



CURRICULUM NEWSLETTER

December 2018/
January 2019



Important Dates

Dave Minsker Assistant Superintendent 810-626-2114	Scott Usher Director of Technology 810-626-2119	Jen Grabowski Administrative Assistant 810-626-2107
Monique Alberts ELA Instructional Coach 810-626-2125	Annette Macfarlane Math Instructional Coach 810-626-2167	

December

- 4 CASL Cohort 4 @ LESA
- 12 CASL Cohort 1/2 @ LESA
- 13 Curriculum Ad Staff 9:30-11:30 @ CO
- 18 Post-Secondary Advisory Committee 1:30
7th grade Math PD @ MS
- 20-31 No School- Happy Holidays!

January

- 1 No School
- 9 County Elementary Principals Mtg @ LESA
- 10 Curriculum Ad Staff 9:30-11:30 @ CO
- 16 CASL Cohort 5 @ WISD
- 17 Reading support 12:30-3:00 @ CO
- 21 No School-MLK Day
- 24 DLT Meeting 4:30-6:00 @ CO
- 29 CASL Cohort 6 @ WISD
District ICT Mtg 8:00 @ CO
- 30 Post-Secondary Advisory Committee 1:30

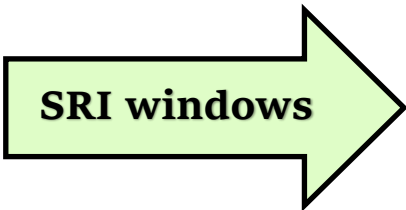


**READING SUPPORT
MEETINGS**

2018-2019

1/17, 2/21, 3/21, 4/25,
5/30

12:30 - 3:00 PM
SPECIAL ED. CONF. RM. @ HESSC



<u>3RD GRADE:</u>	SPRING	MAY 1- JUNE 1
<u>4TH-8TH GRADE:</u>	WINTER	JAN. 1- FEB. 1
	SPRING	MAY 1- JUNE 1
<u>9TH-11TH GRADE:</u>	WINTER	JAN. 1- FEB. 1

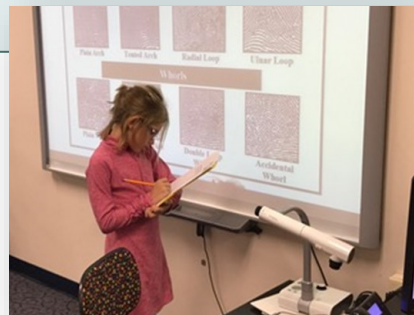
Highly Capable Cluster Highlights

by Lawrence Pumford, Tony Howerton, Dave Minsker

Creekside has a highly capable program called “Creekside Crusaders” that provides high level academic opportunities for our 3rd and 4th grade advanced students. This year-long enrichment program meets as a separate class once a month to engage students in new ideas and utilize critical thinking skills in the areas of math, science, and history. This is a teacher/parent led pull out program. Students are selected based on standardized testing scores and teacher recommendation. The goal of the “Creekside Crusader” program is to have each student complete a two-year rotational curriculum, which will continue to expose students to new ideas for the duration of the program. The program classes are structured to include a lesson followed by an activity, experiment, or game to reinforce the concepts learned during the lesson. Mrs. Brangan is our teacher leader, who along with volunteer parents, prepares and presents the lessons and activities. Lessons vary from year to year, based on the talents and abilities of our parents and community resources. Qualified parents have shared their expertise in forensics, toxicology, aeronautics, engineering, business and more. The “Creekside Crusaders” program is an additional effort to provide an enriching academic experience to our highest performing students. Creekside is currently in our 8th year of implementation of this very successful program.



Lakes Elementary has approximately 35-40 2nd through 4th graders who participate in this highly capable program. Students meet every second Friday from 1:25-2:45 for an enrichment session based around a monthly theme. Sessions are run by a group of amazing parent volunteers, headed by Mrs. Becky Linton, a mechanical engineer who also oversees all of the Lakes FLL Jr. Robotics programs. Some of the monthly themes include: Mechanical Engineering, Computer Programming/Coding, Art/Animal Sciences, Electrical Engineering, Forensic Science, Language Arts, Earth Sciences, Chemistry, and World Language/Culture. A special showcase occurs in May to share with parents all of the things students have learned in the cluster program during the year. The pictures show a pull out session last year when the cluster students studied forensic science. The students became forensic investigators and used their new knowledge to solve the crime of who broke Principal Howerton’s favorite pencil! Using deductive skills, they examined the trace and physical evidence and compared latent fingerprints to solve the crime.





Hartland High School Received System Impact Renewal Grant

Reach Higher System Impact Renewal grants support continued efforts to improve college and career readiness systems

The Michigan College Access Network (MCAN) announced today that Hartland High School received \$5,997 through a Reach Higher System Impact Renewal grant to support the school’s continued efforts to enhance college and career readiness. The school will split the funds to invest in two projects. Hartland High School will work to embed a college and career planning course for 10th and 11th-graders. Additionally, they will partner with Washtenaw Community College to revise the senior math curriculum in an effort to decrease the number of students enrolling in remedial math in college.

“The funds provided by the Reach Higher System Impact Grant program will provide the resources necessary for schools to implement bold changes to help their students prepare for a college education and future careers,” said Brandy Johnson, executive director of the Michigan College Access Network. “In today’s knowledge-based economy, it’s imperative that we support students in their efforts to further their education. The Reach Higher System Impact Grants encourage high schools in our network to take their efforts beyond programming to drive systems change within their building.”

Hartland High School is one of two high schools that received a Reach Higher System Impact Renewal Grant. Both schools selected to receive a Reach Higher System Impact Renewal Grant received three previous years of grant funding from MCAN as a participant in MCAN’s Reach Higher grant program, an initiative aimed at supporting college-going culture inside high schools to increase the number of high school students ready for and enrolling in college. In this round of grants, 20 high schools received more than \$150,000 in grants as part of the entire Reach Higher Grant Program. Since inception in 2015, the Reach Higher Grant Program has awarded more than \$1.5 million in grants to schools. Schools across the state were selected based on a competitive grant review process. Reach Higher System Impact Renewal Grants support programs and reforms aimed at bolstering metrics around college and career readiness in a variety of ways.

ABOUT THE MICHIGAN COLLEGE ACCESS NETWORK (MCAN)

As the leader in the state’s college access movement, MCAN’s mission is to increase Michigan’s college readiness, participation, and completion rates; particularly among low-income students, first-generation college going students, and students of color. For the seventh year in a row, Michigan’s postsecondary educational attainment rate has increased — from 35.7 percent of 25-to-64-year-olds possessing at least an associate degree in 2008, to 39.4 percent in 2015. Additionally, it is estimated another 4 percent of Michiganders have a high-quality certificate, bringing Michigan’s official attainment rate to 43.7 percent as of 2018. It is MCAN’s goal to increase Michigan’s postsecondary educational attainment rate to 60 percent by the year 2025. For more information, visit micollegeaccess.org.



ICT (Instructional Consultation Teams)

The IC process and IC teams are implemented in every school in Hartland. Currently, 29% of teachers serve on IC teams throughout the entire district. IC teams consist of many other staff too, including administration and ancillary staff. Last year alone over 330 kids were served through the process of IC, however strategies from these cases have and will continue to impact many more students for years to come. IC is a process used to enhance teacher and student success. Quote from Hartland Teacher on ICAT survey: “I love working with an IC case manager because it provides me the time to create a match for either a class, a group of students or an individual student. Then I can use the strategies with the entire class.”

Superintendent's Corner

by Chuck Hughes



What factors have led to Hartland's Culture as it is today? Parents often ask me this question because they hear through word of mouth that the district offers a culture that focuses on relationships and rigorous learning expectations. I usually start with a conversation about how Hartland was an early adopter of the idea that the teacher is the most influential component in education and that closing the door and doing things in isolation will not produce high levels of achievement across the district. During this transition time (over the past 18 years or so) the district has worked hard to approach professional development from a "teachers teaching teachers" approach, which has required us to embrace the idea that building leadership capacity is far more important than simply counting on the building administrator to make the magic happen.

A recent article by Matthew A. Kraft and David Blazer entitled Taking Teacher Coaching to Scale (Education Next, Fall 2018) supports the early adoption of these practices. This article supports the idea that teachers teaching teachers through the instructional coaching model leads to higher degrees of teacher learning or professional development (PD) than the traditional approach of pulling teachers out of classrooms to attend "sit and get" PD. This one-on-one PD seems to help counter the "wide variability in teacher effectiveness, both across and within schools" states the authors. They share that this type of PD addresses individual teacher needs especially from year to year as instructional support needs change depending on the individual teacher situation. The beauty of individual coaching and building a professional relationship with an instructional coach is that this type of PD is long lasting, focused on individual teacher needs, and ultimately aims at enhancing instructional delivery, thus learning and demonstrated achievement for students.

In a 60 study meta-analysis on the outcomes of individualized instructional coaching PD models versus school and district wide sit and get models, the authors determined that teacher coaching:

- On average, improves the quality of teachers' instruction and its effect on student achievement
- Carries a .49 to .18 standard deviation for impact on instructional practice and impact on student achievement respectively. Translation, there seems to be a clear performance enhancing factor in the difference between novice and experienced veteran teachers

Add to the equation that teachers with outstanding behavioral management skills help students achieve substantially, and we have a recipe for building on a culture of high expectations and personal relationship building. A caution from the research is that coaching on a smaller scale is more efficient than on a large scale. The way HCS approaches instructional coaching seems to meet the enhanced quality standard that the authors discuss. I believe this is because our instructional coaches spend time building relationships with teachers throughout the process and don't get spread thin by being asked to perform other duties such as teaching for part of the day. I would suggest that every teacher in Hartland take the opportunity to work with one of our instructional coaches with the goal of enhancing instructional delivery skills. The bottom line, embracing instructional coaches could be extremely satisfying for addressing teachers differentiated PD needs.

The most valuable resources that all teachers have is each other. Without collaboration our growth is limited to our own perspective
- Robert John Meehan

A clear vision, backed by definite plans, gives you a tremendous feeling of confidence and personal power.

Brian Tracy




Math

by Annette Macfarlane

Scholastic Math Inventory

The **Scholastic Math Inventory (SMI)**, is a computer-adaptive test that assesses a student’s readiness for mathematics instruction in grades 2-9. The SMI test can be administered in the fall and spring. This test helps teachers to monitor growth, guide their teaching, identify a student’s missed standards, and help differentiate instruction. SMI also provides an objective measure of Algebra readiness and Algebra I completion. Below is an example of a student’s progress report and how to read it.



INSTRUCTIONAL
PLANNING

Student Progress Report

STUDENT: [REDACTED]


School: Ore Creek Middle School

Teacher: [REDACTED]

Grade: 8

Class: [REDACTED]

Time Period: [REDACTED]



SMI Test History

TEST DATE	MATH FACT SCREENER		QUANTILE®	PERFORMANCE LEVEL	NORMATIVE DATA		
	ADDITION	MULTI.			PERCENTILE RANK	NCE	STANINE
05/12/17	●	●	670Q	Below Basic	17	30	3
10/17/16	●	●	755Q	Below Basic	28	38	4

Math Fact Screener: At the beginning of each assessment, students are tested on addition and multiplication facts.

- Indicates possible need for work on math facts.
- Indicates that the student passed tested facts.

Normative Data:

- *Percentile Rank is a score that tells what percentage of students in a particular group received lower scores than this student.
- *Normal Cure Equivalent scores with a mean of 50 and a standard deviation of 21.06.
- *Stanine scores with a mean of 5 and a standard deviation of 2.

Grade	Below Basic	Basic	Proficient	Advanced
2	EM*-100Q	1050-2150	2200-4200	4250-13500
3	EM-215Q	2200-3950	4000-5200	5250-13500
4	EM-350Q	3550-4650	4700-7200	7250-13500
5	EM-550Q	5550-6750	6800-8200	8250-13500
6	EM-640Q	6450-7750	7800-9500	9550-13500
7	EM-700Q	7050-8850	8900-10400	10450-13500
8	EM-800Q	8050-10250	10300-11400	11450-13500
9	EM-865Q	8700-10950	11000-12200	12250-13500





Math (cont'd)

by Annette Macfarlane

The Student Progress Report is an excellent source of communication to use with parents. If you send home the last page of the student’s progress report, parents have a specific list of what to work on with their child. From that point, an option is to refer parents to Khan Academy and they can search for practice by the common core standard listed, or parents can also enter their child’s quantile score and use the website **Math@Home** to find family friendly math activities to help support their child. Don’t hesitate to reach out to me if you would like to try using the SMI, or have any questions about it. **Happy Holidays!** ~ Annette

Focus on Fact Fluency

The math fact screener indicates that [redacted] is fluent on tested facts. Go to the SAM Resources tab for additional information and instructional support.

Focus on Critical Foundations

For a student with a Quantile® of 705Q, focus on the skills and concepts indicated below. Quantile measures refer to the level of difficulty of a math skill and concept, or to a students’ level of readiness for instruction. The QTaxon ID is a look-up number for the particular QTaxon found within The Quantile Framework. A QTaxon is a math skill or concept in the Quantile Framework. To access the SMI MATH DATABASE for math instructional resources go to www.scholastic.com/mathdatabase or www.Quantiles.com. The Common Core State Standards ID represents alignment with QTaxons.

SKILLS AND CONCEPTS	QTAXON ID	COMMON CORE STATE STANDARDS ID
Number and Operations: Whole Numbers		
Estimate and solve division problems with 2- and 3-digit divisors; explain solution.	QT-N-171	6.NS.B2
Find factors, common factors, and the greatest common factor of numbers; explain.	QT-N-222	6.NS.B4
Identify prime and composite numbers less than 100.	QT-N-223	4.OA.B4
Read, write, or model numbers in expanded form using exponents.	QT-N-226	5.NBT.A2
Use remainders in problem-solving situations and interpret the remainder with respect to the original problem.	QT-N-266	5.NF.B3
Number and Operations: Fractions		
Compare and order fractions using renaming strategies.	QT-N-155	4.NF.A2
Identify equivalent decimals and fractions at the symbolic level, including simplifying fractions. Explain the equivalence.	QT-N-196	7.NS.A2.d
Add and subtract fractions with like denominators.	QT-N-199	5.NF.A2
Write a proportion to model a word problem; solve proportions.	QT-N-263	8.EE.B5
Multiply or divide two decimals or a decimal and a whole number.	QT-N-608	6.NS.B3



The Lit Bit

by Monique Alberts

Wow, the holiday hustle and bustle has begun! We are feeling the crunch to fit in all that we can before the holiday break. This past month has been wonderfully busy. Some November highlights for me were...

- ◆ 2 ICT cases at Farms
- ◆ Individual/grade level work with teachers in 1st, 2nd, 3rd, 5th, 6th, 7th, and 11th grades
- ◆ Grade level data meetings across the district (1st, 2nd, 3rd, 5th, and 6th)
- ◆ Running Record training/coaching with individual teachers
- ◆ Attended the Reading Recovery conference with Reading Recovery teachers from across the district
- ◆ BYOC's at RES, VES, LES, and FIS
- ◆ Progression work with teachers at the 5th and 6th grade level
- ◆ Grammar lessons in several classrooms using the Patterns of Power model
- ◆ First grade phonics planning/PD

Looking forward to lots of learning in December! Please don't hesitate to reach out so we can collaborate and work together. **Happy Holidays!** ~Monique



Every grade level has some teacher choice time built into the pacing guide. This time is for you to decide what to reinforce and/or teach your students. You can use it to review some new skills, meet with extra small groups, extend the learning around a unit, etc. If you would like some help planning your teacher choice time, please just ask! I am more than happy to meet a do some planning work with you. If you use the Units of Study, the If...Then book inside your kit has some great ideas for optional units.



Quotes to Learn By...

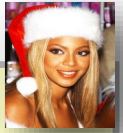
"In a world that is increasingly dominated by big corporations and big money, it is easy for individuals to feel silenced. No one is more apt to be silenced than young people, who too often grow up being taught to listen rather than to speak out, to be obedient rather than to be critical. The teaching of writing can change that. In a democracy, we must help young people grow up to know how to voice their ideas, to speak out for what is right and good."

~Lucy Calkins



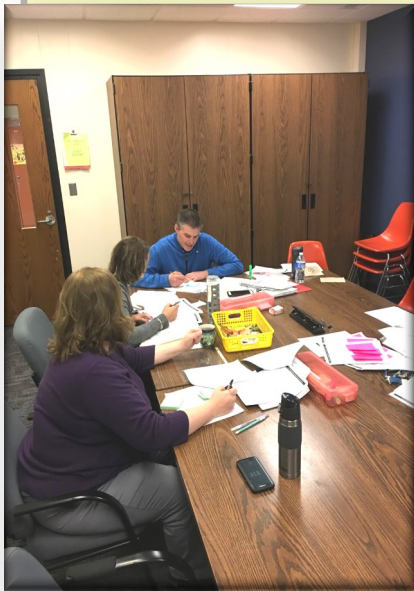
The Lit Bit (cont'd)

by Monique Alberts

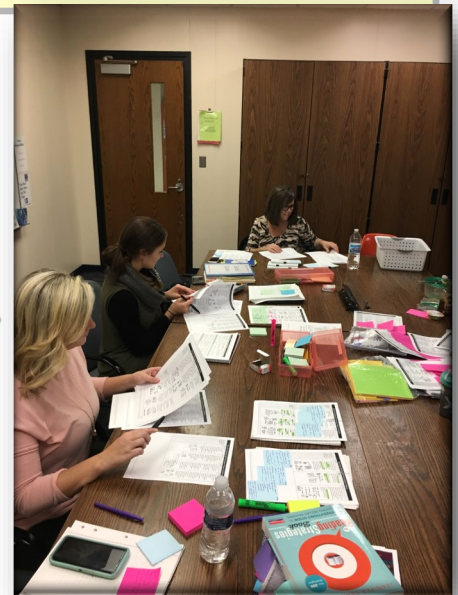


Literacy Tip #999,999,999:

In grades K-6 your workshop is only as strong as your component work. Always keep in mind the importance of balanced literacy. In the K-2 classroom, shared reading, interactive writing, read aloud with accountable talk, and word work should be happening every day. In the 3-6 classroom, read aloud with accountable talk, word study, and vocabulary work should be happening every day. These are in addition to your readers and writers workshop time. Sometimes students may be struggling inside of workshop because they are lacking that component work. If you would like more information on any of the component work I mentioned above, please don't hesitate to contact me.



5th and 6th grade teachers (Jen Droelle, Lori Clay, Rich Parker, Emily Clay, Marina Evans, and Dana Berry) working to deconstruct reading progressions to form teaching points around small group work

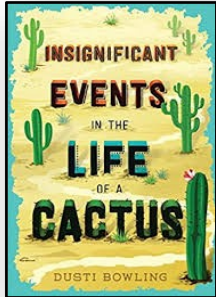


3rd Grade at VES having a great data meeting to plan the intervention work they are providing all students and learning more about the reading progressions. (Kristie Ross, Shyrl Cone, Syndel Kinney, Mary Jo Ferris, and Courtney Wood. Not pictured but in attendance, Mindy Thering and Julie Bittner)

The Lit Bit (cont'd)

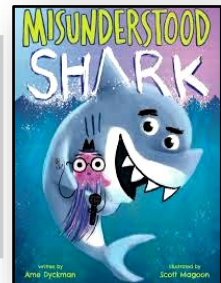
by Monique Alberts

Hot Reads

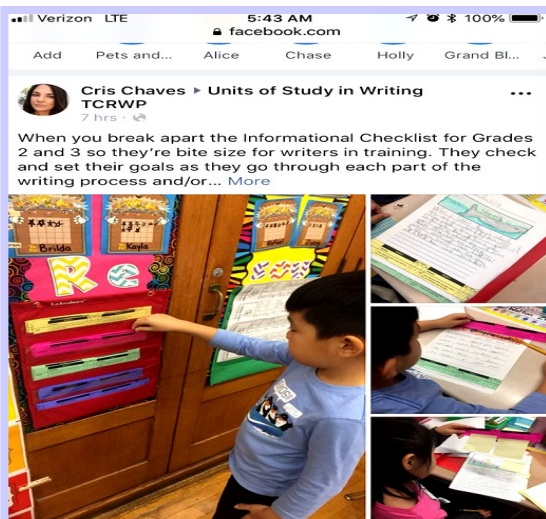


Born without arms, 13 year old Aven is no stranger to overcoming the odds. Yet, she has never allowed her disability to slow her down. In fact, her classmates and friends don't even view her as being different. But suddenly all that changes when Aven's parents decide to move her to a new town to manage a rundown theme park. Aven's whole world is turned upside down, and she struggles to make friends. Until she meets Connor, a classmate who also struggles with a disability. Together they go on a bigger adventure than they could have ever imagined. Both of these characters realize just how far from being insignificant they are!

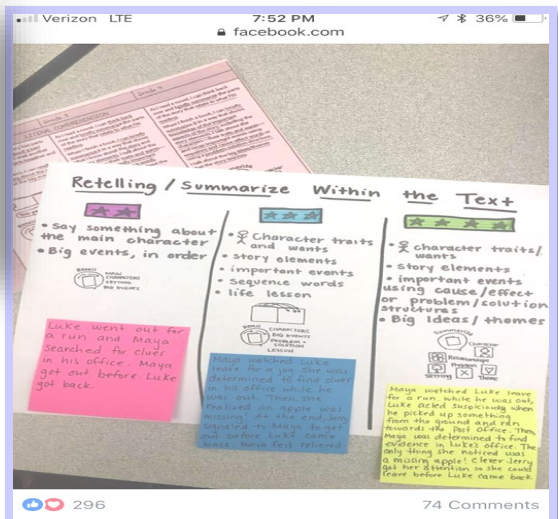
Everyone knows that sharks are scary and terrifying animals....right? Or is it that sharks are just misunderstood? This is a hilarious picture book about the filming of an underwater live TV show that gets interrupted by a SHARK! The main character, Shark insists that he isn't trying to hurt anyone, that he is just very misunderstood. This book will keep your students engaged while teaching some "fun facts" about sharks in a creative way.



Off The Chart



A teacher on the "Units of Study in Writing" Facebook page shared how she is taking the checklists and breaking them into manageable bite size bits, or one skill at a time. Students can go grab the skill (checklist), look for it in their writing (student self-assessment), and show evidence of revision. She also provided students with mentor examples in the same color-codes, to use as a tool in this process.



Here is an example of deconstructing a reading progression, around the skill of "Retelling/ Summarizing within the Text". The teacher has made visible the learning at each level, and included a sample of what that would look like. This is great work to do with your teaching team. Pick a skill or 2 and create a tool that helps to make the learning visible, for both you and your students.

Technology

David Allward
Computer Tech

Collin Corrion
Computer Tech

Glynn McHugh
Network Admin/Tech

Amanda Wright
Grants facilitator/Tech

Scott Usher
Director of Technology

Dave Larson
Network Engineer

Michele Astalos
Data Tech

Stacie Motz
Data Tech

Karen Wilson
Student Services Asst.

Jen Grabowski
Help Desk

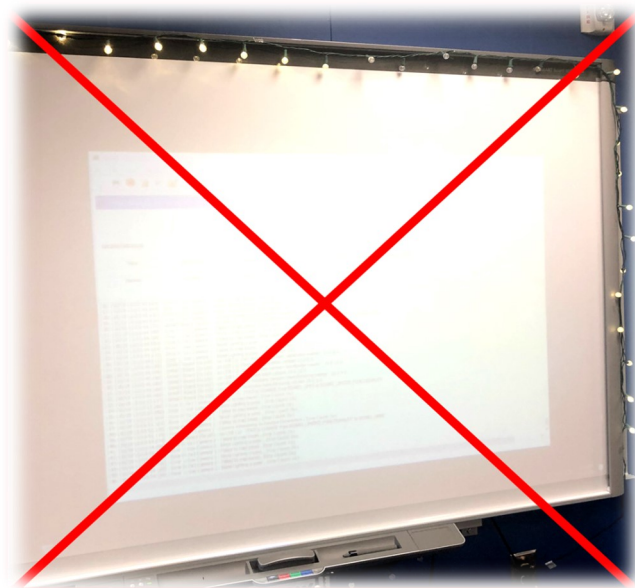
Have Yourself a Merry Holiday Season...



...by not hanging anything on your SMART Board.

Placing items on your board can cause it to malfunction. Whether it be cute little stuffed bunnies on the top of it, lights surrounding it, snowflakes taped to it, minions guarding on top of it, or anything else affixed to it or dangling from it, these things can cause the board to not function properly. Please do yourselves and your dedicated technology staff a favor by avoiding the temptations and leaving your board bare and boring not only around the holidays but throughout the year.

Thank you—Happy Holidays!



A few reminders...

~ Please continue to keep your “H” drive cleaned up, and be aware that our shared drive is still pretty full as well. Any items you need from the shared drive can be copied to your Google drive, your “H” drive, or a flash drive to help save space on the “S” drive.

~ During the Holiday break, please remember to shut down computers, smart boards, chrome books, projectors, and document cameras....these should be shut down nightly as well.

~ For Tech help, please put in a Tech ticket using the Tech icon on your desktop. If it is an emergency, you can contact the help desk @ Ext. 2107 and Jen Grabowski will help you reach technology assistance.