



HANOVER MIDDLE SCHOOL

PROGRAM OF STUDIES UPDATE

SPRING 2018

Goal 2: District Improvement- To develop a comprehensive Program of Studies for Hanover Middle School, to identify opportunities for alignment with the Innovation Academy design at HHS, and to explore opportunities for personalized learning at HMS.

GOAL SUMMARY: To produce an organized outline of grade level expectations and opportunities for all students while surveying current course schedules and descriptions for improvement.

- 1. Update the existing program of studies with current course descriptions.**
 - ▶ Course descriptions have been changed to reflect updated standards and align with essential skills focused on collaboration, communication, and cognitive rigor.
 - ▶ The Middle School staff has focused on essential skills to rewrite and change course descriptions.
 - ▶ Courses started from scratch adding the Scope and Sequence Outline (includes standards, common assessment, technology integration, common project based learning) to the POS so that parents have an idea of what students are expected to know and be able to do each term.
- 2. Using HMS essential skills, examine the updated program of studies and identify strengths and weaknesses.**
 - ▶ Weakness - The course descriptions were not reflective of the current standards and needed to be completely revised.
 - ▶ Strength – The many wonderful specialist and exploratory experiences that exist for the students of Hanover
- 3. Determine priorities for focus areas and revisions.**
 - ▶ To create a comprehensive program of studies that offers exciting opportunities and experiences for all students.
 - ▶ Priorities for focus areas are for curriculum alignment in the core content areas.
 - ▶ Teams of grade level content teachers were put together to create the course description.
 - ▶ When discussing the priorities, we determined that it was necessary to rework our instructional design in the core content areas. During this work, the teachers by content and grade level were able discuss experiences that all students would have within any grade level content area.
 - ▶ The grade level teams were then asked to map out each term including standards, common units and assessments (including at least 1 common writing assessment and a project based learning experience)
- 4. Ensure essential school-wide skills are at the core of all decisions and aligned to the work at HHS.**
 - ▶ HMS collaborated with HHS to create a plan for aligning with new Pathways at the high school.
 - ▶ The plan includes working with staff during the Spring of 2018 and the 2018-2019 school year to embed choices into activities and assessments that align with Technology and Engineering, the Fine and Performing Arts, Business and Entrepreneurship, and Health and Social Services.
- 5. Evaluate additional and future options for personalized learning (early HS credit, Science Fair, Virtual High School, National Jr. Honor Society, entrepreneurship programs, computer science track, etc.)**

2018

- * Grade 5 Math Enrichment has been successful
- * Science Fair is on April 26th. Over 60 Entries.
- * Entrepreneurship Program will be working in 3rd term to plan and open a school store.

2018-2019

- * Algebra 1 students will receive high school credit upon successful completion.
- * Spanish and French students will receive high school credit upon successful completion.
- * National Junior Honor Society (Criteria will be shared with community in May)
- * Creation of more ELA and Math time in grade 5.



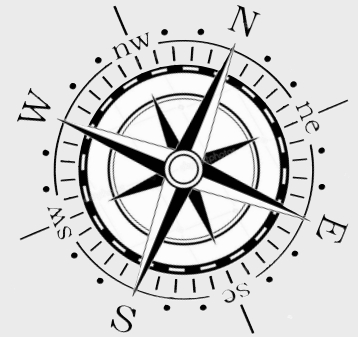
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Fall 2017	Winter 2017	Spring	Remaining Spring 2018	2018 - 2019
<p>Reviewed the Middle School Program of Studies</p> <ul style="list-style-type: none"> ▶ Created time for teachers to collaborate to update and create the new course descriptions for their courses ▶ Used Professional Development time to use a Tuning Protocol to align the different grades by content area. ▶ Edited and shared document for review and comment by the leadership team made up of HMS and HHS administration and coaches 	<p>Incorporated core content instructional design by grade.</p> <ul style="list-style-type: none"> ▶ The original goals: <ol style="list-style-type: none"> 1. Make the teaching and learning clear for students, parents, and faculty. 2. Create a tool used to help align the teaching and learning in the content area. ▶ Create an instructional design plan to align standards by term and highlight common units, lessons, assessments, and experiences that all students will have. ▶ Use professional development and PLC time with faculty to collaborate, create, and edit the document. 	<p>Development, Revision, & Review</p> <ul style="list-style-type: none"> ▶ Used tuning protocol with staff to discuss and align a draft of the instructional design plan by content area in grades 5 - 8 ▶ Ongoing revision and review of instructional design plans. 	<p>Work to Create Synergy with HHS Personalized Pathways</p> <ul style="list-style-type: none"> ▶ Work with faculty to discuss alignment with the HHS pathways and incorporate student choice into lesson planning and assessments. ▶ Finalize the Program of Studies to present to School Committee. 	<p>Continue to work on improving the Program of Studies</p> <ul style="list-style-type: none"> ▶ Make appropriate change based on standards, feedback, ongoing review. ▶ Continue to create areas to align with HHS pathways in grades 7 and 8



STANDARDS REVISIONS

- Science, Technology, & Engineering - Summer 2016
- English Language Arts - Summer 2017
- Mathematics - Summer 2017
- History & Social Sciences - Summer 2018



PROGRAM OF STUDIES

Overview of what is generally covered in a content area at a given grade level with the philosophy and approaches to learning that students and families should expect during their time at Hanover Middle School.

INSTRUCTIONAL DESIGN PLAN

As a companion piece to the Program of Studies, the Instructional Design Plan is a guide for educators to use in collaboration and team planning. Focus areas of over-arching key concepts are outlined along with standards-based lessons, resources, uses of technology, projects, and assessments for each term and grade level.

PLC WORK

INSTRUCTIONAL ROUNDS

This year, the Instructional Rounds Team looked at the potential impact on student achievement that could come from applying Karin Hess's Cognitive Rigor Matrix to instructional tasks and discourse. This work is informing thinking in grade levels as they continue to use, edit, and revise their Instructional Design Plans.

PERSONALIZED PATHWAYS

Hanover High School is adapting its Program of Studies to include four "personalized pathways" that allow students to pursue innovative concentrations as they progress towards college and career readiness. This program, known as HHS Connect, is currently pioneering pathways in *Fine and Performing Arts*, *Engineering and Technology*, *Health and Human Services*, and *Business and Entrepreneurship*. As we continue to review and assess the opportunities we offer to students, HMS staff continue to look for places to highlight the ways personalized learning is happening at HMS that might reflect or otherwise inform student experiences at HHS.

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