

# SCHOOL ADMINISTRATIVE UNIT THIRTY-NINE

Amherst, Mont Vernon, and Souhegan Cooperative School Districts



ADAM A. STEEL  
Superintendent of Schools

CHRISTINE M.  
LANDWEHRLE  
Assistant Superintendent

MARGARET A.  
BEAUCHAMP  
Director of Student Services

MICHELE CROTEAU  
Business Administrator

## Mont Vernon School Board Meeting

Thursday, September 12, 2019 – 6:00 PM

1 Kittredge Road  
Mont Vernon, NH 03057

Agenda Item	Time	Desired Action	Backup Materials
Call to Order	6:00 PM	Chair of the MVSB, Ms. Sarah Lawrence, to call the meeting to order.	None
Public Input I of II	6:05 PM		None
Superintendent's Report	6:10 PM	Mr. Steel to present his Superintendent's Report	None
Principals Reports-MVVS and AMS	6:20 PM	Principal Schuttinger to present his August Principal's Report (Included is AMS Principal, Dr. Bethany Bernasconi's Report)	MVVS Principal's Report AMS Principal's Report
Committee Updates	6:30 PM	Board to give updates on their committees	None
Math Update/Year of Math and Math Curriculum-	6:40 PM	Assistant Superintendent, Ms. Christine Landwehrle to update the Board, discuss Year of Math and review the Math Curriculum (from Aug 19th 2019 meeting)	Math Executive Summary Year of Math Document Math Curriculum
Consent Agenda- Approval	6:50 PM	<ol style="list-style-type: none"> <li>Draft Minutes Aug 19 2019</li> <li>Budget Transfer 2020 001</li> <li>May 2019 Treasurer's Report</li> <li>June 2019 Treasurer's Report</li> <li>Math Curriculum K-4</li> </ol>	08 19 19 Draft Minutes Budget Transfer 2020 001 May 2019 Treasurer's Report June 2019 Treasurer's Report Math Curriculum (see above)
Lighting and Electricity Update	6:55 PM	Director Robichaud to update the Board on Lighting upgrade and electricity usage at the MVVS.	Executive Summary Lighting Packet
Assessment Update	7:10 PM	Ms. Landwehrle to review assessments at the MVVS.	NHSAS Update NWEA Results
Physical Education Plan and Building Goals 2019-2020	7:20 PM	Principal Schuttinger to review After School Physical Activity Plan and Building Goals	Building Goals and Activity Plan

Budget Schedule	7:30 PM	SAU #39 Business Administrator, Ms. Michele Croteau, to review the Budget Schedule	None
Budget for Foreign Language	7:40 PM	Board to discuss budgeting for Foreign Language	None
Public Comment II of II	7:50 PM		
Non-Public Session	7:55 PM	RSA 91-A:3, II	
Meeting Adjourned	8:00 PM		



2019

2020

## MONT VERNON VILLAGE SCHOOL PRINCIPAL REPORT – SEPTEMBER 2019

### ENROLLMENT

**MVVS (\* DENOTES ONE CLASSROOM AT THAT GRADE LEVEL)**

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
<b>K</b>	23	26									
<b>1</b>	28	28									
<b>2</b>	29	29									
<b>3</b>	27	28									
<b>4</b>	28	28									
<b>5</b>	31	31									
<b>6</b>	29	30									
<b>Total</b>	195	200									
<b>Family</b>	131										

#### Homeschool Students

<b>All</b>	7	7									
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#### AMHERST MIDDLE SCHOOL

<b>7</b>	23	24									
<b>8</b>	29	29									

### MONT VERNON PRIDE

Our STEM and Robotics program was a huge success. Jan Mattie and Dawn Garneau ran the week-long program providing a fun experience for 16 students. The students ranged in grades 3 thru 6. We had many students sign up the week and hope to offer this programming again in the coming school year.

The 2019-2020 Kindergarten families were invited to a “Meet and Greet” hosted by Lorin Philibotte and Leslie Hall. Many of the students and their families attended the event on Thursday, August 29 enjoying the afternoon of getting to meet their classmates and play on the structures. Thank you to Mrs. Philibotte and Ms. Hall for their time and coordination of this annual event.

## CURRICULUM AND ASSESSMENT

On August 19 and 20 the SAU hosted two full days of orientation for our newest staff members. They provided broader view into our Mastery Learning work, Work Study Practices, Empower and review of the most recent curriculum work.

Amy Lavoie and Kim Tighe, both facilitators of the Mentor and Mentee program, met with our staff mentor's and mentees on August 21. The day was a full day of collaborative work and learning more about our school community. They will continue to meet monthly as a group and regularly with their mentor as they transition to the MVVS community.

On Wednesday, August 28 all staff across SAU #39 participated in professional development. All colleagues were engaged in professional development that met their role and needs.

## BUILDING GOALS

### Teacher / Leader Effectiveness Evaluations:

OBSERVATIONS	COMPLETED	TOTAL (TO BE COMPLETED)
Informal	00	92
Formal	00	24

## CALENDAR EVENTS

### **September 3 – First Day of School for students**

September 5 – School Picture Day

September 5 – PTA Ice Cream Social

September 10 – LATE START

September 11 – PTA Meeting

September 12 – MVSB Meeting

September 17 – Constitution Day

September 17 – Open House

September 16 – 26 – NWEA Testing

September 23 – Start with Hello, all week

# PRINCIPAL'S REPORT

## AMHERST SCHOOL DISTRICT

AMHERST MIDDLE SCHOOL

AUGUST 26, 2019

BETHANY BERNASCONI, ED.D., PRINCIPAL

### Middle School Excellence

- **ESY-** Even though it's summer, the classrooms have been full of activity at AMS. From rockets to shark week, students in the AMS ESY program deepened and strengthened their academic skills through engaging and fun activities. Through this Project-Based learning approach, teachers leveraged students' interest in carnivorous plants, sharks, and chemistry to help keep skills sharp over the summer.
- **Life Skills -** The extended year programming for our students accessing the Life Skills program has been running smoothly all summer long. The students continue to learn new academic and life skills while building relationships that we hope will last a lifetime.
- **MyTime-** This is the second year of implementation for the MyTime extended year programming. All students are accessing our traditional AMS ESY program to maintain academic skills and social-emotional skills. In addition, the students accessing MyTime programming are experiencing adventure based counseling one time per week. This experience continues the hard work related to emotional regulation that took place during the academic year. This summer the students could be seen reaching new heights when conquering the high ropes course at Souhegan and challenging their fears by climbing the SHS rock wall.
- **Math Acceleration-** Several students were able to participate in our summer math acceleration program. This program supports students who completed grade 7 Core Math and want to accelerate into grade 8 Compacted Core Math. Students work to master several grade 8 math standards and take the Compacted Core Math 7 final to determine if they can accelerate.
- **SAU39 Leadership Retreat-** All AMS administrators participated in the SAU39 Leadership Retreat in early July. Highlights of the retreat included developing a plan for coordinating and planning professional learning within AMS and across the district as well designing ways to better connect students with an anchoring adult and an advisory program.

*Objective: To better use the time we are allocated to meet student needs*

- **2020/2021 Master Schedule-** In examining our current master schedule, administration with feedback from teachers, families, coaches and the New England League of Middle Schools (NELMS), have identified several opportunities to better use our school day to meet student needs. When NELMS named Amherst Middle School a Spotlight School in 2017, they identified the inclusion of an advisory program as a best practice at the middle school level and an area of opportunity for AMS. This year, AMS teacher Sue Sprinkle, is participating in a School Board approved sabbatical including site visits and research, to design an advisory program for AMS. AMS administration has been working to build a master schedule to incorporate advisory, a potential later start to the school day, and instructional best practices for different subject areas. The proposed schedule will be presented to staff for feedback this fall.

*Objective: Support a culture where staff love to come to work each day*

- **Summer Professional Learning and Curriculum Development-** While it may be summer vacation, teachers were busy with their own learning this summer as they worked to deepen their instructional practices and understanding of the students entrusted to us. Many teachers from the middle school participated in an initial 4-day Responsive Classroom training and an Advanced Responding to Misbehavior training. The community building approach of Responsive Classroom is built upon respect, accountability, and a deep understanding of child development as it translates into the classroom and school day. This training will support our teachers in working to create a classroom environment where all students can thrive and be available to learn. Teachers also participated in OGAP Math training, trainings to deepen their understanding of our new Learning Management System (Empower), and a variety of other conferences outside of SAU39. Administration and teachers also worked together over the summer to refine our Math, Science, English Language Arts, Health, and grade 5 Social Studies curriculums. A special focus was given to the placement of standards within the curriculum and ensuring that our assessments are not only engaging and tied to real-world application, but that they also offer opportunities for all students to interact and even extend their learning beyond the standard.
- **Staff Feedback to Improve the Learning Environment-** During Teacher Appreciation week last May, we asked staff to dream big about our school and community of learners. Working in teams, staff developed ideas about how to improve AMS. Ideas came in all shapes and sizes. Staff were encouraged to come up with ideas that were practical and also come up with ideas that were outside the box and dreams for them. This summer, administration reviewed these suggestions and were able to implement a number right away with plans for even more improvements during the school year. School-wide behavior expectations, increased opportunities for screen free interaction and physical activity during morning drop-off, school wide assemblies and opportunities for community service, and a focus on staff wellness are just a few of the ideas we've been able to plan and implement over the summer. Stay tuned as we roll-out more ideas in the coming months!

*Objective: Students, teachers, and families collaborate, using goals, to empower student success*

- **Empower Learning Management System-**Teachers continue to build out the content portion of Empower to prepare for students logging into the system this fall. Over the summer, 33 teachers participated in Empower Curriculum days where we built playlists of student activities, added resources for students and collaborating teachers to access, and created a common area in each class for students

and families to access weekly homework. Empower leads, teachers Josh Cooley and Jess Oltman, are currently working and refining our plans to support students as they begin using the system. On Friday, September 13th, all students will be able to login to Empower and will participate in a scavenger hunt, small group discussions and share out of the system. Our goal is to make it interactive and fun for students to explore all the system has to offer. We are also working on plans for parent focus groups as we prepare to provide parents with their own login to the system. Parent focus groups will run late September into early October, with late October being the goal to have all parents logging in themselves. The overall goal of this work is to collaborate together to help all our students set goals and grow!

- **Multi-Tiered System of Supports-** One of Assistant Principal Heather Jennings areas of expertise is in designing and implementing multi-tiered systems of supports (MTSS) across a school. The goal of MTSS is to provide every student with the skills, supports, dispositions, and challenges they need to remove all barriers to their learning. MTSS is about every student; those needing support and those ready for enrichment. MTSS is unique in that it takes a whole child approach looking at not only academics but also behavior and social-emotional wellbeing too. Ms. Jennings is leading the work to design and implement a robust MTSS program at AMS including collaborative use of data with teams of teachers as well as improving our understanding and use of tiered social emotional instruction and supports.
- **School-wide Behavior Expectations-** Over the summer, Ms. Jennings has collaborated with teachers and administration to revise our school-wide behavior expectations. This year, we want students to SOAR by displaying Success, Ownership, Acceptance, and Respect. Students will have opportunities this fall to help develop a school-wide understanding of what SOAR looks like in action and how it shapes the culture of our school. Students will be empowered as leaders to recognize their peers who demonstrate these characteristics and give them a SOAR award. Teachers and staff will also have the opportunity to recognize students and colleagues who help others to SOAR. Through collaboration, we will all work to build and support an incredible community of learners together.

*Objective: Support and create healthy, collaborative, flexible instruction spaces throughout campus in order to support personalized learning*

- **Morning Drop-Off and Recess-** Beginning on September 4th, morning drop-off and recess will look a little differently than it has for the past few years. Recognizing the need to provide a variety of activities, social opportunities, quiet work spaces, and school breakfast, Mr. Haarlander has worked with building administration to redesign the time between student drop-off and the first bell at 7:25am. All students will have access to a variety of spaces and we are working to offer others in the future. A rotation of games/activities will be offered in the gym which will feature a 7-8 area and a 5-6 area, school breakfast and socialization in the cafe, and the school library will also be available for quiet work or reading beginning at 7:10am. Both the gym and library will have a limited number of passes available in the lobby each morning and will be cell-phone/screen free zones, with the exception of school work on library computers. Outside we will continue to expand options for activities, and students will currently be able to use the swings and volleyball court, play gaga, basketball, and 4-Square on the blacktop, and wiffleball/kickball on the field (weather permitting). We hope to add more seating areas and an outdoor classroom pavilion in the future.
- **Buildings and Grounds Summer Updates-** Colin Fredette and his crew have been busy this summer preparing the building to welcome students and staff back. In addition to the normal cleaning,

maintenance, and waxing completed each summer, all of the hallways have been repainted, staff bathrooms received a make-over, and several new hydrangeas and azaleas have been planted in the gardens. A special thank you to the Amherst Garden Center for helping us to choose plants and for donating a beautiful hydrangea tree in honor of Porter Dodge's retirement. In September, the Amherst Garden club has graciously offered their time to help us plan additional plantings to create a truly beautiful space. We hope to involve students in this learning process and perhaps discover some green thumbs right in our own school!

## Facilities, Finance, and Operations

- **Enrollment**

<b>Grade</b>	<b>Aug.</b>	<b>Ave class size 2018</b>
<b>5</b>	139	23
<b>6</b>	156	26
<b>7</b>	169 (23 MV)	21
<b>8</b>	165 (28 MV)	20.6
<b>Total</b>	629	
<b>Total 2018/2019</b>	634	

## Upcoming Events

August 26: Fall sports tryouts/practices begin

Sept.3: First Day of School

Sept. 10: Late start, school begins at 9:25am

Sept.10: Open House, grades 5/6, 6pm

Sept. 11: School Picture Day

Sept. 11: Open House, grades 7/8, 6pm

Sept. 13: School Dance, gr 6-8, 7-9pm

Sept. 18: Theater Club Info Session, 2:30pm, or

Sept. 19: Theater Club Info Session, 6:30pm

Sept. 30-Oct. 4: Kalenik Team at Environmental School

Oct. 2: PTA Meeting, 9am

Oct. 4: Fall Festival, gr 5/6, 2:30-4pm

Oct. 7-11: Griffiths Team at Environmental School

Oct. 8: Theater Club Q&A, Audition Prep



October 14: No School, Columbus Day

October 15: No School, In-Service Day

October 16: Theater Club

October 18: School Dance, gr.6-8, 7-9pm

October 23: School Picture Makeup day

October 30: 7th Grade Project Safeguard Conference

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To: Adam Steel, Superintendent of Schools

From: Christine Landwehrle, Assistant Superintendent

RE: New Math Curriculum for Approval

Date: September 4, 2019

## **Executive Summary**

**Math Curriculum K-4** – Based on information from our NWEA and NHSAS assessments, we revised our kindergarten through grade four math curriculum. We reordered some of our units and better aligned them to our Math in Focus resource. In some cases, we also separated a larger unit into smaller ones or combined some units. This revision was started during our grade level meeting time this past spring and completed during our K-4 summer math curriculum work in late June. In addition to revising our math curriculum, teachers also created supplemental documents to help pace teachers through units by providing additional guidance and resources.

## **Requested Board Action**

1. Approval of the K-4 math curriculum within the consent agenda.

## Attachment(s)

- K-4 Math Curriculum

## MVVS Year of Math

### Whole School Math Experiences:

**Mathematicians** – We are dividing the school into four different “houses” with each class is assigned to a mathematician through random assignment. Charline has created posters, crests, and info sheets for each house. They will kick off on Tuesday and assign each class a mathematician. Even adults will be included and “sorted” similar to Harry Potter. We are planning a yearlong series of activities for students around their mathematician, learning about them and engaging in other math activities. We plan to bring community members in for assemblies / activities throughout the year.

### Math Goals:

**Math Standard Scores** – 80% of students in K-4 will reach a level 3 or above on all assessed math standards in Empower. 70% of student in 5-6 will reach a level 3 or above in Empower.

**Calendar Math** – K-4 used daily and observed through walkthroughs

**NWEA** – K and 1 – 70%-80% of students meeting target growth; 2-6 – 60%– 70% percent of student meeting target growth

**Dreambox** – usage goal (including extended usage) – K-2 – 30 minutes a week; 3-6 – 60 minutes a week

**NHSAS** – Grades 3-6 will score at 60% proficient or higher

**Observations** – At least one observation (formal or informal) per staff member will be an observation during math (for those teachers who teach math). Scope and sequence and pacing will be discussed during grade level meeting time.

### Teacher Professional Development:

1. Charline will provide ongoing training for all teachers in the following models for additive thinking (September late start and staff meetings throughout the year)
  - a. Progression of five frame, ten frame, ten strip, to base ten blocks
  - b. Use of the number line – 10, 20, 100, open number line (concrete number line)
  - c. Quick images – using an image every day to support subitizing
  - d. Counting – counting collections and unitizing
  - e. Number talks – quick math around the equal sign – number sense activities
  - f. Choral counting – counting by 1 forward and backwards, skip counting forward, counting on the decade
  - g. Probing questions
2. Ban Haar Training – Portland, ME in October and Manchester/Concord trainings in Nov. – share out opportunity with staff who have not yet been trained.
3. Every Day Counts Calendar training on October In-service day
4. Data digs for NWEA scheduled and facilitated by John

### Parent Math Nights

Three parent math nights will be held throughout the year to help parents in understanding how we teach math and what they can do to support their child at home.

Consent Agenda Item #5

SAU 39 Math Curriculum – Grades K-4

**Kindergarten**

Unit Title	Unit 1: Let's Explore!	Unit 2: Not Letters..... NUMBERS!	Unit 3: Let's SORT and COMPARE	Unit 4: Building 10 Becoming Mathematicians	Unit 5: Problem Solving Put it all Together OR Take it Away	Unit 6: Tricky Teens – Introduction 10-20	Unit 7: Place Value The PLACE tells a story	Unit 8: Any Way, Shape or Form	Unit 9: Measurement: The Long and Short of It
<b>Time Frame</b>	<i>3 weeks September</i>	<i>October- November 6 weeks</i>	<i>November 3 weeks</i>	<i>December- January 5 weeks</i>	<i>Jan/Feb 4 weeks</i>	<i>March 2 weeks</i>	<i>March/April 4 weeks</i>	<i>April 3 weeks</i>	<i>May- June 2 weeks</i>
<b>Stage I: Identify Desired Results</b>									
<b>Enduring Understanding s/Big Ideas</b>	Pre-requisite skills for mathematical learning are developed through concrete experiences and lay the ground work for the acquisition of future mathematical skills and knowledge.  Exploration with manipulatives – Cuisenaire	NUMBER SENSE is the three way relationship among the written grapheme, the number word and the cluster. 5---"FIVE" -- - xxxxx  Numbers are symbols that represent quantities.  The concept of Zero (Zero the Hero)	Objects can be sorted and classified.  Sets can be compared in concrete or visual forms.  Numerals can be compared in written form.	We can efficiently represent quantities by numerals in written form.  Numbers can be made from other numbers, and broken up into other numbers. (composition/decomposition of number)	Addition and Subtraction are the foundation of future mathematical learning. These two operations can be used to solve real world problems.	Numbers are everywhere. We find numbers around us and they have meaning.	Place value is a crucial foundational math concept that sets the stage for much future mathematical learning.  We use a BASE TEN number system.	Shapes are all around us in common everyday objects.  Shapes can be taken apart and put together with other shapes to create new shapes.	We can measure in many different ways.

	Rods, unifex cubes	Focus: 1-10							
<b>Essential Question(s)</b>	How can students gain pre-requisite math skills through concrete experiences?  Where do you see math in the world?	What do numbers represent? How can we represent numbers? How can we count? What does counting tell us?	What is the relationship between numeral and sets (clusters)?  How can we prove what we discover after comparing numerals using sets?  What language do we use to talk about numeral and set comparisons?  How do these skills relate to calendar and graphing?	What patterns do we find with numbers?  How can we put numbers together and break numbers apart to learn more about them?	How can we apply our knowledge of number to the concepts of addition and subtraction?  What symbols do we use to represent addition, subtractions and equality?  How can we use addition and subtraction to solve real world problems?	What are other ways numbers can be modeled and expressed?  Where do we see numbers in our world?  What are efficient ways to represent numbers and to count efficiently?	What is so special about the number 10?  What does where a number is placed tell us about the value of the number?	How can we tell the difference between 2-D and 3-D shapes?  What words can we use to identify, describe, compare and locate shapes?	How can math be applied to measurement?
<b>Assessed Standards</b>	<i>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and</i>	K. CC.B.4 Understand the relationship between numbers and quantities; connect	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings <sup>1</sup> ,	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe

<p><i>sort the categories by count.</i></p>	<p>counting to cardinality.</p> <p>K.CC.A.1 Count to 100 by 1s and 10s. (Begin)</p> <p>K.CC.A.2 Count from a number other than 1. (Begin)</p> <p>K.CC.B.4.A When counting objects, say the number names in the standard order, pairing each object with one and only one number name. (1:1 correspondence)</p> <p>K. CC.B.4.B Understand that the last number name said tells the number of objects counted.</p>	<p>equal to the number of objects in another group, e.g., by using matching and counting strategies.1</p> <p>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</p> <p>K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>drawings, and record each decomposition by a drawing or equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.A5 Fluently add and subtract within 5</p>	<p>sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.A5 Fluently add and subtract within 5.</p>	<p>(with 0 representing a count of no objects).</p> <p>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</p> <p>K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.</p>	<p>using objects or drawings, and record each composition or decomposition by a drawing or equation (such as <math>18 = 10 + 8</math>); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine</p> <p>K.OA.A5 Fluently add and subtract within 5. ones.</p>	<p>positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to</i>.</p> <p>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p> <p>K.G.B.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences,</p>	<p>several measurable attributes of a single object.</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>
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								<p>parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p> <p>K.G.B.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.B.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i></p>	
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**Grade 1 Math Curriculum**

Unit Title	Unit 1: COUNT on Me!	Unit 2: It All ADDS Up!	Unit 3: It's TIME to SHAPE Up!	Unit 4: BREAKING UP is Hard To Do!	Unit 5: Come Over to My PLACE!	Unit 6: Get REAL!	Unit 7: The LONG and SHORT of it ALL...
Time Frame	September /October - 30 days	Oct./Nov. - 35 days	Dec/Jan. - 20 days	Jan. / Feb. - 30 days	March - 10 days	April/May - 20 days	May/June - 20 days
Stage I: Identify Desired Results							
Enduring Understandings /Big Ideas	<p>Read, write and compare numbers to 20 in all forms (numeral, word, cluster) Use &lt;, &gt;, and = to compare</p> <p>Basic understanding of ones and tens</p> <p>Counting (N+1)</p>	<p>Number bonds: ways to make 10</p> <p>Commutative Property</p> <p>Inverse relationship between addition and subtraction</p> <p>Addition strategies: N+1, N+10, N+9, Doubles, Doubles +1, 2`2 Apart26Near Tens, Last Facts</p> <p>Adding On/Skip counting: 2, 5, 10 Extending through 100</p> <p>Counting from any number, by 1, 2, or 10, through 120</p> <p>Work with addition equations (including</p>	<p>All 2D and 3D shapes can be classified by attributes</p> <p>Time to the hour and half-hour</p> <p>Using Time and Shape to discuss benchmark fractions (half of, fourth of, quarter of, and equal shares)</p>	<p>Understand the connection between counting and subtraction.</p> <p>Understand the inverse relationship between addition and subtraction.</p> <p>Use addition strategies to solve subtraction problems.</p>	<p>Understanding place value in tens and ones place.</p>	<p>Use place value understanding and properties of operations to add and subtract.</p> <p>Represent and solve problems involving addition and subtraction in real world situations.</p> <p>Use understanding of place value to add to get a 2-digit sum</p> <p>How can strategies and properties help us efficiently add multiple whole numbers?</p>	<p>Understand the meaning and process of measurement.</p> <p>Compare and order three objects by length.</p> <p>Organize, represent and interpret data.</p>



		<p>missing sum or missing addend)</p> <p>Represent and solve addition word problems</p> <p>Add by multiples of 10</p>					
<b>Essential Question(s)</b>	<p>What are the many different forms of numbers?</p> <p>How do we count forward and backward?</p>	<p>What are the different ways to make ten?</p> <p>How are addition and subtraction related?</p> <p>How do we compose and decompose numbers?</p> <p>What are the properties of addition?</p> <p>How does addition relate to subtraction?</p>	<p>How can 2D and 3D shapes be classified (size, curved lines, straight lines)?</p> <p>How do we measure units of time to the hour and half-hour?</p>	<p>What connection is there between counting backwards and subtraction?</p> <p>What is the relationship between addition and subtraction?</p> <p>How can our addition strategies help us solve subtraction problems?</p>	<p>How do ones get traded in for tens and how do tens get traded back to ones?</p> <p>How does adding multiples of 10 change the value of the tens place value?</p>	<p>How can our understanding of place value and number relationships help us solve real world addition subtraction problems?</p>	<p>How do we organize, represent and interpret data?</p> <p>How can we use non-standard units of measure to describe the length of objects?</p>
<b>Assessed Standards</b>	<p><b>1.NBT.A.1</b> Count to 120, starting at any number less than 120</p> <p><b>1.NBT.B.2</b> Understand that the two digits of a two-</p>	<p><b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems</p> <p><b>1.OA.C.5</b> Relate counting to addition and</p>	<p><b>1.G.A.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw</p>	<p><b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems (addition only in this unit for this standard)</p>	<p><b>1.NBT.B.2</b> Understand that the two digits of a two digit number represent amounts of tens and ones.</p>	<p><b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems</p> <p><b>1.OA.B.3</b> Apply properties of operations as</p>	<p><b>1.OA.A.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or</p>

	<p>digit number represent amounts of tens and ones</p> <p><b>1.NBT.B.2b</b> The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p><b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the result with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></p>	<p>subtraction (e.g., by counting on 2 to add 2)</p> <p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10</p> <p><b>1.NBT.C.5</b> Given a two digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>	<p>shapes to possess defining attributes</p> <p><b>1.G.A.2</b> Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or 3D shapes (cubes, right rectangular prisms, right circular cones and cylinders) to create a composite shape and compose new shapes from the composite shape.</p> <p><b>1.G.A.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, quarters</p> <p><b>1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks</p>	<p><b>1.OA.C.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem</p> <p><b>1.OA.B.3</b> Apply properties of operations as strategies to add and subtract. <i>Associative property- <math>(2 + 3) + 4 = 2 + (3 + 4)</math></i></p> <p><b>1.OA.D.7</b> Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.</p> <p><b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.</p>	<p><b>1.NBT.B.2a</b> 10 can be thought of as a bundle of ten ones — called a “ten.”</p> <p><b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the result with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math></p>	<p>strategies to add and subtract. <i>Associative Property (grouping property- <math>(2 + 3) + 4 = 2 + (3 + 4)</math></i></p> <p><b>1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><b>1.NBT.C.4</b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is</p>	<p>equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>1.MD.A.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object</p> <p><b>1.MD.A.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end</p> <p><b>1.MD.C.4</b> Organize, represent, and interpret data with up to three categories;</p>
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						necessary to compose a ten. <b>1.NBT.C.6</b> Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationships between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
<b>Assessed Content-area Competencies</b>	Numbers and Operations in Base Ten	Numbers and Operations  Numbers and Operations in Base Ten	Measurement and Data  Geometry	Numbers and Operations	Numbers and Operations  Numbers and Operations in Base Ten	Numbers and Operations  Numbers and Operations in Base Ten	Numbers and Operations  Measurement and Data
<b>Assessed Work Study Practices</b>	Collaboration	Self Direction	Creativity	Communication	Self-Direction	Communication	Collaboration

**Grade 2 Math Curriculum**

<b>Unit Title</b>	<b>Introduction Unit - Unit 1</b> (Sharma Strategies for addition and subtraction & Making Tens and Modeling/ Decomposing 2 and 3 Digit Numbers)	<b>Unit 2</b> <b>Place Value to 1,000</b>	<b>Unit 3</b> <b>Addition to 1000</b>	<b>Unit 4</b> <b>Subtraction to 1000</b>	<b>Unit 5</b> <b>Bar Modeling Addition and Subtraction</b>	<b>Unit 6 –</b> <b>Foundations for Multiplication and Geometry</b>  (Multiplication: Reviewing 1 <sup>st</sup> grade Chapter 18 optional, Grade 2 chapters 5, Lesson 1 only)	<b>Unit 7</b> <b>Going the Distance</b> (Time, Chapter 14; Money, Chapter 11)	<b>Unit 8 -</b> <b>Getting Into Shape</b> (Shapes, Patterns And Fractions) *Fractions are part of the Geometry strand of the CCSS at grade 2.
<b>Time Frame</b>	September 4 weeks	October - 4 Weeks	Nov / Dec - 4 weeks	Dec/Jan - 6 weeks	Feb - 4 weeks	March - 3 weeks	April/May - 4 weeks	May/June - 3 weeks?
<b>Stage I: Identify Desired Results</b>								
<b>Enduring Understandings/ Big Ideas</b>	Student will understand...  --that there are a variety of ways to represent a given number -that there are different ways to count (count on, count back, skip count) -that different strategies can be used to add/subtract numbers. -that various math tools can be used to help us understand	Students will understand...  -that place value is based on groups of 10 -that the location of a digit (ones, tens, hundreds, thousands) determines its value. - the comparison and relationships of numbers based on place value. -that numbers can represent quantity,	Students will understand...  That using place value helps us to add double digit numbers -that computing addition equations involves grouping numbers in strategic ways (using place value and regrouping) -that addition can be represented using various models					

	<p>and manipulate numbers.</p> <p>-that all numbers are odd or even</p> <p>-that numbers can be composed and decomposed</p> <p>-that numbers on a number line increase in value going left to right at equal intervals.</p>	<p>position, location and relationships.</p> <p>-that numbers can be communicated in various ways (standard form, numbers words, picture, etc.)</p> <p>-that number patterns in (skip) counting repeat predictably and can be generalized and applied.</p>	<p>-that numbers are composed of other numbers (comp. and decomp.)</p> <p>-that various methods of solving addition equations can be applied depending on the context and the numbers involved (right to left, finding patterns, using hundreds chart, mental math strategies etc.)</p> <p>-that mental strategies help in solving problems quickly and accurately</p>					
Essential Questions		<p>How does the position of a digit in a number affect its value?</p> <p>-What number patterns are helpful in reading and writing numbers to 1,000?</p> <p>How do patterns and skip-counting help me</p>	<p>What is the standard method for solving addition equations (with two to three digit addends)?</p> <p>How does place value help us to solve addition equations (two-three digit addends and also</p>	<p>How can addition and subtraction be used to check each other?</p> <p>How does understanding the value of each digit in a number help us to solve subtraction equations?</p> <p>What is the standard method</p>		<p>How can skip counting help us solve repeated addition equations?</p> <p>What are the relationships among repeated addition, multiplication, skip counting, and arrays?</p>	<p>What do the hands on a clock show us, and how do they move?</p> <p>How can skip counting by 5s help us tell time?</p> <p>What are the different ways that time can be communicated (verbally,</p>	<p>How can shapes be described, compared and used to make other shapes?</p> <p>How do fractions help us describe shapes and groups?</p>

		<p>to understand numbers better? How can we use place value to help us compare numbers? What does = ("equals") mean? -What are some different ways to write/show a number?</p>	<p>up to 4 addends)? How do composing and decomposing numbers help us to understand and solve word problems? What is the relationship between addition facts and subtraction facts? What are other efficient methods for finding sums? How can we use a number line to show our thinking and help solve addition problems?</p>	<p>for solving subtraction equations? How can we use a number line to show our thinking and help solve subtraction problems?</p>		<p>written, 8:15 and/or quarter past 8)? What do AM and PM tell us about the time of day? How does telling time help us in our daily lives?</p> <p>How do we measure using the appropriate tool, unit and process? When should we estimate and when do we need exact measurements? What strategies can we use to solve word problems involving length (focus on comparison problems)?</p> <p>What is the value of each coin, and how is it counted?</p>	
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							<p>How do we separate the dollars from the cents when writing money?          What is the most efficient way to count a group of coins?</p> <p>Is there more than one way to make the same amount of money?          How can sums and differences (using money) be estimated?          In what situations is estimation or an exact-count used when dealing with money?          What strategies or models can we use to compare amounts of money (tables, bar models)?</p>	
<b>Assessed Standards</b>	2.OA.A.1 Use addition and subtraction within 100 to solve one- and	2.NBT.A.1 Understand that the three digits of a three-digit number	2.NBT.B.5 Fluently add and subtract within 100 using strategies based	2.NBT.B.7 Add and subtract within 1000, using concrete		2.OA.C.4 Use addition to find the total number of objects arranged in	2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five	2.G.A.1 Recognize and draw shapes having specified attributes, such

<p>two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>* Only partially assessed. There is not an unknown number opportunity.</p> <p><a href="#">CCSS.MATH.CONTENT.2.NBT.B.9</a> Explain why addition and subtraction strategies work, using place value and the properties of operations.1</p>	<p>represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.</p> <p>2.NBT.A.1.A - 100 can be thought of as a bundle of ten tens — called a "hundred."</p> <p>NBT.A.1.B The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>2.NBT.A.2 <i>Count within 1000; skip-count by 5s, 10s, and 100s.</i></p> <p>2.NBT.A.3 <i>Read and write numbers to 1000 using base-ten numerals, number names,</i></p>	<p>on place value, properties of operations, and/or the relationship between addition and subtraction .</p> <p>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts</p>	<p>models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be</p>			<p>rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p>	<p>minutes, using a.m. and p.m.</p> <p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks and measuring tapes.</p> <p>2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>2.MD.A.4 Measure to</p>	<p>as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>
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	<p><a href="#">CCSS.MATH.CONTENT.2.NBT.B.5</a> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p><i>and expanded form.</i></p> <p><i>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using &gt;, =, and &lt; symbols to record the results of comparisons.</i></p> <p><i>2.NBT.B.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</i></p> <p>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p>	<p>hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)</p> <p>2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.</p>	<p>supported by drawings or objects.)</p>			<p>determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>2.MD.B.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</p> <p>2.NBT.B.7 Add and subtract</p>	
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						<p>within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.OA.B.2 Fluently add and subtract within 20 using mental strategies.2.OA.B.2 Fluently add and subtract within 20 using</p>	
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								mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	
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Grade 3

Unit Title	What's place value got to do with it?	Factors, Products, and Multiples... OH MY! (Intro to Multiplication)	Shaping Up (2D Shapes)	It's Time for the Data (Graphing and Data)	Elapsed Time Unit (2019-2020 only)	The Unknown Factor (Connecting Multiplication to Division)	Its All About the Outside But Don't Forget the Middle (Area and Perimeter)	Fantastic Fractions	Where it All Measures Up (Length/Inches, Volume and Mass/metric)
Time Frame	September	October/November	December	January	January	February	March	April – May	May – June
Stage I: Identify Desired Results									
<b>Enduring Understandings/Big Ideas</b>	Place value is based on groups of ten and its properties are used to perform multi-digit arithmetic .	Multiplication is equal groups of objects.  Arrays  Area model - introduced and taught further in area and perimeter unit	Describe, analyze and compare properties of two dimensional shapes  Compare and classify shapes by sides and angles.	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects  Represent and interpret data	Mini Unit and PACE Task for 2020	Finding unknown groups or unknown number  Learn the inverse operation to multiplication: Division (Multiplicative Reasoning)  Divide within 100	Measurement of perimeter finding the total distance around the outside of the shape  Understand that area covers the shape without gaps/overlaps	Unit fractions represent parts to a whole  Understand size of fraction and relationship to the whole  Compare and contrast	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

		<p>Finding unknown product</p> <p>Commutative Property</p> <p>Multiply within 100</p>	<p>Connect to definition of shapes</p>		<p>Associative Property</p> <p>Distributive Property</p>	<p>Decompose rectangles into rectangular arrays of squares using multiplication to find the area of an irregular shape.</p> <p>Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<p>fractions using visual models</p> <p>Relate fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.</p>	
<p><b>Essential Question(s)</b></p>	<p>What is place value?</p> <p>Why are the places of numerals important when using different operations?</p>	<p>What is multiplication and its properties?</p> <p>Why is it important in our world as mathematicians?</p>	<p>What is a 2D shape?</p> <p>How do attributes define shapes?</p> <p>How can shapes be partitioned into small parts to find area? (introduced)</p>	<p>Why is measurement and data important and how does it help us better understand the world around us?</p>	<p>What is division?</p>	<p>What are area and perimeter?</p> <p>What is the relationship between area and perimeter?</p>	<p>What is a fraction?</p> <p>How are the part and whole related in a fraction?</p> <p>What are numerators and denominators?</p>	

<b>Summative Assessed Standards</b>	3NBT.A2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<u>Multiplication Part 1</u> 3.OA.A.1 Interpret products of whole numbers (ex: describe a context in which a total number of objects can be expressed as a x b)	MD.C.5B A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	MD.B.3 Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	OA.A.2 Interpret whole number quotients of whole numbers, e.g interpret 56 divided by 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, OR as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. (Unknown Group/Unknown Quantity)	MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
	<u>Second Grade Standards</u> 2.NBT.A.1 2.NBT.A.2 2.NBT.A.3 2.NBT.A.4 2.NBT.B.8 2.MD.B.6  <u>Rounding and Estimation</u> 2.NBT.B.5 3.NBT.A.1 3.OA.D.8  <u>Addition and Subtraction</u> 2.NBT.B.7	<u>Multiplication Part 2</u> Fact Sheets - Ongoing Basis	<u>Multiplication Part 3</u> 3.OA.A.1 Interpret products of whole numbers (ex: describe a context in which a total number of objects can be expressed as a x b)			OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	MD.C.5A A square with side length 1 unit, called "a unit square" is said to have "one square unit" of area, and can be used to measure area.	NF.A.3.A Understand two fractions as equivalent if they are the same size, or the same point on a number line.
		3.OA.B.5 Apply properties of operations as strategies to multiply			OA.B.6 Understand division as an unknown factor problem. (e.g. What is 32 divided by 8? Consider $8 \times \underline{\quad} = 32$ )	MD.C.6 Measures areas by counting unit squares.	NF.A.3.B Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g. by using a visual fraction model.	
		Commutative property understanding			OA.B.5 Apply properties of operations as	MD.C.7 Relate area to the operations of multiplication and addition.	NF.A.3.D Compare two fractions with the same numerator or denominator	

<p>2.NBT.A.2 3.OA.D.8</p> <p>CCSS states work with 2 and 3-digit numbers.</p>	<p><u>Multiplication Part</u> <u>4</u> 3.OA.A.3 3.OA.D.8 3.OA.D.9</p>					<p>strategies to multiply and divide. Review Commutative property</p> <p>Focus on Associative: <math>(3 \times 4) \times 2 = 3 \times (4 \times 2)</math></p> <p>Distributive Property: If I don't know <math>7 \times 8</math> but I can decompose that into <math>5 \times 8</math> and <math>2 \times 8</math> and add them together</p>	<p>MD.C.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and</p>	<p>by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math> and justify the conclusions by using a visual fraction model.</p> <p>G.A.2 Partition shapes into parts with equal areas.</p>	
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						different areas or with the same area and different perimeters.		
<b>Formative Assessed Standards</b>	3NBT.A.1 Use place value to round whole numbers to the nearest 10 or 100.	MD.C.5 Recognize area as an attribute of plane figures squares and rectangles only and understand concepts of area measurement.  MD.C.5A A square with side length 1 unit, called "a unit square" is said to have "one square unit" of area, and can be used to measure area.  *For the above two standards we are only beginning to introduce multiplication as an array and area model	G.A.1 Understand that shapes in different categories may share attributes. Shared attributes may define larger category.  G.A.2 Partition shapes into parts with equal areas.	MD.A.1 Tell and write time to the nearest minute and solve word problems involving addition and subtraction.  MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves, fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole, half, quarters.	OA.C.7 Fluently multiply and divide within 100...  OA.D.9 Identify arithmetic patterns and explain them using properties of operations. (ex: 4 times a number is always even and can be decomposed into two equal addends.)	MD.C.6 Measures areas by counting unit squares  MD.C.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.  MD.C.7b multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number	NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .  NF.A.2 Understand a fraction as a number on the number line; Represent fractions on a number line diagram.  NF.A.2A Represent a fraction $1/b$ on a number line diagram by defining the interval from 0	MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Use all four operations to solve one-step word problems.

							<p>products as rectangular areas in mathematical reasoning.</p> <p>MD.C.7C Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area model to represent the distributive property.</p>	<p>to 1 as the whole and partitioning it into <math>b</math> equal parts.</p> <p>Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>NF.A.2B Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p>NF.A.3.C Express whole numbers as</p>
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								<p>fractions that are equivalent to whole numbers; <math>3 = \frac{3}{1}</math>, <math>\frac{4}{4} = 1</math>.</p> <p>G.A.1 Understand that shapes in different categories may share attributes. Shared attributes may define larger category.</p> <p>G.A.2 Partition shapes into parts with equal areas. Express the area of each as a fraction of the whole.</p>	
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**Grade 4**

TOPIC:		NUMBERS & OPERATIONS			FRACTIONS AND DECIMALS				GEOMETRY			
Unit Title	Common Routines	Place Value and Estimation	# Theory, Multi Digit Multiplication Factors & Multiples Estimation of multiplication	Multi-digit division Estimation of division	Comparing & Equivalent Fractions, and Add/Subtract w/ like denom	Mixed #'s, Improper and Renaming	Multiply w/ whole #'s and Line Plot Fractions	Decimals	Angles	Classification of lines and shapes	Area and Perimeter	Symmetry
<b>Concepts and MIF #</b>	Introduce guided math routines  And  Growth mindset in math  Teach exemplar : Miss Guy's Puppy Problem Exemplar – Modeled	1.1 1.2 comparing numbers 1.2.a addition of multi-digit numbers 1.2.b subtraction of multi-digit numbers 2.1 (only) Estimation  * Exemplar	2.2 factors 2.3 multiples, <b>3.0 multiply using arrays;</b> 3.1 multiplying by a 1-digit number, <b>3.1.a multiply using area models;</b> 3.2 multiplying by a 2-digit number; 2.1 Est. of Multiplication only  * Exemplar	3.3; modeling division with regrouping 3.4, dividing by a 1-digit numbers 3.5 real-world problems: multiplication and division 3.5.a multiplication and division: real world problems 2.1 Est. Division ONLY	<b>6.0 comparing unlike fractions</b> 6.1 adding fractions 6.2 subtracting fractions 6.3 mixed numbers 6.4 improper fractions 6.5 renaming improper fractions and mixed numbers 6.6 renaming whole	6.3 6.4 6.5 6.6	6.7 Fractions of a Set <b>6.7a Multiply Fractions and Whole Numbers</b> 6.8 Real World Problems- Fractions <b>6.8.a Line Plots with Fractions of a Unit</b>  5.2	7.1 understanding tenths 7.2 understanding hundredths 7.3 comparing decimals 7.5 fractions and decimals (NOT 7.4) NO CHAPTER 8 (Add and Sub)	9.1 understanding and measuring angles to 180 degrees 9.3 turns and right angles 9.3.a understanding	10.1 drawing perpendicular line segments 10.2 drawing parallel line segments 10.3 horizontal and vertical lines 11.1 squares and	12.0.a measurement : length 12.0.b measurement : weight and mass 12.0.c measurement : time 12.0.d measurement : real-world problem : measurement 12.1 area of a rectangle	13.1 Identifying Lines of Symmetry 13.2 Rotational Symmetry 13.3 Making Symmetric Shapes and Patterns

	by Teacher				numbers when adding and subtracting fractions				angle measurement 9.3.b understanding angle measurement is additive	rectangle 11.2properties of squares and rectangle	12.2 rectangles and squares 12.4 using formulas for area and perimeter	
<b>Time Frame</b>	4 days	16	25	1	4 (+1)	8 (+4)	12 (+3)	12	10	20	10	5
Stage I: Identify Desired Results												
<b>Enduring Understandings/Big Ideas</b>		Understanding Place Value of whole numbers up to <b>1,000,000</b>  Students build on their knowledge of rounding numbers to estimate sums, differences, products and quotients for reasonableness of answer.	Place value is necessary to understand how to multiply multi digit numbers.  Knowing multiples and factors can help in estimating and computing products & quotients of whole numbers.	Place value is necessary to understand how to multiply multi digit numbers.	Knowing multiples and factors can help in finding equivalencies & computing sums and difference of fractions.  How can we use the addition and subtraction of fractions	Knowing fractions and mixed numbers help in naming wholes and parts of a whole.	We use line plots as visual tools for showing and analyzing fractional data.	We use decimals as another way to show parts of a whole.	We classify and measure angles when 2 rays or sides of a shape meet at a point.	We classify lines by the direction in and/or the size of their angles.  We classify shapes by the number and/or size of their	We can use a formula to find the area and perimeter of rectangles.  Measurement has numerous applications to real world problems and multi-disciplinar	Figures that are symmetrical have the quality of being made up of exactly similar parts facing each other or around an axis.

					to solve problems?					sides and angles.	y connections.	
<b>Essential Question (s)</b>		How does your previous understanding of place value extend to the hundred thousandths place? When is estimation better than counting, and when is it not? How might we show a number up to the <b>1,000,000</b> place value in other ways?	How are multiplication and division inverse operations? How is estimation used to find the reasonableness of a product? How can you visually represent a multiplication word problem? ( <b>repeated addition, arrays &amp; area/bar models</b> ) How can properties of #'s (associative, commutative & <b>distributive property</b> ) be used to help compute a product? What are factors and multiples?	How are multiplication and division inverse operations? How is estimation used to find the reasonableness of a product? How can you visually represent a multiplication word problem? (repeated addition, arrays & area/bar models) How can properties of #'s (associative, commutative & distributive property) be used to help compute a product?	How can you use factors and multiples when comparing fractions? How do we show amounts that are parts of a whole using fractions?	How can you use factors and multiples when renaming improper fractions and mixed numbers? How can a number be represented as an improper fraction (and vice versa)?	How does the whole number affect the numerator and denominator or when being multiplied together? How is a line plot used to organize and interpret fractional data, and predict the likelihood of an event?	How do you show a fraction as a decimal up to the hundredths place? How do we show amounts that are parts of a whole using decimals?	How can you be sure that an angle is acute, right, or obtuse? What is the correct use of a protractor, and how can its incorrect use influence the measurement? How do fractions relate to the turns of an angle?	How is a triangle and straight edge used to draw perpendicular and parallel lines? What proof can be given when classifying a square and/or rectangle? How do you find a missing angle without the use of a measuring device?	How is the area and perimeter impacted by the length and width of a shape? How can we use measurement and the conversion of measurements within a system to solve real world problems?	When is a line of symmetry? How is rotational symmetry related to turns?

			<p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which</p>						<p>In what ways does a model of an angle show proof of classification in relation to another angle?</p>			
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remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimations strategies including rounding.

4.NBT.B.6 Find whole-number quotients and remainders with up to four digit dividends and one digit divisors, using strategies based on place value, the properties of

				operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.								
<b>Assessed Standards</b>		<p><a href="#">4.OA.A.3</a> Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations</p>	<p><a href="#">4.OA.A.1</a> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. <a href="#">4.OA.A.2</a> Multiply or divide to solve word problems involving multiplicative</p>		<p><a href="#">4.NF.A.1</a> Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves</p>	<p><a href="#">4.NF.B.3.C</a> Add and subtract mixed numbers with like denominators, e.g., by replacing each number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>	<p><a href="#">4.NF.B.4</a> Apply and extend previous understandings of multiplication to multiply a whole number. <a href="#">4.NF.B.4.A</a> Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. For example, use a visual model to</p>	<p><a href="#">4.NF.C.5</a> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example,</p>	<p><a href="#">4.MD.C.5</a> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of</p>	<p><a href="#">4.G.A.1</a> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. <a href="#">4.G.A.2</a></p>	<p><a href="#">4.MD.A.3</a> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by</p>	<p><a href="#">4.G.A.3</a> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of</p>

	<p>with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimations strategies including rounding.</p> <p><a href="#">4.OA.C.5</a> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p> <p><a href="#">4.NBT.A.1</a> Recognize that in a multi-digit whole number, a digit in one place represents ten times</p>	<p>comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><a href="#">4.OA.A.3</a> Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness</p>	<p>are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><a href="#">4.NF.A.2</a> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two</p>	<p>represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</p> <p><a href="#">4.NF.B.4.B</a> Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</p>	<p>express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</p> <p><a href="#">4.NF.C.6</a> Use decimal notation for fractions with denominators 10 or 100. For example, rewrite <math>0.62</math> as <math>62/100</math>; describe a length as <math>0.62</math> meters; locate <math>0.62</math> on a number line diagram.</p> <p><a href="#">4.NF.C.7</a> Compare two decimals to hundredths by</p>	<p>angle measurement: <a href="#">4.MD.C.5.A</a> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the size of the fraction of the circular arc between the points where the two rays intersect the circle. An angle</p>	<p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	<p>viewing the area formula as a multiplication equation with an unknown factor.</p> <p><a href="#">4.MD.A.1</a> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record</p>	<p>symmetry.</p>
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	<p>what it represents in the place to its right.</p> <p><a href="#">4.NBT.A.2</a> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><a href="#">4.NBT.B.4</a> Fluently add and subtract multi-digit whole numbers using the standard algorithm</p> <p><a href="#">4.NBT.A.3</a> Use place</p>	<p>of answers using mental computation and estimations strategies including rounding.</p> <p><a href="#">4.NBT.B.5</a> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><a href="#">4.OA.B.4</a> Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors.</p>		<p>fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><a href="#">4.NF.B.3</a> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <p><a href="#">4.NF.B.3.A</a> Understand addition and subtraction of fractions as joining and separating parts referring to</p>	<p><a href="#">4.NF.B.4.C</a> Solve word problems involving multiplication of a whole number, e.g., by using visual models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers</i></p>	<p>reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusion s, e.g., by using a visual model.</p>	<p>that turns through <math>1/360</math> of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p><a href="#">4.MD.C.5.B</a> An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</p> <p><a href="#">4.MD.C.6</a></p>	<p>measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p><a href="#">4.MD.A.2</a> Use the four operations to solve word problems involving distances, intervals</p>
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	<p>value understanding to round multi-digit whole numbers to any place.</p> <p><a href="#">4.NBT.B.4</a></p> <p>Fluently add and subtract multi-digit whole numbers using the standard algorithm</p>	<p>Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p>		<p>the same whole.</p> <p><a href="#">4.NF.B.3.B</a></p> <p>Decompose a fraction into a sum of fractions with the same denominator or in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <p><a href="#">4.NF.B.3.D</a></p> <p>Solve word problems involving</p>	<p><i>does your answer lie?</i></p> <p><a href="#">4.MD.B.4</a></p> <p>Make a line plot to display a data set of measurements in fractions of a unit (<math>1/2</math>, <math>1/4</math>, <math>1/8</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens</i></p>	<p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><a href="#">4.MD.C.7</a></p> <p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts,</p>	<p>of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a</p>
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				<p>addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p><i>in an insect collection.</i></p>		<p>the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with</p>	<p>measurement scale.</p>
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											a symbol for the unkno wn angle measur e.			
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1 Mont Vernon Village School  
2 Monday, August 19<sup>th</sup>, 2019  
3 Meeting Minutes- Not Approved

4 Attendees:

5 Administrative Team: Adam Steel- Superintendent, Christine Landwehrle- Assistant  
6 Superintendent, John Schuttinger- Principal MVVS, and Michele Croteau- SAU #39 Business  
7 Administrator

8 Mont Vernon Village School Board: Chair- Sarah Lawrence, Vice Chair- Peter Eckhoff, and  
9 Stephen O’Keefe.

10 Public: None

11 Board Minutes: Danae Marotta

12 I. Call to Order

13 **Chair of the MVVSB, Ms. Sarah Lawrence, called the meeting to order at 6:00PM.**

14 II. Public Input

15 No Public Comment

16 III. Principal’s Report

17 Principal of the MVVS, Mr. John Schuttinger, noted that enrollment is looking good and they are  
18 putting the finishing touches on the building. The MPR is the last room to be finished. There are  
19 some really exciting stuff and they are ready for the first day of school.

20 Mr. O’Keefe asked about the population count. He then noted that more people moved into town  
21 and asked about new enrollment.

22 Principal Schuttinger replied that there are some families that are looking at the school, although  
23 no Kindergarteners. The concern is that some of the new houses have not yet reported their  
24 students. Sometimes they have students that will enroll on the first day of school.

25 Superintendent Steel asked about Homeschool students.

26 Mr. O’Keefe replied that he knows of family of 5 that Homeschool each of their children.

27 Assistant Superintendent, Ms. Christine Landwehrle, added they have talked previously about  
28 reaching out to families.

29 Principal Schuttinger added that they have homeschool students will still access the MVVS for  
30 Art, Music and Spanish.

31 Mr. O’Keefe asked about including the homeschool students in population count from a taxpayer  
32 standpoint.

- 33 Principal Schuttinger remarked that he can add it in a separate section for students less than full-  
34 time.
- 35 Mr. O’Keefe mentioned that the roof shingles above the back entrance to gymnasium are in  
36 disrepair. He then asked if someone from the Maintenance Department could take a look at it.
- 37 Principal Schuttinger replied, yes, he will have someone take a look at them.
- 38 Mr. O’Keefe then asked if the plantings in the exterior of the parking lot could be shaped up  
39 before the first day of school.
- 40 Principal Schuttinger replied, yes, he will make sure that it is ready for the first day.
- 41 Mr. O’Keefe asked about the grant funding for the recent Robotics program.
- 42 Ms. Landwehrle explained that it was made possible through Title IV funding. They still have  
43 additional funds and are looking at doing a February Robotics/STEM camp. Camps have been  
44 popular for the week long breaks.
- 45 Mr. O’Keefe remarked that they did not give parents enough notice and they knew about the  
46 funding much sooner.
- 47 Ms. Lawrence asked how many kids applied.
- 48 Principal Schuttinger replied that they capped it at 16, because of materials and supplies. There  
49 were 16 more on a waiting list.
- 50 Ms. Landwehrle noted that teachers were really excited to get it in this summer despite some  
51 small challenges.
- 52 Ms. Lawrence asked if they can highlight that in their local media.
- 53 Principal Schuttinger replied, yes, they have already started.
- 54 Mr. Eckhoff asked if they can accommodate for more students or is it limited to 16.
- 55 Principal Schuttinger noted that with the robots they want to keep it small. They will have to wait  
56 to see.
- 57 Ms. Landwehrle explained that when kids are doing deep work that is hands on, they felt  
58 comfortable with keeping the class size smaller. They were excited about the interest and will be  
59 able to roll something out sooner.
- 60 Mr. Eckhoff asked about the PE Teacher search.
- 61 Principal Schuttinger responded that it is completed as of today.
- 62 Superintendent Steel remarked that later tonight you will hear about the nomination. He briefly  
63 reviewed that this person will be 0.6 for the MVVS (three days a week) and 1 day for Clark in  
64 Amherst. He is interested in being full time.
- 65 Discussion ensued about the PE Teacher’s availability.

66 He then asked for Board feedback.

67 Superintendent Steel remarked that a lot of kids are still doing outdoor activities in the Fall.

68 Mr. O'Keefe suggested that they could get the 0.8 position subsidized with the Town.

69 Principal Schuttinger discussed that there are two staff members, a teacher and a  
70 paraprofessional, that are ready to run an afterschool activities program. starting in October.  
71 There would be a maximum of 30 students between grades 1-5.

72 Mr. O'Keefe commented that he would like to get something in place as the Board has been  
73 talking about this for some time now. He then asked about staffing.

74 Superintendent Steel noted that he will amend that 0.6 PE Teacher to a 0.8 position in his  
75 nominations later on tonight.

76 Principal Schuttinger asked for Board questions.

77 Mr. O'Keefe asked if the Board can meet the new hires.

78 Principal Schuttinger replied that they will be at the next meeting.

79 Mr. O'Keefe asked about the Formal Observations for recent hires.

80 Principal Schuttinger explained that there are 12 that are new to the MVVS in the past two years.

81 Ms. Landwehrle then clarified that they can swap one formal observation for an informal  
82 observation.

83 Ms. Landwehrle noted that they are discussing changing the evaluation cycle from March to  
84 March SAU wide. A lot of districts have moved to that and it gives you a better perspective. She  
85 is meeting with Teacher Leader Effectiveness Committee on Friday to present some options.

86 Mr. O'Keefe asked about the allocation of grant funds for the Empower Lead.

87 Ms. Landwehrle replied that it is Title IV grant funding. Ms. Dawn Garneau applied and they did  
88 give her that stipend position. They did have one other person that was interested however they  
89 are new and did not feel quite ready. They did SAU Wide training for Empower Leads this  
90 summer.

91 Mr. O'Keefe asked about the Empower structure.

92 Ms. Landwehrle remarked that they have a pretty detailed plan and she will do a deeper dive on  
93 at the SAU Meeting. With K-4, there is not much use for Empower as they are so young. They  
94 are excited to roll out the student use in 5<sup>th</sup> and 6<sup>th</sup> grade right away in September. Principal  
95 Bernasconi, Principal of AMS, is rolling it out on Friday, September the 13th. Ms. Garneau will  
96 go to AMS to learn that roll out and then they will have that same roll out here at the MVVS.

97 With the parent roll out, they will dedicate some time during the Open House. They will offer  
98 parents training and then roll it out full scale around Parent Teacher Conference time. They still  
99 have a few details to work out but are excited.

100 Principal Schuttinger noted that Open House is Tuesday, September 17<sup>th</sup> 2019.

101 Ms. Lawrence mentioned that the School Board Schedule is not updated on the MV school  
102 website.

103 Mr. Eckhoff asked what do they do to welcome new students.

104 Principal Schuttinger replied that they have a New Student Lunch and the counselors connect  
105 them individually and as a group. They have a Scavenger Hunt, and other activities, the  
106 Kindergarten also has a Meet and Greet that is consistent.

107 IV. Superintendent's Report

108 Superintendent, Mr. Adam Steel, noted that they already covered the Empower Lead position and  
109 hiring for the 2019-2020 school year and are in good shape.

110 He then pulled up the SAU Overview on the Trello Board. He discussed that he is trying to get  
111 all information in one spot. He wanted to highlight that for the Board.

112 Next Tuesday, August 27<sup>th</sup>, is Welcome Back for Teachers at 8:00 AM. He then encouraged the  
113 Board to attend.

114 Ms. Lawrence added that she will pass that on to Mr. Driscoll and Ms. Hinckley.

115 Superintendent Steel noted that they have already started planning for the next Budget Process.  
116 He remarked that he feels comfortable with the staffing and the Capital Maintenance Plan. He  
117 does not foresee any major cost items.

118 Mr. O'Keefe asked about hiring a full-time Art, Music or PE Teacher. He noted that he would  
119 like to focus on one of the three categories.

120 Superintendent Steel mentioned that next year's ballot could include a teacher contract. That  
121 would be for FY 21-22, noting that it is a Board decision.

122 Mr. Eckhoff remarked that it is part of the long term goal planning, and asked how do they bring  
123 it to the public.

124 Superintendent Steel remarked that Mr. Eckhoff has a great idea. The increase of the PE position  
125 going from a 0.6 to 0.8 budget will prepare the public. He then noted that they will support the  
126 Board with their decision.

127 Superintendent Steel then discussed Budget Committee recruitment and asked for Board  
128 feedback.

129 Mr. O'Keefe suggested that each Board Member find one person. He added that they have to  
130 work with the Moderator.

131 Ms. Lawrence asked about the process.

132 Mr. Steel replied, technically it is MVSD Moderator, Mr. Peter King, that appoints.



133 Mr. O’Keefe asked about hosting a Meet and Greet event for Community Outreach with the  
134 Superintendent and office hours with the Board at the Town Library.

135 Mr. Steel remarked that he will be happy to help.

136 Mr. O’Keefe suggested Lamson Farm Day on Saturday, September 28<sup>th</sup> 2019 as a day for  
137 Superintendent Steel and the Board to meet families.

138 The Board thanked Superintendent Steel.

139 V. Committee Updates

140 Ms. Lawrence noted that the Policy Committee met all day during the summer and a lot will be  
141 going forward to the SAU.

142 She then asked about the policies that are on the MVVS website noting that they should reflect  
143 that they are up to date.

144 Ms. Landwehrle responded that she will send a note to Ms. Wallace, Executive Assistant to the  
145 Superintendent and Assistant Superintendent.

146 The Board thanked Ms. Lawrence.

147 VI. Consent Agenda

148 **Mr. O’Keefe motioned to accept the Consent Agenda items 1. Draft Minutes of June 13th**  
149 **2019, 2. March 2019 Treasurer’s Report, 3. April 2019 Treasurer’s Report and 4. Policies**  
150 **from the 05/23/19 SAU Board Meeting- DBF, DBI, DBJ, EHB, EHB-R and KE/KEB.**

151 VII. Policy EEAA

152 Ms. Lawrence noted that they made a minor change to be consistent across districts. First, the  
153 Header was changed and a minor change with a “Minimum of 30 days” added.

154 **Mr. O’Keefe motioned to accept Policy EEAA as amended. Mr. Eckhoff seconded the**  
155 **motion. The vote was unanimous, motion passed.**

156 VIII. DOE25/MS25

157 SAU #39 Business Administrator, Ms. Michele Croteau, explained the DOE 25 and MS 25 and  
158 noted that they are due Sept 1<sup>st</sup>. The total Unreserved Fund Balance is \$513,820.

159 Mr. O’Keefe noted the large amount.

160 Ms. Croteau clarified that there are significant restrictions about how it can be used. She then  
161 asked for questions.

162 Ms. Lawrence asked if all Board members should sign it.

163 Ms. Croteau noted that she wants to submit it by Monday.

164 The Board thanked Ms. Croteau.

165 IX. Low Cost/ Subsidized/ Sponsored Internet Access and Computers

166 Ms. Lawrence noted that she confirmed the program through Comcast and Neighbor to Neighbor  
167 are open to it. She then asked Principal Schuttinger how could they get information out to  
168 families.

169 Principal Schuttinger replied they can broadcast that through the newsletter and at the Library.

170 Mr. Eckhoff suggested a sign during Open House.

171 Ms. Landwehrle added that it does tie in with the Parent Portal with Empower.

172 Ms. Lawrence noted that she will give some more information to Principal Schuttinger.

173 The Board thanked Ms. Lawrence.

174 X. New Curriculum

175 Ms. Landwehrle explained that they have three different content areas that they have been  
176 working on K Literacy, Science for grades 5-8 and Math K-4. She did not include 7<sup>th</sup> and 8<sup>th</sup>  
177 grade but will be happy to send it out.

178 With K-4 Math, they have older textbooks and have looked and looked at different text book  
179 options. This summer they reexamined the textbooks, and the teachers wanted Math in Focus  
180 online access. Teachers had looked at the anchor problems and after a year of grading against the  
181 standards and use the text book they currently have then pull from other places. They started  
182 doing work on 5<sup>th</sup> grade Math and there are not major changes. She hopes to have that for the  
183 Sept. meeting for 5<sup>th</sup> grade math.

184 Ms. Landwehrle asked for questions and explained that they use One Note.

185 Mr. O'Keefe asked about using other resources, but site visits possibly in November. He then  
186 asked about the cost of the bussing.

187 Principal Schuttinger remarked that it depends on the location.

188 Discussion ensued.

189 Mr. O'Keefe asked Ms. Landwehrle if she wanted approval tonight.

190 Ms. Landwehrle added that they can certainly wait until September for approval.

191 Mr. O'Keefe added that he would like to see a deeper dive with Math.

192 Ms. Lawrence asked if there was a way to link a resource to a standard, teachers, parents and  
193 students.

194 Ms. Landwehrle replied that they built out a ton of resources on the AMS page and they do have  
195 a link to Khan Academy and you can look at the grade level, and measurement and data. That  
196 might be helpful. She can pull one together for MV that is elementary specific.

197 **Mr. O’Keefe motioned to accept the Science Curriculum as written. Mr. Eckhoff seconded**  
 198 **the motion. The vote was unanimous, motion passed.**

199 **Mr. O’Keefe motioned to accept the Kindergarten Literacy as written. Mr. Eckhoff**  
 200 **seconded the motion. The vote was unanimous, motion passed.**

201 Mr. Eckhoff mentioned that he wanted to discuss math a bit more.

202 Ms. Landwehrle added that Math Curriculum Coordinator, Ms. Charline Brown, will be happy to  
 203 share out as well.

204 Mr. O’Keefe emphasized that they are focusing on Math.

205 XI. Update of Summer Training

206 Ms. Landwehrle added that the calendars are in the packet. She then reviewed the different PD  
 207 days for the Board.

208 This week, they have a New Teacher Institute, and they are holding that K-12 at AMS. Today  
 209 was deep work and SAU wide. Tomorrow will be work around the work study practices and they  
 210 will be with mentors. They have heard positive feedback already. Teachers that came from other  
 211 districts have also been very supportive of the onboarding.

212 Mr. O’Keefe asked where are the meetings held.

213 Ms. Landwehrle replied that a lot of it is at AMS. She is mindful of the air conditioning in the  
 214 summer months.

215 The Board thanked Ms. Landwehrle.

216 XII. Nominations for New Hires

217 Superintendent Steel reviewed the 5 nominations.

218 Principal Schuttinger asked the Board for questions.

219 Mr. O’Keefe asked about eligibility.

220 Ms. Landwehrle added that they do work closely with the DOE, if they are eligible.

221 Superintendent Steel explained the alternative ways to get certified.

222 **Mr. O’Keefe motioned to approve the following nominations:**

223 **1. Julie Sullivan- Music Teacher- BA+30/MA Step 15 \$27,025.60 FTE 0.4**

224 **2. Jennifer Coletti- Art Teacher- BA Step 0 \$15,222 FTE 0.4**

225 **3. Melanie Mondor- Special Education- BA +30/MA Step 2 \$44,997 FTE 1.0**

226 **4. Leslie Hall- Kindergarten- BA +30/MA Step 2 \$44,997 FTE 1.0**

227 **5. Arthur Buckholtz- Physical Education- BA Step 0, \$30,444, modified from 0.6 to 0.8.**

- 228 **Mr. Peter Eckhoff seconded the motion. The vote was unanimous, motion passed.**
- 229 Ms. Croteau asked if that was for the entire duration.
- 230 Mr. O'Keefe replied that he is comfortable with the entire duration as long as he is utilized for  
231 legitimate purposes, not to cover a class.
- 232 Discussion ensued.
- 233 Principal Schuttinger agreed, adding that as long as time is made up through November-June.
- 234 Mr. Eckhoff asked for plans for activities sooner rather than later.
- 235 Principal Schuttinger noted that he will ask the new PE Teacher to come to a meeting.
- 236 XIII. Public Comment
- 237 Mr. O'Keefe noted that the MVPD will be holding kick off for the first day of school, with town  
238 employees, MVFD, DPW and Library employees, lining the hall cheering on the students. He  
239 then encouraged the Board to bring encouraging signs for the students.
- 240 The Board thanked Mr. O'Keefe.
- 241 XIV. Non-Public Session
- 242 None
- 243 XV. Meeting Adjourned
- 244 **Mr. O'Keefe motioned to adjourn the meeting at 7:35 PM. Mr. Eckhoff seconded the**  
245 **motion. The vote was unanimous, motion passed.**

**Consent Agenda Item #2**

**MONT VERNON SCHOOL DISTRICT  
SCHOOL BOARD BUDGET TRANSFER REQUEST**

REQUEST FOR BUDGET TRANSFER NO.: 2020-001 DATE: 9/2/2019

TRANSFER FROM:

TRANSFER TO:

Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.	Account Number	Description	Current Approp.	Transfer Amount	Projected Yr. End Exp.
10.2900.110.10.000000	POOL FOR NON-UNION INCREASE	\$6,175.00	(\$6,175.00)	\$0.00	10.2410.115.10.000000	SECRETARIAL SALARIES	\$41,016.00	\$2,675.00	\$43,691.00
					10.2840.115.10.000000	TECHNOLOGY SUPPORT SALARIES	\$25,814.00	\$3,500.00	\$29,314.00
TOTAL TRANSFERRED FROM:			<u>(\$6,175.00)</u>		TOTAL TRANSFERRED TO:			<u>\$6,175.00</u>	

**JUSTIFICATION:** During the budgeting process, the Board budgets for salary and benefit increases for employees not covered under a union agreement. The funds are pooled in a 2900 budget line for ease of budgeting and distributed to the appropriate accounts with a Board transfer when contracts for those positions have been finalized.

Director of Finance  
REQUESTOR: DIRECTOR/DATE

APPROVED BY MONT VERNON SCHOOL BOARD ON: \_\_\_\_\_

\_\_\_\_\_  
Michele Croteau, Business Administrator

**Consent Agenda Item #3**

Accounts Payable Voucher - May 2019

May-19               \$ 90,728.18

Payroll Voucher

May-19               \$ 103,134.47

Payroll - Direct Deposit & Taxes

May-19               \$ 144,924.79

TOTAL                \$ 338,787.44

5/31/2019

\$ 931,156.55

Outstanding A/P CK #

1021823	\$	60.39	Patricia Garrity
1021829	\$	493.00	Lori Meader
1021852	\$	600.00	Joel Day
1021866	\$	18.75	Surplus Distribution
1021873	\$	1,410.00	Autism Bridges
1021905	\$	109.00	Saint Anslem College
1021920	\$	323.58	Maura Zaccaria
1021921-1021934	\$	16,341.06	Expense Checks
1021936-1021944	\$	5,299.92	Expense Checks

AP Total \$ 24,655.70

Outstanding P/R CK#

5055278	\$	69.26	Stephen O'Keefe
5055286	\$	161.61	Danae Marotta
5055304	\$	484.84	Danae Marotta
5055309	\$	1,084.74	Laura Graham
5055313-5055317		\$563.32	Payroll Checks
5055319-5055320	\$	2,470.87	Payroll Checks
5055321	\$	348.75	Payroll Deduction
5055322-5055324	\$	84,862.42	Payroll Deductions

P/R Total \$ 90,045.81

	\$	114,701.51	
Total Outstanding	\$	816,455.04	
Book Balance	\$	931,156.55	
Adj Book Balance		-	

**Treasurers' Cash Journal**

DATE	DESCRIPTION	People's United	DESCRIPTION	People's United	BALANCE
		Acct #502003822		Acct #502003822	People's United
		AMOUNT		AMOUNT	Acct #502003822
					AMOUNT
05/01/19	Beginning Balance	\$0.00		\$0.00	\$1,146,689.38
05/02/19		\$0.00	EFT IRS	\$16,362.56	\$1,130,326.82
		\$0.00	Payroll CK#'s 5055296-5055299	\$1,707.11	\$1,128,619.71
		\$0.00	Payroll DED CK#'s 5055300-5055302	\$1,822.34	\$1,126,797.37
		\$0.00	Retirement (457)	\$1,957.48	\$1,124,839.89
		\$0.00		\$0.00	\$1,124,839.89
05/09/19		\$0.00	Expense CK#'s 1021868 - 1021920	\$68,850.31	\$1,055,989.58
		\$0.00		\$0.00	\$1,055,989.58
		\$0.00		\$0.00	\$1,055,989.58
		\$0.00		\$0.00	\$1,055,989.58
05/14/19	State of NH	\$1,129.62		\$0.00	\$1,057,119.20
		\$0.00		\$0.00	\$1,057,119.20
	Deposit CK# 400032	\$5,060.86		\$0.00	\$1,062,180.06
	CK# 1890	\$170.00		\$0.00	\$1,062,350.06
	CK# 182274	\$48.48		\$0.00	\$1,062,398.54
	CK# 174365	\$46.89		\$0.00	\$1,062,445.43
	CK#181612	\$98.51		\$0.00	\$1,062,543.94
	CK# 181209	\$51.59		\$0.00	\$1,062,595.53
	CK# 180797	\$96.98		\$0.00	\$1,062,692.51
		\$0.00		\$0.00	\$1,062,692.51
		\$0.00		\$0.00	\$1,062,692.51
05/14/19		\$0.00	Direct Deposit	\$46,108.99	\$1,016,583.52
		\$0.00	EFT IRS	\$15,383.32	\$1,001,200.20
		\$0.00	Payroll CK#'s 5055303-5055309	\$2,831.08	\$998,369.12
		\$0.00	Payroll DED CK#'s 5055310-5055311	\$1,082.98	\$997,286.14
		\$0.00	Payroll DED CK# 5055312	\$27.50	\$997,258.64
		\$0.00	Retirement (457)	\$2,318.09	\$994,940.55
		\$0.00		\$0.00	\$994,940.55
05/17/19		\$0.00	Return Item Chargeback	\$46.89	\$994,893.66
		\$0.00	Service Charge	\$15.00	\$994,878.66
		\$0.00		\$0.00	\$994,878.66
		\$0.00		\$0.00	\$994,878.66
05/23/19		\$0.00	Expense CK#'s 1021921-1021944	\$21,815.98	\$973,062.68
		\$0.00		\$0.00	\$973,062.68
		\$0.00		\$0.00	\$973,062.68
		\$0.00		\$0.00	\$973,062.68



05/28/19		\$0.00	Direct Deposit	\$49,968.25	\$923,094.43
		\$0.00	EFT IRS	\$17,101.67	\$905,992.76
		\$0.00		\$0.00	\$905,992.76
05/30/19		\$0.00	Payroll CK#'s 5055313-5055320	\$3,931.14	\$902,061.62
		\$0.00	Payroll DED CK# 5055321	\$348.75	\$901,712.87
		\$0.00	Retirement (457)	\$2,245.58	\$899,467.29
		\$0.00		\$0.00	\$899,467.29
05/31/19		\$0.00	Payroll DED CK#'s 5055322-5055324	\$84,862.42	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
		\$0.00		\$0.00	\$814,604.87
05/31/19	Food Service	\$946.75		\$0.00	\$815,551.62
	Interest	\$903.42		\$0.00	\$816,455.04
	<b>TOTALS</b>	\$8,553.10		\$338,787.44	

#### Consent Agenda Item #4

Accounts Payable Voucher - June 2019

Jun-19	\$ 421,607.11
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Payroll Voucher

Jun-19	\$ 119,085.03
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Payroll - Direct Deposit & Taxes

Jun-19	\$ 229,685.12
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TOTAL	\$ 770,377.26
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6/30/2019

\$ 850,690.96

Outstanding A/P CK #

1021852	\$	600.00	Joel Day
1021866	\$	18.75	Surplus Distribution
1021945	\$	250.00	Amherst Earth Products
1021966	\$	325.00	Jan Mattie
1021977	\$	105.00	ASAP Fire & Safety Corp
1021978	\$	4,260.00	Autism Bridges
1021980	\$	121.32	Eric Bouldin
1021982-1021992	\$	5,079.86	Expense CK's
1021993	\$	125.60	Charlotte Jameson
1021994	\$	431.55	Junior Library Guild
1021996-1022002	\$	856.98	Expense CK's
1022004-1022007	\$	191.34	Expense CK's

AP Total

\$ 12,365.40

Outstanding P/R CK#

5055278	\$	69.26	Stephen O'Keefe
5055316	\$	138.52	Sheila Rousch
5055328	\$	46.17	Diane Vassar
5055335-5055338	\$	923.35	Payroll CK's
5055339		\$13.75	Payroll Deductions
5055340-5055354		\$34,017.78	Expense Checks
5055355-5055357	\$	94,707.90	Payroll Deductions

P/R Total

\$ 129,916.73

Total Outstanding	\$	142,282.13
Book Balance	\$	708,408.83
Adj Book Balance	\$	850,690.96
		-

**Treasurers' Cash Journal**

DATE	DESCRIPTION	People's United Acct #502003822		People's United Acct #502003822		BALANCE People's United Acct #502003822	
		AMOUNT		AMOUNT		AMOUNT	
06/01/19	Beginning Balance	\$0.00		\$0.00		\$816,455.04	
		\$0.00		\$0.00		\$816,455.04	
		\$0.00		\$0.00		\$816,455.04	
		\$0.00		\$0.00		\$816,455.04	
06/05/19	Deposit CK# 22480	\$320,947.00		\$0.00		\$1,137,402.04	
	CK# 184121	\$56.25		\$0.00		\$1,137,458.29	
	CK# 182674	\$131.32		\$0.00		\$1,137,589.61	
	CK# 183436	\$73.50		\$0.00		\$1,137,663.11	
	CK# 1981	\$220.00		\$0.00		\$1,137,883.11	
	CK# 400057	\$4,312.10		\$0.00		\$1,142,195.21	
	CK# 7046779	\$80.00		\$0.00		\$1,142,275.21	
		\$0.00		\$0.00		\$1,142,275.21	
06/06/19		\$0.00	Expense CK#'s 1021945-1021975	\$71,003.86		\$1,071,271.35	
		\$0.00		\$0.00		\$1,071,271.35	
		\$0.00		\$0.00		\$1,071,271.35	
		\$0.00		\$0.00		\$1,071,271.35	
		\$0.00		\$0.00		\$1,071,271.35	
06/11/19	State of NH Deposit	\$1,414.34	Direct Deposit	\$159,337.61		\$913,348.08	
		\$0.00	EFT IRS	\$55,963.34		\$857,384.74	
		\$0.00		\$0.00		\$857,384.74	
		\$0.00		\$0.00		\$857,384.74	
		\$0.00		\$0.00		\$857,384.74	
06/13/19		\$0.00	Payroll CK#'s 5055325-5055331	\$13,612.41		\$843,772.33	
		\$0.00	Payroll DED CK#'s 5055332-5055333	\$851.52		\$842,920.81	
		\$0.00	Retirement (457)	\$7,827.41		\$835,093.40	
		\$0.00		\$0.00		\$835,093.40	
		\$0.00		\$0.00		\$835,093.40	
		\$0.00		\$0.00		\$835,093.40	
		\$0.00		\$0.00		\$835,093.40	
06/20/19	State of NH Deposit	\$4,323.18	Expense CK#'s 1021976-1022007	\$316,585.47		\$522,831.11	
	State of NH - Project Reimbursement	\$2,640.00		\$0.00		\$525,471.11	
		\$0.00		\$0.00		\$525,471.11	
		\$0.00		\$0.00		\$525,471.11	
06/25/19		\$0.00	Direct Deposit	\$11,102.69		\$514,368.42	
		\$0.00	EFT IRS	\$3,281.48		\$511,086.94	
		\$0.00		\$0.00		\$511,086.94	

		\$0.00		\$0.00	\$511,086.94
06/27/19	Deposit CK# 185658	\$79.73	Expense CK#'s 5055340-5055354	\$34,017.78	\$477,148.89
	CK# 184516	\$73.46		\$0.00	\$477,222.35
	CK# 22552	\$320,947.00	Retirement (457)	\$814.14	\$797,355.21
	CK# 185272	\$62.54		\$0.00	\$797,417.75
	CK# 2111	\$70.00	Payroll CK#'s 5055334-5055338	\$1,257.90	\$796,229.85
		\$0.00	Payroll DED CK# 5055339	\$13.75	\$796,216.10
		\$0.00		\$0.00	\$796,216.10
06/27/19	Deposit CK# 400111	\$5,119.51		\$0.00	\$801,335.61
		\$0.00		\$0.00	\$801,335.61
		\$0.00		\$0.00	\$801,335.61
		\$0.00		\$0.00	\$801,335.61
		\$0.00		\$0.00	\$801,335.61
06/28/19		\$0.00	Payroll DED CK#'s 5055355-5055357	\$94,707.90	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
		\$0.00		\$0.00	\$706,627.71
06/30/19	Food Service	\$1,059.19		\$0.00	\$707,686.90
	Interest	\$721.93		\$0.00	\$708,408.83
	<b>TOTALS</b>	\$662,331.05		\$770,377.26	

To: Mont Vernon School Board  
From: John Robichaud, Director of Facilities  
RE: Mont Vernon Village School Energy consumption

September 5, 2019

## **Executive Summary**

### **Introduction**

In the spring of 2018 the MVSB approved the lighting retrofit of the Mont Vernon Village School Which included converting all of the existing lighting to LED with a projected monthly savings of \$920.

The work was completed in December 2018. There have been no significant savings in the electrical usage. I was instructed by The MVSB to have Eversource conduct an energy audit.

### **Outcome of request for energy audit**

Mark Toussaint from Eversource said they will not be doing another energy audit as they already know exactly what we have in the building for lighting and there are no large HVAC units that would be able to save substantial energy through high efficiency motors or variable frequency drives.

EMC installed occupancy monitors which monitor how many hours per day the lights are on and found it to be consistent with the estimates in their original proposal. The monitors were used for 3 weeks at the end of May into early June when the school was less likely to be occupied after hours. This is also the same time period where we did have lower energy use than the previous months. Now that school is back in session they will be re-installing the monitors to see if the data is still consistent with their original estimates.

The attached spreadsheets reflects that we are using less energy (KW).

It also reflects that we are using the electricity for longer times (KWH) which the occupancy monitors will confirm if that is the case.

### **Action Plan**

I have another meeting with Eversource and EMC on 9/9/2019 which will hopefully shed some more light on this.

We have purchased dimmers and occupancy sensors to add to the hallway lighting. They will be installed by the end of October.

Eversource still wants to see a few more months of usage. Their reasoning is electricity usage fluctuates from month to month and year to year and they want to make sure the first 6 months of 2019 were not just an anomaly.

The custodial and maintenance staff have made adjustments to run times of equipment and are aware to be on the lookout for energy waste. I am hopeful that the efforts we have made since last spring will reflect actual energy savings over the next few months.

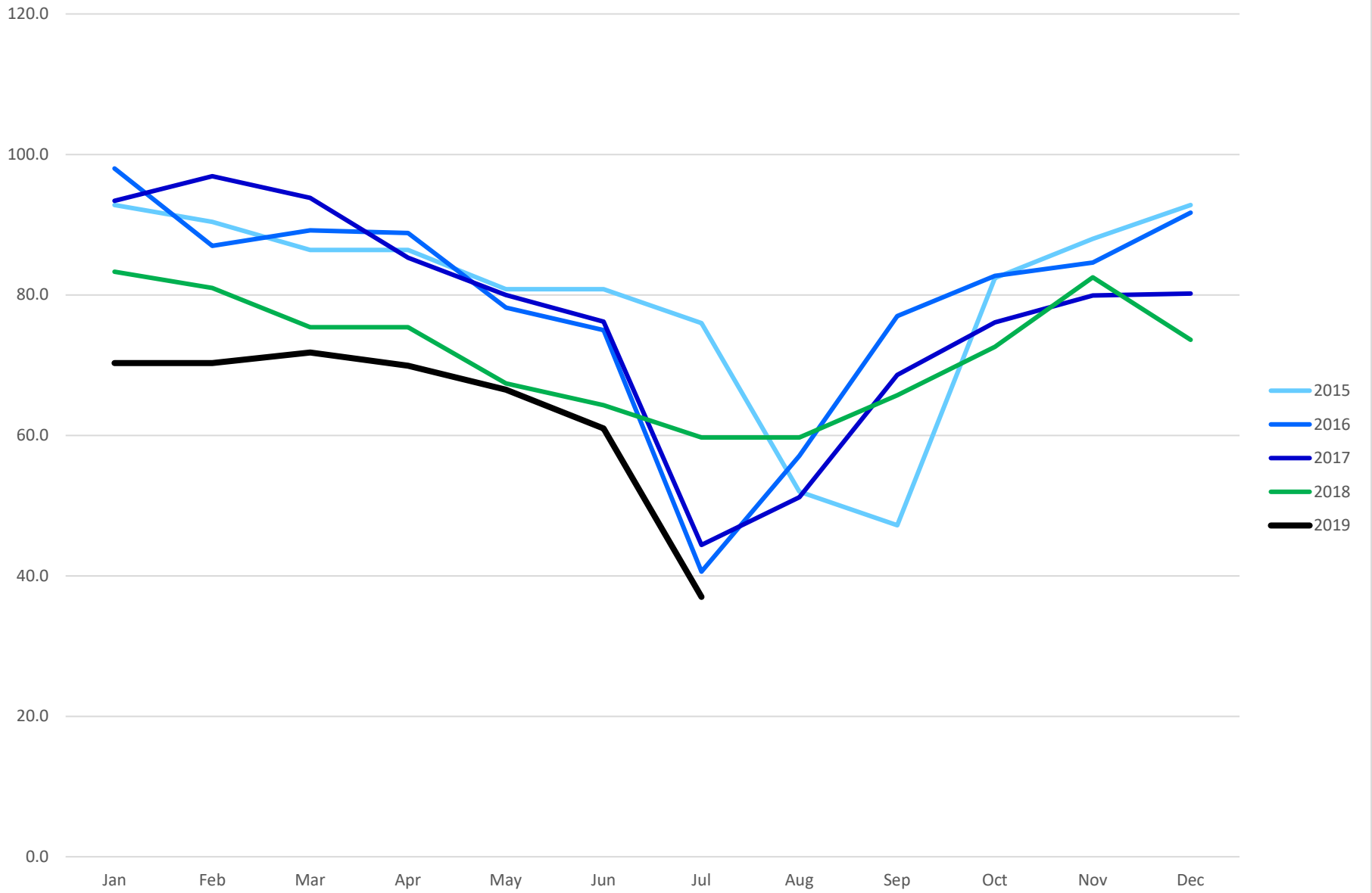
## Lighting and Electricity Update- Bill History #2

Order	From Date	To Date	# Days	kWh	kW	Bill kW	Bill Amount
1	8/6/2012	9/6/2012	31	13,040.0	77.6	77.6	\$1,403.10
2	9/6/2012	10/5/2012	29	18,880.0	78.4	78.4	\$1,580.46
3	10/5/2012	11/5/2012	31	17,920.0	79.2	79.2	\$1,563.55
4	11/5/2012	12/5/2012	30	21,360.0	89.6	89.6	\$1,798.48
5	12/5/2012	12/31/2012	26	18,859.3	95.2	95.2	\$1,632.41
6	12/31/2012	1/4/2013	4	2,900.7	95.2	95.2	\$214.50
7	1/4/2013	2/5/2013	32	28,640.0	95.2	95.2	\$1,738.09
8	2/5/2013	3/6/2013	29	26,800.0	98.4	98.4	\$1,743.51
9	3/6/2013	4/4/2013	29	26,000.0	96.8	96.8	\$1,708.58
10	4/4/2013	5/6/2013	32	19,920.0	83.2	83.2	\$1,425.04
11	5/6/2013	6/6/2013	31	20,640.0	80.0	80.0	\$1,398.63
12	6/6/2013	6/30/2013	24	15,956.1	80.0	80.0	\$1,136.42
13	6/30/2013	7/5/2013	5	3,323.9	80.0	80.0	\$235.53
14	7/5/2013	8/6/2013	32	10,160.0	78.4	78.4	\$1,213.04
15	8/6/2013	9/6/2013	31	13,440.0	75.2	75.2	\$1,217.45
16	9/6/2013	10/7/2013	31	19,040.0	76.8	76.8	\$1,319.79
17	10/7/2013	11/5/2013	29	19,920.0	81.6	81.6	\$1,396.92
18	11/5/2013	12/5/2013	30	22,000.0	92.0	92.0	\$1,566.52
19	12/5/2013	12/31/2013	26	17,333.8	92.0	92.0	\$1,234.24
20	12/31/2013	1/7/2014	7	4,666.2	92.0	92.0	\$343.46
21	1/7/2014	2/6/2014	30	24,880.0	94.4	94.4	\$1,698.81
22	2/6/2014	3/7/2014	29	21,440.0	88.8	88.8	\$1,566.70
23	3/7/2014	4/4/2014	28	21,840.0	88.0	88.0	\$1,562.42
24	4/4/2014	5/6/2014	32	19,600.0	86.4	86.4	\$1,504.12
25	5/6/2014	6/5/2014	30	17,120.0	73.6	73.6	\$1,290.23
26	6/5/2014	6/30/2014	25	10,242.7	64.0	64.0	\$834.37
27	6/30/2014	7/8/2014	8	3,277.3	64.0	64.0	\$242.88
28	7/8/2014	8/5/2014	28	9,440.0	43.2	43.2	\$684.75
29	8/5/2014	9/3/2014	29	13,840.0	76.8	76.8	\$1,172.95
30	9/3/2014	10/6/2014	33	21,120.0	86.4	86.4	\$1,379.11
31	10/6/2014	11/5/2014	30	21,600.0	89.6	89.6	\$1,426.30
32	11/5/2014	12/3/2014	28	18,640.0	88.0	88.0	\$3,212.35
33	12/3/2014	12/31/2014	28	22,135.6	92.8	92.8	\$3,441.92
34	12/31/2014	1/6/2015	6	4,744.4	92.8	92.8	\$788.43
35	1/6/2015	2/4/2015	29	26,320.0	90.4	90.4	\$4,368.03
36	2/4/2015	3/5/2015	29	22,160.0	86.4	86.4	\$3,817.09
37	3/5/2015	4/6/2015	32	22,480.0	86.4	86.4	\$1,481.46
38	4/6/2015	5/6/2015	30	18,080.0	80.8	80.8	\$1,345.13
39	5/6/2015	6/3/2015	28	16,400.0	80.8	80.8	\$1,321.58
40	6/3/2015	6/30/2015	27	11,389.3	76.0	76.0	\$1,000.49
41	6/30/2015	7/6/2015	6	2,530.7	76.0	76.0	\$233.26
42	7/6/2015	8/5/2015	30	12,240.0	52.0	52.0	\$922.42
43	8/5/2015	9/3/2015	29	12,640.0	47.2	47.2	\$861.20
44	9/3/2015	10/7/2015	34	21,120.0	82.4	82.4	\$1,479.24
45	10/7/2015	11/4/2015	28	18,160.0	87.2	87.2	\$1,502.56
46	11/4/2015	12/3/2015	29	9,280.0	88.0	88.0	\$1,382.23
47	12/3/2015	12/28/2015	25	26,000.0	92.8	92.8	\$1,697.01
48	12/28/2015	12/31/2015	3	2,184.0	98.0	98.0	\$170.83
49	12/31/2015	1/27/2016	27	19,656.0	98.0	98.0	\$1,501.68
50	1/27/2016	2/25/2016	29	20,000.0	87.0	87.0	\$1,490.91
51	2/25/2016	3/29/2016	33	22,400.0	89.2	89.2	\$1,553.28
52	3/29/2016	4/28/2016	30	19,360.0	88.8	88.8	\$1,507.54
53	4/28/2016	5/27/2016	29	18,080.0	78.2	78.2	\$1,342.86

54	5/27/2016	6/28/2016	32	14,800.0	75.0	75.0	\$1,254.93
55	6/28/2016	6/30/2016	2	670.8	40.6	40.6	\$46.26
56	6/30/2016	7/29/2016	29	9,729.2	40.6	40.6	\$732.81
57	7/29/2016	8/29/2016	31	13,920.0	57.1	57.1	\$1,086.56
58	8/29/2016	9/28/2016	30	15,680.0	77.0	77.0	\$1,414.63
59	9/28/2016	10/28/2016	30	18,640.0	82.7	82.7	\$1,545.74
60	10/28/2016	11/30/2016	33	20,320.0	84.6	84.6	\$1,599.94
61	11/30/2016	12/28/2016	28	18,640.0	91.7	91.7	\$1,682.09
62	12/28/2016	12/31/2016	3	1,919.8	93.4	93.4	\$158.67
63	12/31/2016	1/30/2017	30	19,200.2	93.4	93.4	\$1,578.60
64	1/30/2017	2/28/2017	29	19,600.0	96.9	96.9	\$1,766.54
65	2/28/2017	3/28/2017	28	18,720.0	93.8	93.8	\$1,706.62
66	3/28/2017	4/28/2017	31	19,200.0	85.3	85.3	\$1,585.52
67	4/28/2017	5/26/2017	28	17,840.0	80.0	80.0	\$1,485.21
68	5/26/2017	6/28/2017	33	15,440.0	76.2	76.2	\$1,391.99
69	6/28/2017	6/30/2017	2	688.3	44.4	44.4	\$55.73
70	6/30/2017	7/28/2017	28	9,631.7	44.4	44.4	\$776.29
71	7/28/2017	8/29/2017	32	11,520.0	51.2	51.2	\$952.30
72	8/29/2017	9/28/2017	30	15,920.0	68.6	68.6	\$1,279.39
73	9/28/2017	10/27/2017	29	18,000.0	76.1	76.1	\$1,422.96
74	10/27/2017	11/29/2017	33	20,880.0	79.9	79.9	\$1,521.46
75	11/29/2017	12/28/2017	29	20,480.0	80.2	80.2	\$1,520.39
76	12/28/2017	12/31/2017	3	2,131.1	83.3	83.3	\$307.05
77	12/31/2017	1/29/2018	29	20,588.9	83.3	83.3	\$3,020.54
78	1/29/2018	2/28/2018	30	21,440.0	81.0	81.0	\$3,182.74
79	2/28/2018	3/29/2018	29	19,760.0	84.7	84.7	\$3,088.61
80	3/29/2018	3/31/2018	2	1,313.8	75.4	75.4	\$188.97
81	3/31/2018	5/1/2018	31	20,366.2	75.4	75.4	\$3,298.36
82	5/1/2018	5/30/2018	29	17,280.0	67.4	67.4	\$2,920.01
83	5/30/2018	6/28/2018	29	14,560.0	64.3	64.3	\$2,585.12
84	6/28/2018	7/30/2018	32	13,440.0	42.8	42.8	\$2,112.90
85	7/30/2018	7/31/2018	1	524.8	59.7	59.7	\$87.75
86	7/31/2018	8/29/2018	29	15,235.2	59.7	59.7	\$2,484.02
87	8/29/2018	9/28/2018	30	19,440.0	65.7	65.7	\$3,046.29
88	9/28/2018	10/29/2018	31	22,000.0	72.6	72.6	\$3,425.18
89	10/29/2018	11/29/2018	31	21,360.0	82.5	82.5	\$3,509.76
90	11/29/2018	12/31/2018	32	23,040.0	73.6	73.6	\$3,549.49
91	12/31/2018	1/29/2019	29	21,520.0	75.0	75.0	\$3,427.99
92	1/29/2019	1/31/2019	2	1,456.7	70.3	70.3	\$226.09
93	1/31/2019	2/28/2019	28	20,383.3	70.3	70.3	\$3,036.19
94	2/28/2019	3/28/2019	28	20,240.0	71.8	71.8	\$3,114.84
95	3/28/2019	4/30/2019	33	21,600.0	69.9	69.9	\$3,223.04
96	4/30/2019	5/30/2019	30	17,920.0	66.5	66.5	\$2,802.59

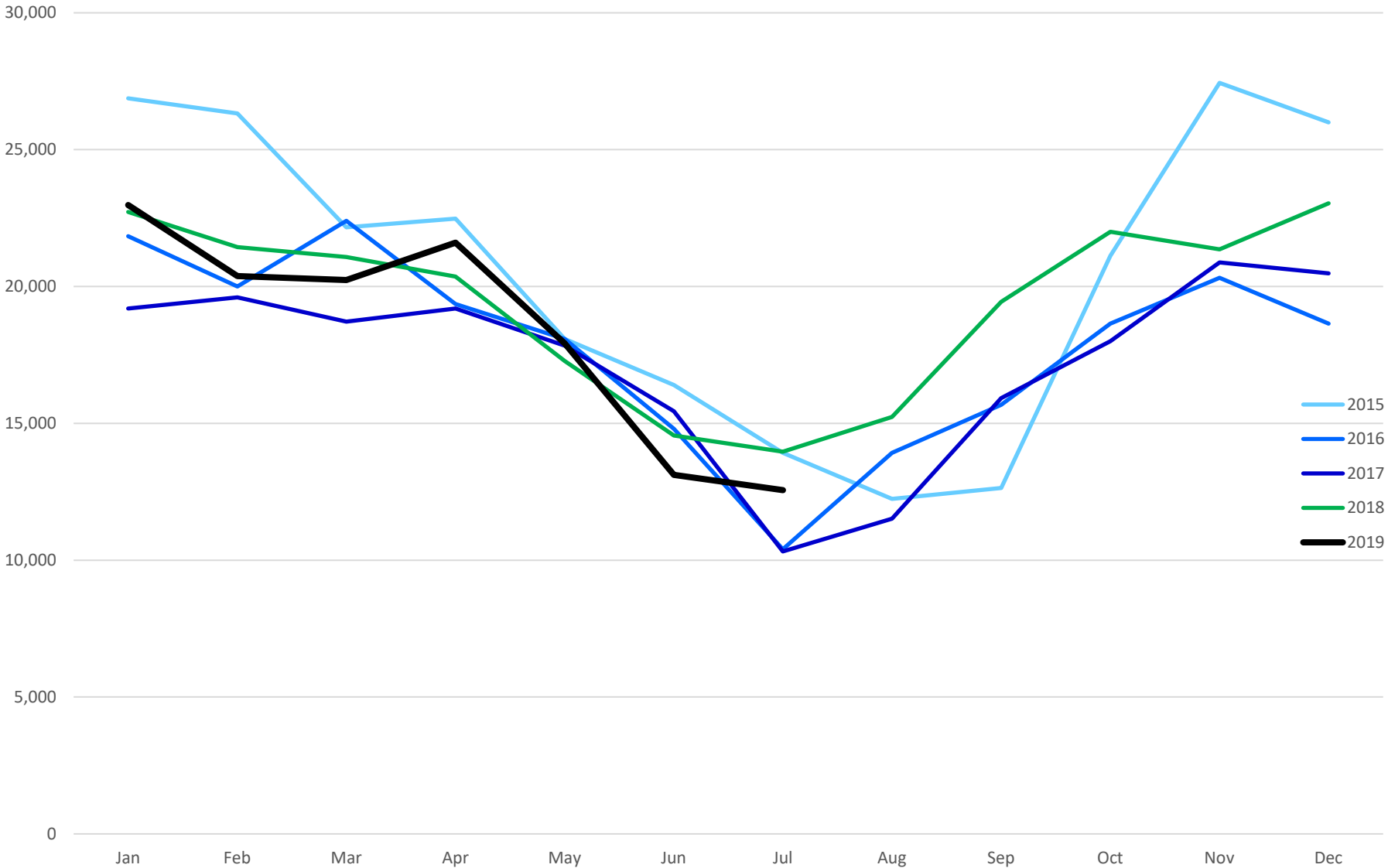


Mont Vernon School Dist (1 Kittredge Rd)  
Monthly kW Demand



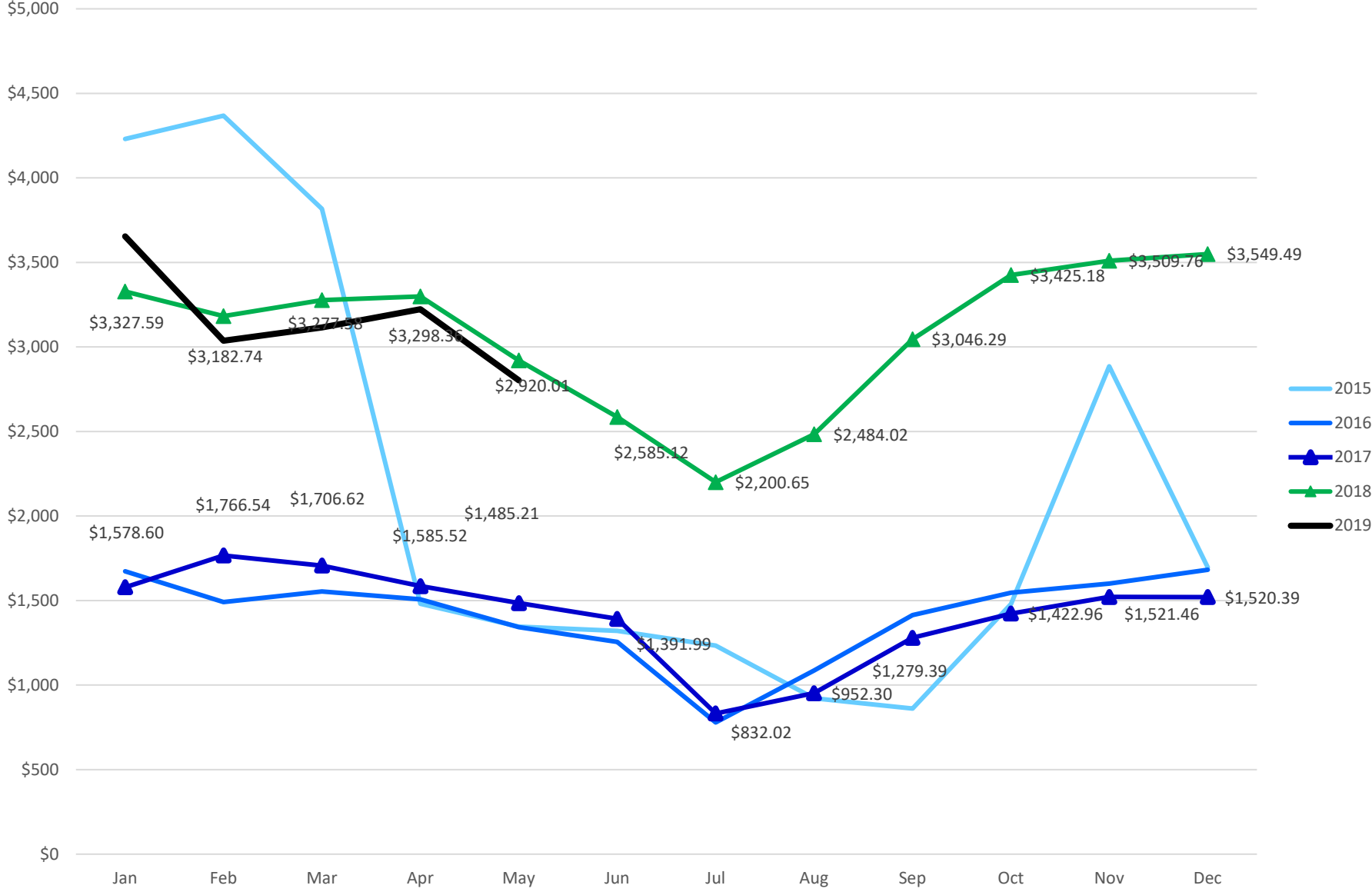
# Mont Vernon School Dist (1 Kittredge Rd)

Monthly kWh Usage



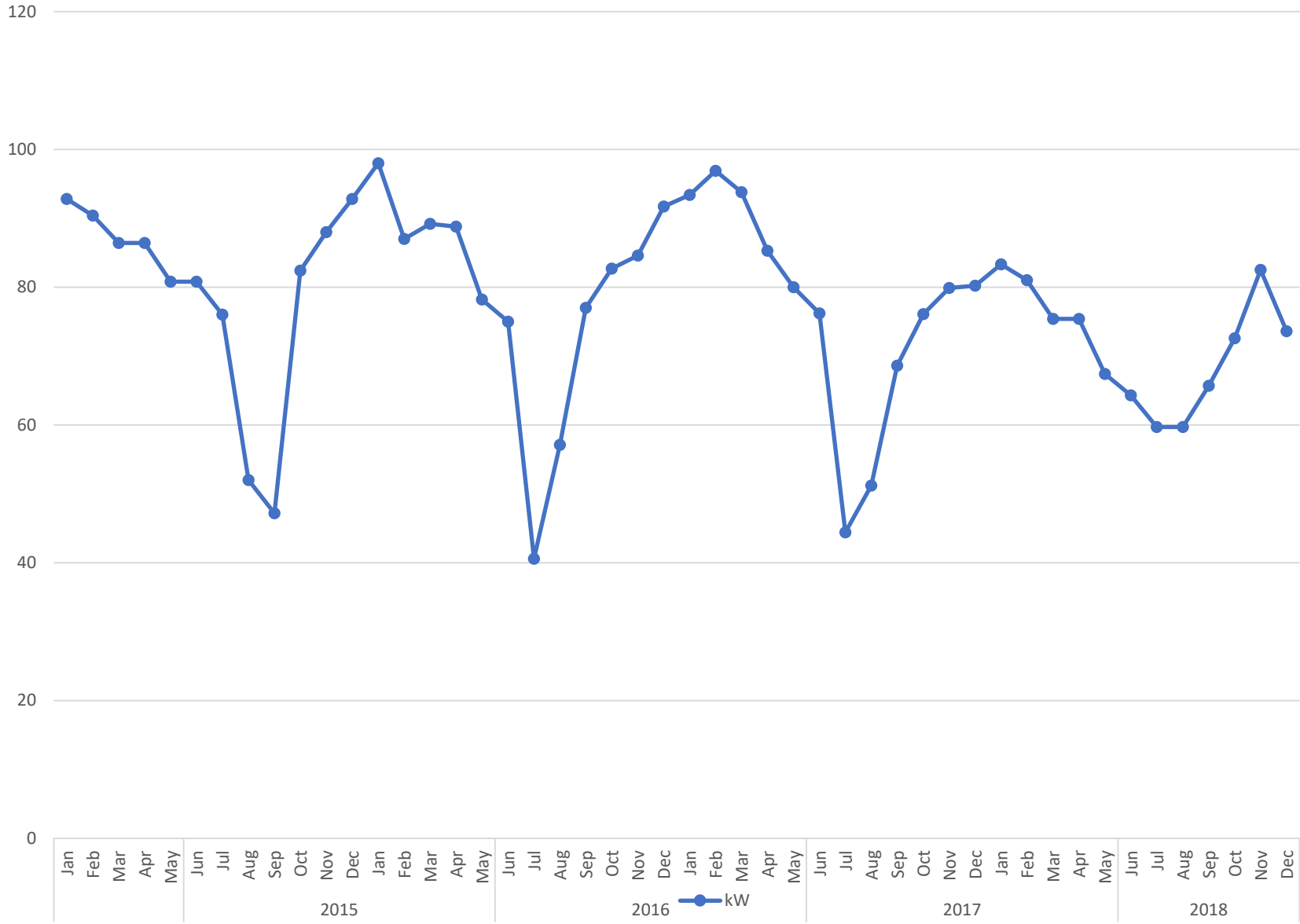
# Mont Vernon School Dist (1 Kittredge Rd)

## Monthly \$ Bill



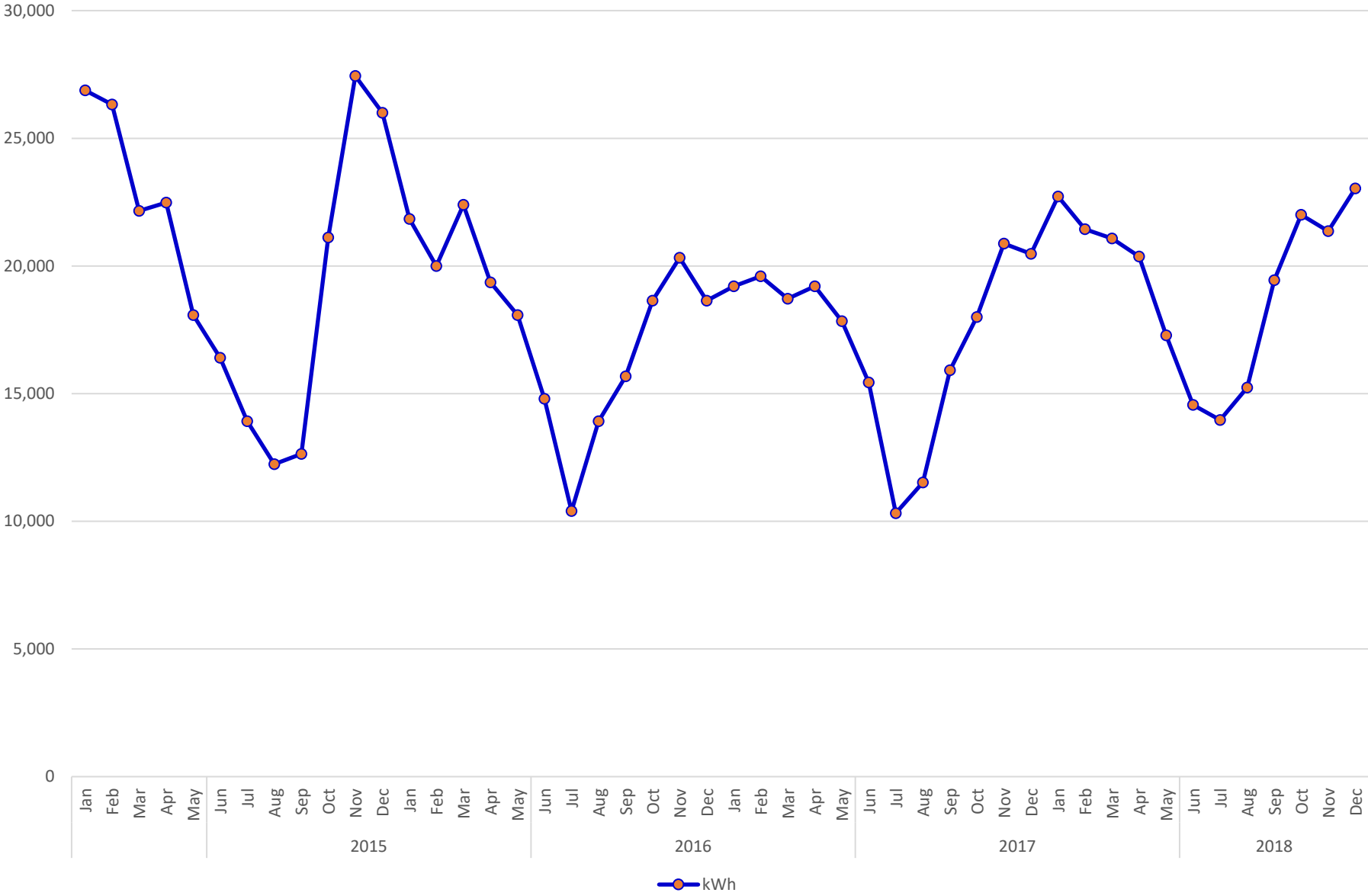
# Mont Vernon School Dist (1 Kittredge Rd)

Monthly kW Demand



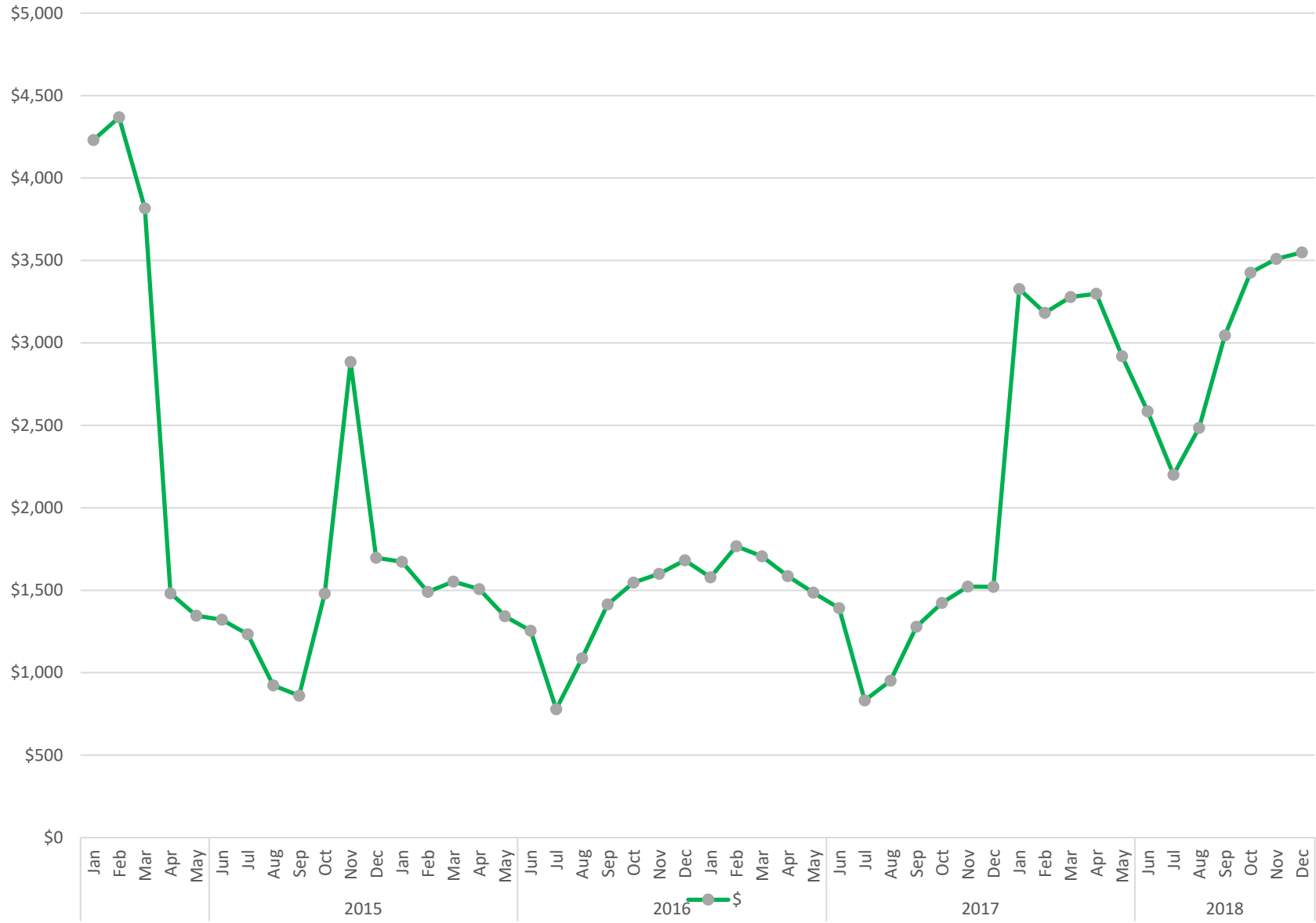
# Mont Vernon School Dist (1 Kittredge Rd)

Monthly kWh Usage



# Mont Vernon School Dist (1 Kittredge Rd)

Monthly \$'s Electric Bill



## NHSAS (Statewide Assessment System) Update to the Mont Vernon School Board – September 2019

NHSAS is the statewide summative assessment for grades 3-8. It is aligned to state standards and designed to determine whether students are on track for college and career readiness. Students are assessed in English language arts, math, and science (grade 5 only). In previous years, students took Smarter Balanced (SBAC) as the statewide assessment. NHSAS has the same assessment platform as SBAC but does not include classroom activities or performance tasks.

### Mont Vernon Results Compared to State Level Results

#### English Language Arts Results – Spring 2019

Grade	Percent Meeting Standard or Above – <b>Mont Vernon</b>	Percent Meeting Standard or Above – <b>New Hampshire</b>
3	72%	52%
4	66%	55%
5	80%	57%
6	68%	56%

#### Math Results – Spring 2019

Grade	Percent Meeting Standard or Above – <b>Mont Vernon</b>	Percent Meeting Standard or Above – <b>New Hampshire</b>
3	40%	57%
4	43%	52%
5	60%	43%
6	64%	47%

#### Science Results – Spring 2019

Grade	Percent Meeting Standard or Above – <b>Mont Vernon</b>	Percent Meeting Standard or Above – <b>New Hampshire</b>
5	53%	38%

All grade levels are above the state average except for grades 3 and 4 math. The greatest area of weakness for both grade levels was geometry. Teachers had not yet taught the geometry unit prior to students engaging in NHSAS. In response, we have adjusted our units and scope and sequence to ensure geometry is either taught earlier or throughout the year. Teachers are also using the Every Day Counts calendar on a daily basis since it incorporates important math concepts, including geometry.

### Year to Year Comparison – Mont Vernon

#### English Language Arts Results – Spring 2015 through Spring 2019

Grade	Percent Meeting Standard or Above <b>2015 SBAC</b>	Percent Meeting Standard or Above <b>2016 SBAC</b>	Percent Meeting Standard or Above <b>2017 SBAC</b>	Percent Meeting Standard or Above <b>2018 NHSAS</b>	Percent Meeting Standard or Above <b>2019 NHSAS</b>
3	62%	54%	57%	50%	72%
4	83%	65%	64%	76%	66%
5	71%	80%	71%	57%	80%
6	88%	88%	81%	68%	68%

#### Math Results – Spring 2015 through Spring 2019

Grade	Percent Meeting Standard or Above <b>2015 SBAC</b>	Percent Meeting Standard or Above <b>2016 SBAC</b>	Percent Meeting Standard or Above <b>2017 SBAC</b>	Percent Meeting Standard or Above <b>2018 NHSAS</b>	Percent Meeting Standard or Above <b>2019 NHSAS</b>
3	46%	46%	67%	36%	40%
4	58%	58%	52%	48%	43%
5	63%	63%	65%	52%	60%
6	62%	62%	62%	55%	64%

All cohorts increased the percent of students meeting standard from 2018. At most grade levels, we had higher percent proficient levels than any previous year.

**NWEA Measures of Academic Progress (MAP) Assessment Results - 2018-2019 School Year Summary – Mont Vernon**

Reading Fall 2018			
Grade	Student Count	Mean RIT	Percentile
K	25	145.5	77 <sup>th</sup>
1	25	172.1	98 <sup>th</sup>
2	20	184.6	96 <sup>th</sup>
3	22	195.9	90 <sup>th</sup>
4	26	205.8	90 <sup>th</sup>
5	27	212.5	88 <sup>th</sup>
6	18	218.7	90 <sup>th</sup>
7	25	225.1	95 <sup>th</sup>
8	29	227.5	92 <sup>nd</sup>

Reading Winter 2019				
Grade	Student Count	Mean RIT	Percentile	% Meet Growth
K	24	158.0	93 <sup>rd</sup>	75%
1	25	183.0	99 <sup>th</sup>	60%
2	27	191.3	91 <sup>st</sup>	52%
3	26	202.4	88 <sup>th</sup>	69%
4	29	211.8	92 <sup>nd</sup>	69%
5	29	216.8	89 <sup>th</sup>	59%
6	20	223.6	94 <sup>th</sup>	70%
7	27	225.3	90 <sup>th</sup>	NA
8	29	228.4	90 <sup>th</sup>	NA

Reading Spring 2019				
Grade	Student Count	Mean RIT	Percentile	% Meet Growth
K	23	165.7	95 <sup>th</sup>	70%
1	25	189.8	99 <sup>th</sup>	68%
2	26	195.2	88 <sup>th</sup>	50%
3	25	203.4	80 <sup>th</sup>	52%

*Percent meeting growth targets is from fall to spring*

*Percent meeting growth targets is from fall to winter*

Math Fall 2018			
Grade	Student Count	Mean RIT	Percentile
K	26	147.3	85 <sup>th</sup>
1	25	174.6	99 <sup>th</sup>
2	29	183.2	90 <sup>th</sup>
3	23	194.1	79 <sup>th</sup>
4	26	202.0	56 <sup>th</sup>
5	27	213.2	64 <sup>th</sup>
6	18	223.4	81 <sup>st</sup>
7	25	231.5	88 <sup>th</sup>
8	29	235.0	84 <sup>th</sup>

Math Winter 2019				
Grade	Student Count	Mean RIT	Percentile	% Meet Growth
K	25	163.1	98 <sup>th</sup>	88%
1	25	188.2	99 <sup>th</sup>	80%
2	27	193.3	93 <sup>rd</sup>	63%
3	26	200.9	75 <sup>th</sup>	69%
4	28	208.4	56 <sup>th</sup>	46%
5	30	219.5	67 <sup>th</sup>	60%
6	20	226.7	77 <sup>th</sup>	60%
7	27	236.9	91 <sup>st</sup>	NA
8	29	239.0	86 <sup>th</sup>	NA

Math Spring 2019				
Grade	Student Count	Mean RIT	Percentile	% Meet Growth
K	24	168.0	96 <sup>th</sup>	83%
1	25	196.3	99 <sup>th</sup>	84%
2	26	197.8	89 <sup>th</sup>	69%
3	25	206.2	76 <sup>th</sup>	56%

*Percent meeting growth targets is from fall to spring*

*Percent meeting growth targets is from fall to winter*

**Reading** - NWEA reading results showed high achievement and strong growth at all grade levels during the 18-19 school year. All grade levels met or exceeded the norms for the percent of students meeting target growth both from fall to winter and from fall to spring.

**Math** – NWEA math achievement levels increased for all grade levels from fall to winter. The percent of students meeting target growth exceeded norms in all but one grade level from fall to winter and all grades from fall to spring. There is a slight dip in achievement and growth in grades 3 through 5. In order to address this, we have spent time in grade level meetings and summer curriculum work focusing on instructional practices to support teachers in meeting the needs of a range of learners. We have also completed a revision to our K through 4 math curricula by revising our scope and sequence of units and better aligning our units to our Math in Focus resource. Our grade 5 curriculum is also in process of revision and will be completed soon. This year, we will be focusing on implementing our revised math curriculum and examining the math resources used by interventionists and special educators.



## After School Physical Activity Plan

O: Provide quality physical activity programming for students after school beginning October 2019.

KR: Meet with building Principal every Tuesday beginning September 10.

KR: Create interest survey for students and families for October 1

KR: Collect and compile survey data by October 15.

KR: Meet with MV Rec Dept to discuss collaboration in September.

KR: Set days, meeting times and age/grade level distinction for after school meeting days.

(eg. Monday = K-2, Wednesday = 3 & 4, Thursday = 5 & 6)

## **BUILDING GOALS 2019-2020**

O: Grades 3-6 will achieve 60% proficiency on the NHSAS 2020

KR: Review student data from NHSAS with Staff and set grade level OKR's. (September)

KR: Use NWEA student goal setting document for all students taking fall assessment.

KR: Review NWEA data with classroom teachers and set course for classroom intervention and support.

KR: Math Interventionist will push into K-3 classrooms to team teach. (September - December)

O: Design a Multi-Tiered System of Support(MTSS) that meets the needs of all learners by January 2020

KR: Meet with classroom teachers bi-weekly to review student progress. (September – June)

KR: Review Tier 1, 2 and 3 services and supports. (October)

KR: Use Do the Math(T3) and O-Gap(T2) for student support to fill areas of weakness. (September – June)

KR: Survey students each quarter to evaluate our work in meeting their needs.

O: Move all staff using Empower to a level of proficiency by December 2019

KR: Review Mastery Learning Handbook (September)

KR: Set up 'office hours' to support staff with Empower concerns and questions. (September)

KR: Empower Lead and Administration will meet and message with SAU Leads to continue collaboration. (September – June)

KR: Use model of 'lunch and learn' to support staff with Empower functions and trouble areas.