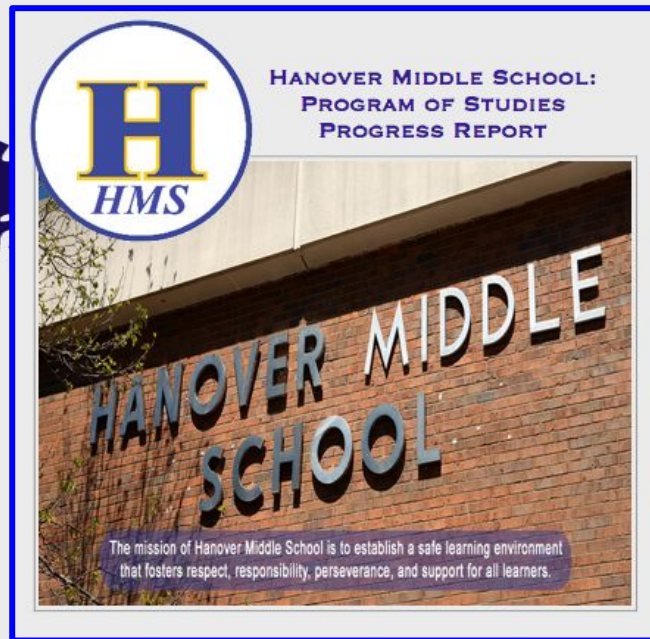


HANOVER MIDDLE SCHOOL

END OF YEAR - PROGRESS REPORT



MAY 16, 2018



Attaining Our Goals

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 to 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.

Focus of Work



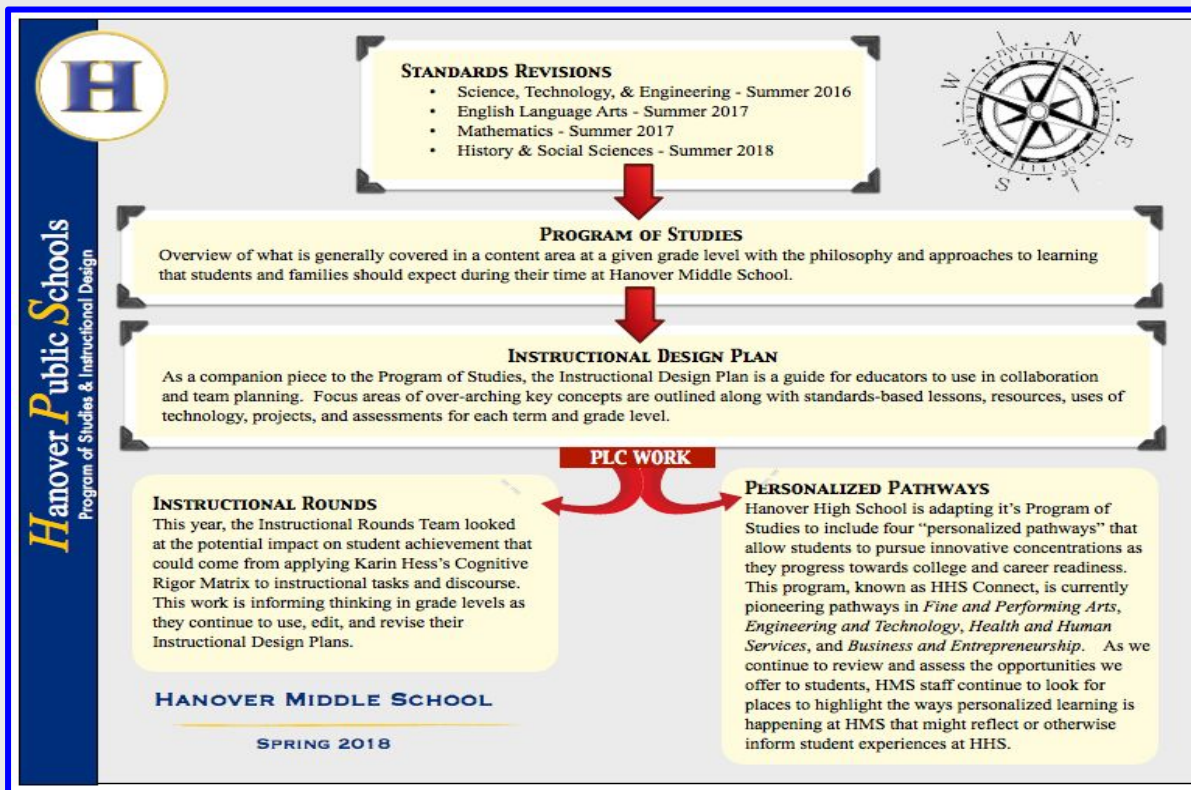
Timeline

HANOVER MIDDLE SCHOOL PROGRAM OF STUDIES UPDATE SPRING 2018

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"> Make the teaching and learning clear for students, parents, and faculty. 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

Path of Progress

The Year in Review



Connected Work

The Year in Review

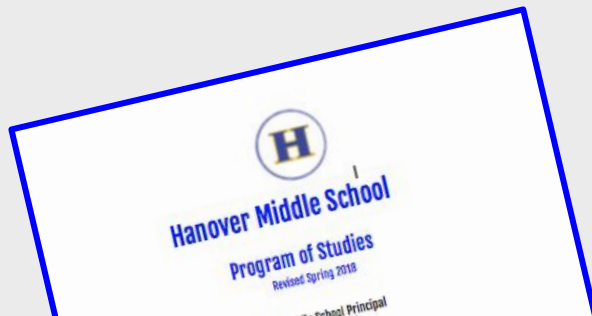
STANDARDS REVISIONS

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



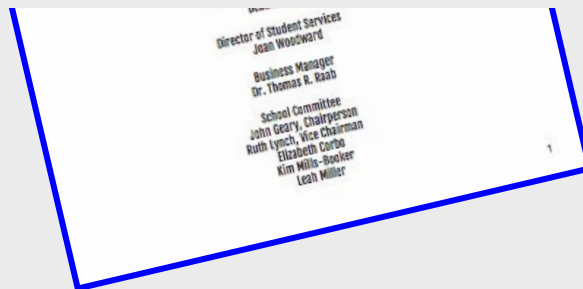
Curriculum Framework Standards Revision

The Year in Review



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.



Program of Studies

Hanover Middle School
Instructional Design Plan:
English Language Arts
Spring 2018

Course: English Language Arts

Yarn Focus 5, Tier 1: Focus - Celebrating Differences

Level: 5

Standards:

- ♦ Reading Literature: RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.10.
- ♦ Reading Informational Text: RI.1, RI.2, RI.4.
- ♦ Writing: W.1, W.2.
- ♦ Speaking & Listening: L.1, L.2, L.3, L.4.
- ♦ Reading Foundational Skills: L.1, L.2, L.3, L.4.

"Ordinary" Fluency Passage 5 RE.4

- Fluency Progress Monitoring

Pictures Books/Short Stories:

- Jack Kinsler by Jacqueline Woodson RI.10
https://www.amazon.com/Jack-Kinsler-Jacqueline-Woodson/dp/B006A52M7Y/ref=sr_1_1?ie=UTF8&qid=12734966

Instructional Design Plan

The Year in Review

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.




Personalized Pathways

The Year in Review

Instructional Rounds

Guiding Questions:

1. How is *cognitive rigor* reflected in the *writing tasks* that students are engaged in during class observations?
2. How is *cognitive rigor* reflected in the *discourse* that students are engaged in during class observations?
3. What examples of *high-quality feedback** were students provided during class observations?

THINKING & TASK COMPLEXITY MATRIX				
CREATE design, assemble, construct, conjecture, develop, formulate, author, investigate	● Brainstorm ideas about a topic	● Generate conjectures based on observations or prior knowledge	● Synthesize information within one source or text	● Synthesize information across multiple sources or texts
EVALUATE appraise, argue, defend, judge, select, support, value critique, weigh			● Cite evidence and develop a logical arguments for conjectures	● Evaluate relevancy, accuracy, and completeness of information
ANALYZE differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test	● Identify whether information is contained in a graphic, table, etc.	● Compare literary elements, terms, terms, facts ● Analyze format, organization; text structures	● Analyze or interpret author's craft to critique a text (literary devices, viewpoint, or potential bias)	● Analyze multiple sources or texts ● Analyze complex/abstract themes
APPLY execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch	● Use language structure or word relationships (synonym/antonym) to determine meaning	● Use context to identify meaning of word ● Obtain & interpret information using text features	● Use concepts to solve non-routine problems	● Explain how concepts or ideas specifically relate to other content domains or concepts
UNDERSTAND classify, describe, discuss, explain, identify, locate, recognize, report, select, translate	● Select appropriate words to use when intended meaning is clearly evident	● Specify, explain relationships ● Summarize ● Identify main ideas	● Explain, generalize, or connect ideas using supporting evidence (quote, example ...)	● Explain how concepts or ideas specifically relate to other content domains or concepts
REMEMBER define, duplicate, list, memorize, repeat, state	● Recall, locate basic facts, details, events			
BLOOM'S TAXONOMY  WEBB'S DEPTH OF KNOWLEDGE	DOK 1: RECALL & REPRODUCTION Recall a fact, information, or procedure. arrange, calculate, define, draw, identify, list, label, illustrate, match, measure, memorize, quote, recognize, repeat, recall, recite, state, tabulate, use, tell, who-what-where-why	DOK 2: SKILL/CONCEPT Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. apply, categorize, determine cause & effect, classify, collect & display, compare, distinguish, estimate, graph, identify patterns, infer, interpret, make observations, modify, organize, predict, relate, sketch, show, solve, summarize, use context clues	DOK 3: STRATEGIC THINKING Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer. appraise, assess, cite evidence, critique, develop a logical argument, differentiate, draw conclusions, explain phenomena in terms of concepts, formulate, hypothesize, investigate, revise, use concepts to solve non-routine problems.	DOK 4: EXTENDED THINKING Requires investigation, complex reasoning, planning, developing, and thinking over a period of time. analyze, apply concepts, compose, connect, create, critique, defend, design, evaluate, judge, propose, prove, support, synthesize

Adapted from © Karin K. Hess: Hess' Cognitive Rigor Matrix

PLCs & Making Meaning in the Homestretch

[illegible]

The logo for HHSCConnect features a stylized 'C' composed of two interlocking loops, one blue and one yellow. Below the logo, the text 'HHSCConnect' is written in a bold, sans-serif font, with 'HHSC' in blue and 'Connect' in black. Underneath, the tagline 'CHOOSE YOUR FUTURE' is written in a smaller, all-caps, sans-serif font. The entire logo is set against a white background within a tilted rectangular frame.

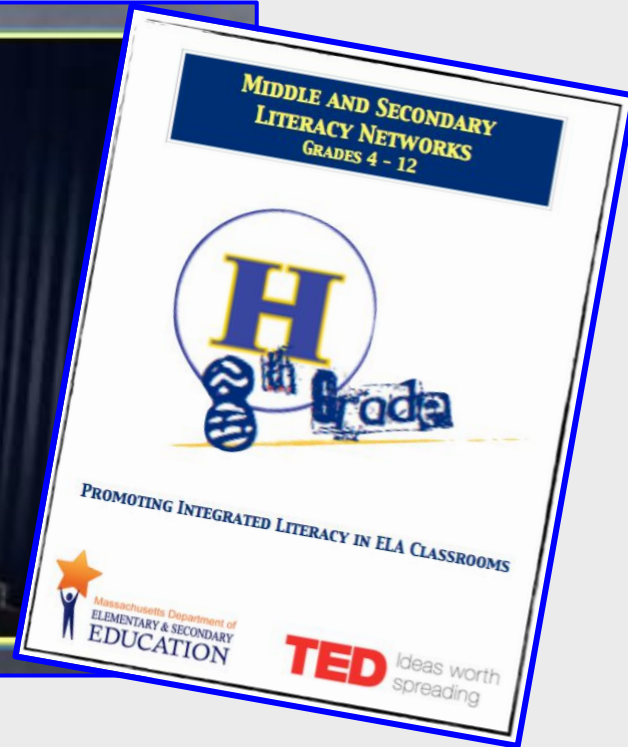
Collaboration & Instructional Coaching

The Year in Review



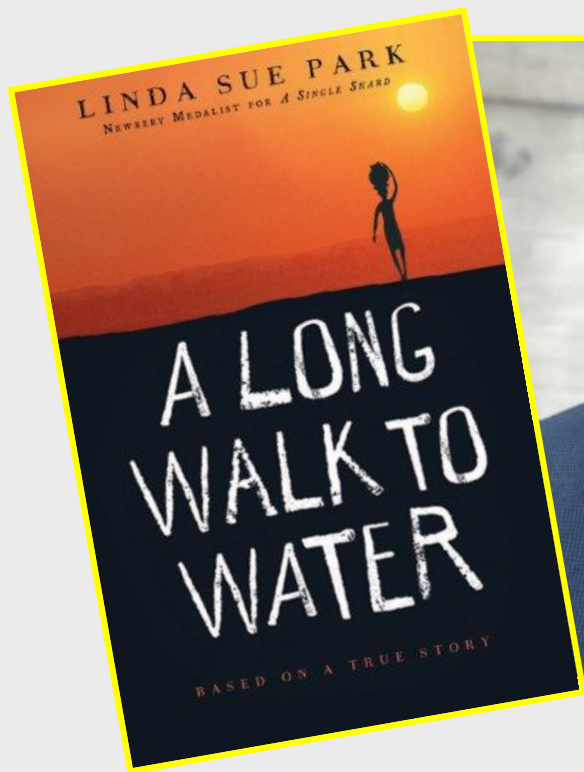
Science Fair
Math Tournament & Enrichment Class

The Year in Review



DESE Network: 8th Grade TED-Style Talks

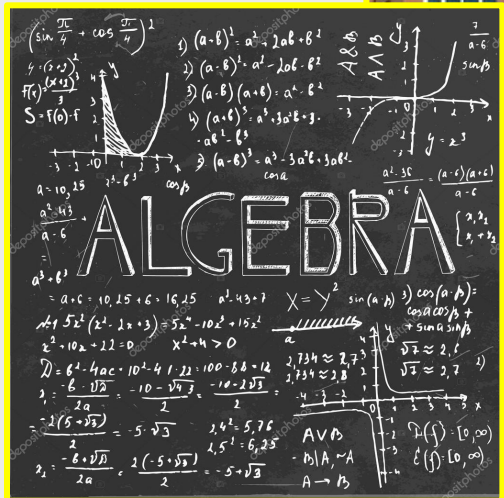
The Year in Review



2018-19

5th Grade Literacy

The Year in Review



Hanover High School Credit: Algebra and World Language

Program of Studies Review



Questions, Comments, and Clarifications