expresses a viewpoint about curriculum's development and design; the role of the learner, teacher, and curriculum specialist in planning curriculum; the curriculum's goals; and the important issues that need to be examined.

A curriculum approach reflects our views of schools and society. By understanding one's curriculum approach, and that of one's school or school district, it is possible to conclude whether one's professional view conflicts with the formal organizational view.

Although schools, over time, tend to commit to a particular curriculum approach, many educators are not strongly committed to one approach. Rather, they emphasize one approach in some situations and advocate other approaches in other situations. Curriculum textbook writers sometimes adhere to more than one curriculum approach. Curriculum specialists, even curriculum students, need to examine their approaches.

Curriculum approaches can be viewed from a technical/scientific or nontechnical/nonscientific perspective. Technical/scientific approaches coincide with traditional theories and models of education and reflect established, formal methods of schooling. Nontechnical/nonscientific approaches have evolved as part of avant-garde and experimental philosophies and politics; they tend to challenge established, formalized education practices. These approaches are fluid and emergent.

The remainder of this section outlines five curriculum approaches. The first three may be classified as technical or scientific, the last two as nontechnical and/or nonscientific.

Behavioral Approach

Rooted in the University of Chicago school (from Franklin Bobbitt and W. W. Charters to Ralph Tyler and Hilda Taba), the behavioral approach is the oldest and still the dominant approach to curriculum.² Logical and prescriptive, it relies on technical and scientific principles and includes paradigms, models, and step-by-step strategies for formulating curriculum. This approach is usually based on a plan, sometimes called a blueprint or document. Goals and objectives are specified, content and activities are sequenced to coincide with the objectives, and learning outcomes are evaluated in relation to the goals and objectives. This curriculum approach, which has been applied to all subjects for more than 90 years, constitutes a frame of reference against which other approaches to curriculum are compared. The approach has also been called logical, conceptual-empiricist, experientialist, rational-scientific, and technocratic.³

The behavioral approach started with the idea of efficiency, influenced by business and industry, and the scientific management theories of Frederick Taylor, who

analyzed factory efficiency in terms of time and motion studies and concluded that each worker should be paid on the basis of his or her individual output, as measured by the number of units produced in a specified period of time. Efficient operation of schools became a major goal in the 1920s. (Some critics have termed Taylor's approach "machine theory.")

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Ensuring efficiency in schools often meant eliminating small classes, increasing student-teacher ratios, hiring fewer administrators, reducing teacher salaries, maintaining or reducing operational costs, and so on, and then preparing charts and graphs to show the resultant cost reductions. Raymond Callahan later branded this approach the "cult of efficiency."⁴ The goal was to reduce teaching and learning to precise behaviors with corresponding measurable activities.

Bobbitt set out to organize a course of studies for the elementary grades: "We need principles of curriculum making. We did not know that we should first determine objectives from a study of social needs. . . . We had not learned that [plans] are means, not ends."⁵ He developed his approach in the early 1920s in *How to Make a Curriculum*, in which he outlined more than 800 objectives and related activities to coincide with predetermined student needs. These activities ranged from teeth and eye care to keeping home appliances in good condition to spelling and grammar.⁶ Bobbitt's methods were sophisticated for his day; however, taken out of context, his machine analogy and his list of hundreds of objectives and activities were easy to criticize.

It was left to Tyler, who took a number of Bobbitt's courses at the University of Chicago, to recognize the need for behavioral objectives that were not so small or lockstep. He combined basic techniques of curriculum, instruction, and evaluation into a simple plan. Tyler advocated using a school's (or school district's) philosophy "in making decisions about objectives." Tyler's approach combined behaviorism (objectives were important) with progressivism (the learner's needs were emphasized). Tyler was influenced by Edward Thorndike, John Dewey, and the "scientific movement of curriculum [making] during the . . . thirty years" prior to his classic text.⁷

Today few educational behaviorists continue the tradition of Ivan Pavlov's and John Watson's stimulus-response (S-R) theories, but many formulate precise objectives and evaluate programs according to those objectives, urging accountability plans, outcome-based education, and standards-based education. Many still rely on direct instruction, practice and drill, monitoring students, and prompt feedback. Behaviorism has evolved over the years to address the complexities of human learning; it now allows for research that investigates the mind's depths.⁸ Most behaviorist educators now perceive learners as cognitive individuals functioning within a social context. Individual students experience and respond to the same curriculum in different ways, depending on their cultural interpretations and prior life activities. The behavioral approach to curriculum, with its dependency on technical means of selecting and organizing curricula, is likely to continue to serve us well in the future.

Managerial Approach

Reminiscent of organizational theory, the managerial approach considers the school as a social system in which students, teachers, curriculum specialists, and

administrators interact. Educators who rely on this approach plan the curriculum in terms of programs, schedules, space, resources and equipment, and personnel. This approach advocates selecting, organizing, communicating with, and supervising people involved in curriculum decisions. Consideration is given to committee and group processes, human relations, leadership styles and methods, and decision making.⁹

An offshoot of the behavioral approach, the managerial approach also relies on a plan, rational principles, and logical steps. It tends to focus on curriculum's supervisory and administrative aspects, especially the organizational and implementation process. See Curriculum Tips 1.1.

Advocates of the managerial approach are interested in innovation and in how curriculum specialists, supervisors, and administrators can facilitate change. The curriculum specialist or supervisor (sometimes the same person) is considered a practitioner, not a theorist—a change agent, resource person, and facilitator. This person reports to an administrator and adheres to the school's mission and goals. The school may resist or support change.¹⁰ If the school is innovative or reform minded, then the school culture tends to create and sustain a culture for change. If the school emphasizes the "three Rs" (reading, writing, and arithmetic),

CURRICULUM TIPS 1.1

The Role of the Curriculum Supervisor

Regardless of the curriculum approach, a curriculum supervisor or specialist performs certain roles. Such a person must perform many important tasks within the school or school district. Some of these follow.

1. Help develop the school's or community's *educational goals*.
2. *Plan curriculum* with students, parents, teachers, and support personnel.
3. Coordinate or evaluate a *student needs survey*.
4. *Design programs* of study by grade level and/or subject.
5. Plan or *schedule classes*; plan the school calendar.
6. Develop or help staff to write *behavioral objectives* for subject areas.
7. Prepare *curriculum guides* or teacher guides by grade level or subject area.
8. Formulate or revise *resource units* and unit plans.
9. Help select and evaluate *textbooks*.
10. Organize, select, or order instructional *materials and media*.
11. Serve as a *resource agent* for teachers.
12. *Observe teachers* and hold pre- and postobservation conferences.
13. Help teachers *implement curriculum* in the classroom.
14. Help redefine or *improve content*.
15. Work with staff in *writing grants*.
16. Encourage curriculum *innovation*; serve as a change agent.
17. *Conduct curriculum research* and/or work with curriculum consultants within the school.
18. Develop standards for curriculum and instructional *evaluation*.
19. Coordinate or *plan staff development* programs.
20. *Work with supervisors*, subject chairs, resource personnel, testing and technology specialists, and teachers within the school (and school district).

the curriculum specialist introduces plans accordingly. Managers communicate a desire for change or stability to subordinates (teachers).

The managerial approach is rooted in the organizational and administrative school models of the early 1900s, a period that combined a host of innovative plans involving curriculum and instruction that centered around individualization, departmentalization, nongrading, classroom grouping, and homeroom and work-study activities. It was an era when superintendents introduced school-district plans to modify schools' horizontal and vertical organization. The plans' names usually reflected the school district's name or organizational concept, as in "Batavia (NY) Plan," "Denver Plan," "Portland Plan," "Platoon Plan," and "Study Hall Plan." Superintendents and associate superintendents were very involved in curriculum leadership, often developing a plan in one school district and also implementing it in another. Many administrators combined managerial and curriculum leadership skills.¹¹

The managerial approach became the dominant curriculum approach in the 1950s and 1960s. During this period, principals were seen as curriculum leaders, instructional leaders, and managers. Midwest school administrators and professors with administrative backgrounds dominated the field of curriculum in setting policies and priorities, establishing the direction of change, planning and organizing curriculum, and instruction.

These administrators were politically active. They used supervisory and curriculum associations and their respective journals and yearbooks as platforms for their ideas. Many, such as William Alexander, Robert Anderson, Leslee Bishop, Gerald Firth, Arthur Lewis, John McNeil, and J. Lloyd Trump, became curriculum professors at major universities; others became active as board directors and executive committee members of professional organizations that had major impact on curriculum, supervision, and administration. Many published curriculum books that expressed their managerial views.¹²

These school administrators were less concerned about content than about organization and implementation. They were less concerned about subject matter, methods, and materials than about improving curriculum in light of policies, plans, and people on a systemwide basis. They envisioned curriculum changes as they administered resources and restructured schools.

Many of today's ideas about school reform and restructuring derive from the 1950s and 1960s: A current emphasis on state control reflects an earlier emphasis on local control. Many current plans related to school-based management and empowerment are based on the previous era's career ladder, team teaching, and differential staffing models. Much of the new legislative and administrative support for improving curriculum and instruction is based on the changing roles of the superintendent and principal as curriculum and instructional leaders that blossomed during the 1950s and 1960s.

Systems Approach

A managerial view that emphasizes organizing people and policies led to an emphasis on organizing curriculum into a system. The organization's units and subunits

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are viewed in relation to the whole. The curriculum plan often entails organizational diagrams, flow charts, and committee structures. Sometimes referred to as *curriculum engineering*, the approach includes the processes by which *engineers*, such as superintendents, directors, coordinators, and principals, plan the curriculum, the curriculum's *stages* (development, design, implementation, and evaluation), and the curriculum's *structures* (subjects, courses, unit plans, and lesson plans).

Systems theory, systems analysis, and systems engineering influenced the systems approach to curriculum. School managers widely employ concepts developed by social scientists when they discuss administrative and organizational theory. The military, business, and industry use the systems approach to ensure that people master the tasks they must perform.¹³

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In the systems approach to curriculum, the parts of the school or school district are examined in terms of their interrelatedness. Departments, personnel, equipment, and schedules are planned to change people's behavior. Information is usually communicated to administrators who consider choices.

A school district's organizational chart represents a systems approach, showing line-staff relationships of personnel and how decisions regarding special areas (e.g., curriculum, instruction, testing and evaluation, personnel, and budgeting) are made. In large school districts (50,000 or more students), teachers, supervisors, and principals at the school or local level often seem distant from top administration at the school-district or central level. In small school districts, the central office is less bureaucratic (and less distant from the local level) because there are fewer layers. Two educators have written, "The organizational hierarchy of larger school districts [is] cumbersome, and those with 100,000 or more students (0.01 percent of all school districts) would have charts extending off the page. Most readers would have difficulty understanding [or following] these charts, not because they are unknowledgeable" but because of the complex systems and hierarchical arrangements of large (city or county) school districts.¹⁴

Rand Corporation developed one application of the systems approach that has rapidly spread from government to business agencies. Called the Planning, Programming, Budgeting System (PPBS), it integrates planning, programming, and budgeting into the system's structure, functions, and capabilities. In our case, the system is curriculum.

Currently, many schools use a systems approach, known as *total quality management* (TQM), based on Ed Deming's 14 points for improving the system in which people work. This approach, also drawn from industry, represents a paradigm shift emphasizing client priority (in our case, students), extensive data collection and analysis, self-monitoring and inspection, collaboration, communication, cooperation, and team responsibility.¹⁵

When applying TQM to curriculum development and implementation, participants realize that their function depends on acquiring and applying what is called *profound knowledge*. Such knowledge is based on four components: systematic thinking, theory of variation, theory of knowledge, and knowledge of psychology. *Systematic thinking* enables people to realize that their actions interact with others' actions and that the total organization entails the dynamic interaction of many subprocesses. The *theory of variation* recognizes that curriculum activity entails common

and special causes and effects. A school is a community in which people exhibit individual differences. They must learn to communicate, cooperate, respect others' opinions, and reach a consensus. According to the *theory of knowledge*, the knowledge possessed by the people within the system is essential to curricular success. The *knowledge of psychology* supports TQM by optimizing the participation and learning of students and teachers. To use this approach successfully, individuals must understand, respect, and care for one another.

George Beauchamp described the first systems theory of curriculum. He postulated five equally important components of education: (1) administration, (2) counseling, (3) curriculum, (4) instruction, and (5) evaluation.¹⁶ Many professors of education (outside of curriculum) do not accept this notion of equal components; they view their own field as most important. For example, school administrators often delegate supervisors to take care of curriculum matters, especially if the administrators view their leadership role as chiefly managerial. Curriculum specialists usually view curriculum as the major component and see related fields such as teaching, instruction, and supervision as subsystems that help implement the curriculum.¹⁷ However, Beauchamp was trying to convey that the five components of education draw their ideas from psychology, sociology, history, philosophy, and so on. In any event, practitioners should use whichever procedures are most helpful and applicable to the real world.

Curriculum specialists who value the systems approach view curriculum broadly and are concerned with curriculum issues relevant to the entire school or school system, not just particular subjects or grades. They are concerned with theory in which the curriculum is related across different programs and content areas, the extent to which the curriculum reflects the school's (or school system's) organization, the participants' needs and training, and various methods for monitoring and evaluating results. Long-term planning is fused with short-term or incidental planning.

Academic Approach

Sometimes referred to as the traditional, encyclopedic, synoptic, intellectual, or knowledge-oriented approach, the academic approach attempts to analyze and synthesize major positions, trends, and concepts of curriculum. This approach tends to be historical or philosophical and, to a lesser extent, social or practical. The discussion of curriculum development is usually scholarly, theoretical, and concerned with many broad aspects of schooling, including the study of education.

This approach is rooted in the works of John Dewey, Henry Morrison, and Boyd Bode.¹⁸ It became popular during the 1930s–1950s. The influx of new topics related to curriculum during this period expanded the field to include many trends and issues and led to the integration of various instructional, teaching, learning, guidance, evaluation, supervision, and administrative procedures.

After the 1950s, interest in curriculum centered on the structure of disciplines and qualitative methods. The academic approach lost some of its glamour. The texts that continued to reflect this approach in the second half of the twentieth century (such as those by William Schubert, Daniel and Laurel Tanner, and Robert