



CURRICULUM NEWSLETTER

March 2016

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Ethan Hawker

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Instructional Math Coach
810-626-2112

Jenna Furr

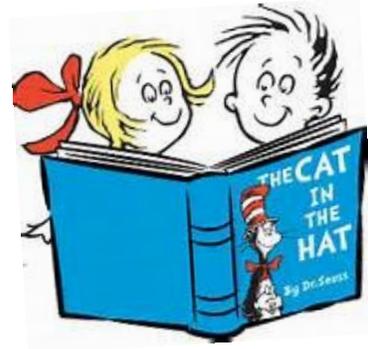
ELA Instructional Coach
810-626-2125

Renee Braden

Administrative Assistant
810-626-2107

Important Dates in March

- 2:** 1st Grade Math PD, 9:00-11:30am in the PDC
2nd Grade Math PD, 1:00-3:30pm in the PDC
- 8:** CASL Training, Cohort I, online
- 10:** 3rd Grade Math, Reps only, 1:00-3:30, PDC Conference room
- 11:** Geometry PD, 7:30-10:00am in the PDC
Algebra 1 PD, 11:30-2:00pm in the PDC
- 14:** 5th Grade Math PD, 9:00-11:30am in the PDC
6th Grade Math PD, 1:00-3:30pm in the PDC
- 15:** CASL Training, Cohort 2, online
Technology Curriculum Committee Meeting
7:30-10:30am in the Special Ed. Conference room
Reading Recovery Informational Meeting
4:30-6:00pm in the PDC
- 16:** Biology PD, 7:30-2:30 at the HS
- 17:** DCT Meeting, 4:30-6:00 in the PDC
- 18:** 10th Grade LA PD, 7:30-10:00 at the HS
9th Grade LA PD, 10:45-1:15 at the HS
8th Grade Math PD, 7:30-10:00am in the PDC
7th Grade Math PD, 11:30-2:00pm in the PDC
- 21:** RES Instructional rounds, 9:00am-Noon
- 22:** CASL Training, Cohort 3, online
- 23:** 4th Grade Math PD, 9:00-11:30am in the PDC
3rd Grade Math PD, 1:00-3:30pm in the PDC
- 24:** Curriculum Ad Staff, 9:30-11:30am



SRI WINDOW

SPRING

March 1, 2016 - June 3, 2016

- 4th grade (must be done between April 11-April 29)
- HS (9-12) required

TESTING SCHEDULE FOR 2015-16

* M-Step online testing window will not open prior to April 11, 2016 and end by May 27, 2016

* rSAT date is April 12, 2016 (11th grade only)
9th and 10th Grade PSAT

* WorkKeys date is April 13, 2016 (High School only)

SPRING BREAK

March 25th
through
April 1st





State of Michigan Assessment Program Coming Soon!

The 3rd-8th, and 11th grade M-STEP and Mi-Access, 9th and 10th grade PSAT, 11th grade SAT and Work Keys, WIDA English Language Learners Assessments, and K-2 pilot assessments are in the final preparation stages for students to take. Students will demonstrate their current level of understanding as it pertains to the State of Michigan Curriculum Standards. Teachers, administrators, and Board of Education members remind parents that results of these assessments help to guide the professional development and school improvement process for the Hartland Consolidated School District. While we anticipate that our students will show academic growth over last year, we understand that information from the analysis of student scores will provide direction on where to focus teaching and learning strategies for the following school year.

We ask that parents help us in our effort to remain a “premier school district of choice” by taking note of the assessment schedule and making sure that your children get a good night’s sleep and a healthy breakfast each and every day that they attend school, especially on assessment days. The following is a general testing schedule. However, each school will provide a specific schedule for their students.

Assessment	Week Beginning																			
	2/8	2/15	2/22	2/29	3/7	3/14	3/21	3/28	4/4	4/11	4/18	4/25	5/2	5/9	5/16	5/23				
M-STEP Grades 5, 8, and 11										3 weeks										
M-STEP Grades 3 and 6												3 weeks								
M-STEP Grades 4 and 7														3 weeks						
MI-Access Alternate Assessments										7 weeks										
College Entrance: SAT with Essay										4/12 only		4/26 only								
Accommodations Testing										4/12-4/15		4/26-4/29								
Work Skills: ACT WorkKeys										4/13 only		4/27 only								
Accommodations Testing										4/13 – 4/27										
PSAT*										4/12 or 4/13		4/26 or 4/27								
Accommodations Testing										4/12 – 4/27										
WIDA ACCESS for ELLs 2.0	7 weeks																			
WIDA Alternate ACCESS for ELLs	7 weeks																			

* Schools can elect to administer the PSAT test to 9th graders on one day, 10th graders on the other day, or test both grades on the same day. As long as all students in the same grade are tested on the same day, schools can choose which date works best for them for both the initial test dates and the makeup test dates.



Math Corner

by Ethan Hawker



Students
Wipeboarding
in Donita
Baker's
2nd hour



Mathematical Practice #6 - Attend to Precision

“I can review my calculations and strategies to see if they are correct.”

Precision is key to mathematics. Precision in solutions, graphs, explanations, vocabulary, procedures, use of symbols...it's all part of mathematical precision. We need to, as math teachers, encourage and model the precision necessary to be a proficient mathematician.

Vocabulary is a huge part of mathematics. As math teachers, we need to look for opportunities to use the proper mathematical vocabulary for a given concept. We should not shy away from the “tough” words. These are the building blocks for number sense and for entry into higher mathematics.

Speaking of Precision: Nix the Tricks - Lose the Shortcuts

Are shortcuts good for math education? Does a shortcut solve the problem for the week for the student but create problems for the future? I've been struggling with this idea a lot lately and I ran across a very interesting website - <http://nixthetricks.com/>. The claim is that shortcuts do more damage than good in the long run. For example, when we teach “cross multiply”, do students really understand mathematically what is going on? Will they be able to use that technique in more advanced instances? Can they distinguish between when this can be done and when it cannot? Lots of great thought provoking questions are asked and presented. Confession to make, I have used many of these shortcuts in my teaching and there are some that I still do use (I'm going to try to weed those out of my vocabulary).

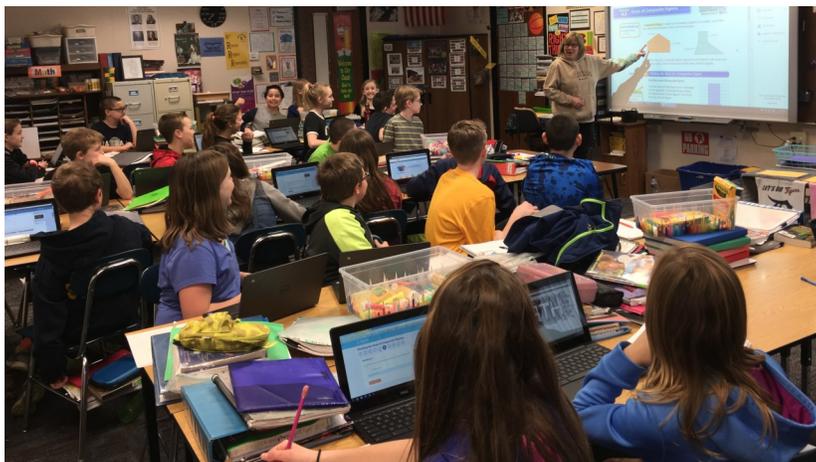
I strongly encourage you to check out the website - <http://nixthetricks.com/>. There is a free downloadable “book” that has about 50 examples of shortcuts (for all levels) that should be avoided and how they can be replaced with factual mathematics. Please take some time to think about what you do in class and whether the shortcuts are only aiding students in the short term.



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

by Margaret Mead

*Cindy Drafta
at Farms
and her
4th hour
Math class*



Michigan College Access Network Update

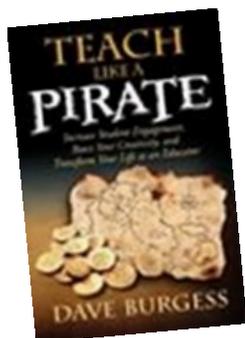


In the December-January Curriculum Newsletter, Mrs. Erica Empie, Counselor HHS, shared the success of Hartland High School’s College Application Week (CAW). Recently, the Michigan College Access Network released state-wide results that help put Hartland High School’s success into perspective.

- *98% of HHS seniors participated in CAW activities versus 81% of all Michigan high school seniors.
- *31% of HHS seniors submitted their first application during CAW week versus 66% of Michigan seniors. (This indicates that our seniors are well ahead of the application process by October)
- *19% of HHS seniors will be the first in their family to attend college versus 46.5% of Michigan seniors.

Ultimately, Hartland High School would like to see 100% of our seniors apply to college, trade school, the military, etc. and earn a high quality degree or credential by the year 2025 while the State of Michigan goal is 60%. Approximately, 52% of HHS graduates (Class of 2009) earned a high quality degree or credential within six years of high school graduation compared to 35% of Michigan graduates (Class of 2009).

Parents, grandparents, neighbors, friends, teachers, and anyone else with influence over our young learners can help with our goal by continuously engaging students in conversations around the benefits of obtaining a high quality degree or credential upon graduating from high school. The doors that open up can and will make a big difference in the lifestyle of future generations.



Professional Presentation Review

by Chuck Hughes

“TEACH LIKE A PIRATE”

A few weeks ago, I had an opportunity to attend a session with Mr. Dave Burgess who shared his thoughts behind *teaching like a pirate*. Dave is a History Teacher in San Diego, California and has authored or co-authored a number of books about this topic. Mr. Burgess shares that he teaches all students, however his largest caseload centers on the lowest achieving students in his school. He shared how *teaching like a pirate* simply means “teaching with a willingness to take risks to engage students while using hooks to grab their attention.” He shared that his biggest rewards come from transforming his classroom into an environment where students experience learning versus simply reading or taking notes as the mode of learning. Dave shared that there are certainly days where he does not feel like teaching the content. On these days he digs into his professional passion for teaching and learning and uses time in class to connect learning to his personal life, his personal feelings about relevant topics, and to engage in conversations with students about what he calls Life Changing Lessons or LCLs. This could be topics about character development or current events.

What most impressed me about Mr. Burgess was his continued reference to “passion.” He talked about how he shares his personal “outside of school” passions with students and how by doing so he makes relationship connections that would not happen without opening up. He talked about how he transforms his classroom into living experiences for students depending on the curriculum being covered. The most intriguing conversation he had with the audience was about how he is tired of teachers stating that they cannot believe that administration or the state expect them to teach literacy when they teach other important content. Mr. Burgess shared that he feels it is everyone’s responsibility to teach literacy, math, science, art, wellness, music appreciation, etc. in every class. Examples include integrating music into the classroom consistent with the time period and providing all students an open door to creatively share learning through multi-media, art, etc. He shared how he uses excerpts from books such as the “The Jungle” by Upton Sinclair to connect social studies with human health and wellness issues during his progressive era unit.

What I really appreciated about Mr. Burgess is his sincerity and passion for creating relationships with students that enable him to bring the classroom alive thus providing an engaging environment for student learning. You can follow Mr. Burgess on Twitter @burgessdave.



Grants Help Students Succeed

Most school stakeholders do not realize how important grants are to ensure that our students have opportunities to succeed. During the 2015-16 school year the district has taken advantage of grants to fund a number of educational initiatives.

31A “at risk”: The district will receive \$379,383 to fund Reading Recovery / Reading Support in each of our elementary schools. These programs work to ensure that students are reading at grade level by the end of third grade.

Title I “at risk”: The district will receive \$124,408 to fund Title I intervention for Farms and middle school (grades 5-8) struggling learners. Students receive intervention for math, reading, and writing. These one-on-one and small group instructional opportunities are designed for intensive intervention.

Title II: The \$94,421 received under Title II supports professional development opportunities as outlined in the District and School Improvement Plans. We are currently supporting math implementation, Classroom Assessment for Student Learning (formative assessment work), Depth of Knowledge integration, and readers and writers workshop through this grant.

Title III: Funding to support English Language Learners is now available through Title III as the district reached out to our Washtenaw and Livingston County peers to create a Consortium to help garner dollars for this work. Currently, HCS is eligible for \$2,640 to support ELL Professional Development.

Hartland Cares Early Literacy Grant: The district applied for and was awarded \$54,780 to support the training of eight (8) teachers in Reading Recovery. The district supports this work as we believe that the more teachers who learn the reading strategies behind this nationally recognized effective best practice program, the better off we are in terms of intervening with struggling readers.

FIRST Robotics Grant: The middle school and high school FIRST Robotics teams worked with the curriculum office to garner \$6,100 to \$15,100 to support the robotics program. The base grant covers coaching stipends and registration fees with the ability to earn an additional \$4,000 for state competition and \$5,000 for national competition.

Science Olympiad Grant: Hartland High School teamed up with the curriculum office to apply for and receive an \$800.00 grant to support student competition.

If you add all of these up, you will find that grant dollars (which could be gone next year) account for approximately \$671,432 of our programming budget. These dollars are extremely important to make certain students are provided opportunities to be successful.



Over the course of the past two years, Hartland Schools has applied for and received a number of Technology Readiness Infrastructure Grants (TRIG). The TRIG program was instituted by the MDE in an effort to help school districts prepare for required online M-STEP tests.

In order for districts to qualify for TRIG, it was necessary for them to perform a number of tasks including detailed reporting of current test readiness, agreement to participate in online test pilots, and agreement to participate in all surveys pertaining to TRIG and the online test pilots. Shortly after the grants were announced, the Curriculum and Technology Departments in Hartland began working to ensure Hartland Schools was positioned to qualify for this grant money. Entering all our testing device data, keeping it updated, and calculating the precise available bandwidth for each building, while time consuming, was completed and well worth the effort.

Each of the first three rounds of these grants offered \$10 per student for qualifying districts. To date, Hartland Schools has received just over \$180,000 in TRIG and incentive monies. This money has been used to purchase 15 Chromebook carts, 485 Chromebooks, mice and headphones to assist with online testing. These carts are housed at our elementary buildings and Farms during non-testing times, where we have a lack of labs but a significant need for devices, and are transported to buildings where needed during testing times.

While there was no indication that TRIG would be continued beyond round 3, in October 2015, it was announced there would be yet another round. In December 2015, we did apply and qualify for TRIG round 4. Due to a decrease in overall State funding of the grant, the estimated per pupil allocation for round 4 is about \$7. Currently we plan to purchase additional Chromebooks, carts, mice, and headphones for testing with this additional allocation once we receive funds and the Statewide purchasing window opens.

Websites of Interest



http://www.readworks.org/rw/biographies-and-profiles?utm_source=Email&utm_medium=Email&utm_campaign=2.16.16%20bio

Many biographies to help with connecting content to real experiences

http://www.resa.net/downloads/science_pd/curriculum_20150708_093829_1.pdf

Wayne RESA Science Curriculum Planning Document with supporting documents

<http://www.socialstudies.org/c3/implementingforleaders>

National Council for Social Studies on implementation of the new C3 Social Studies Standards with supporting documents

<http://www.NEAHealthyFutures.org/Blog>

Weekly healthy news, resources, and other useful information on wellness, mental health, and student health

<http://www.careertech.org/webinars>

Warehouse for presentations on CTE programming, employer engagement, and CTE as a STEM strategy



HARTLAND HIGH SCHOOL EARNS ACCREDITATION



Congratulations to Hartland High School as they earned AdvancEd Accreditation. AdvancED is the global leader in providing continuous improvement and accreditation services to over 32,000 institutions serving 20 million students worldwide. Mr. Dave Minsker, Principal, and his staff hosted an external review team that reviewed school improvement goals, effort, and effect. The team was looking for education quality and powerful practice implementation. This team interviewed 115 stakeholders including Board of Education members, support staff, teachers, students, and parents during their two-day visit. While on location for only two days, the accreditation process started much earlier in the year with the submittal of documents supporting Hartland High School’s improvement efforts over the past five years.

The team recognized Hartland High School for the Reason, Respect, and Responsibility program, noting it was a determining factor in the respectful behaviors that students displayed during their visit. They also noted that the environment feels like “home” as students feel safe and enjoy a clean and structured environment. The team also recognized the work being done in creating a standards-based grading system as a means of reflecting what students actually know and understand. While many of the comments from the visitation team were positive, they also have the responsibility of collaborating with school stakeholders to identify areas where work can be focused in the hope of seeing improved performance. The one area noted for focus was in continuing the strong work already started in addressing the gap in learning between the highest achieving 30% and the lowest achieving 30%.

The final external review score was 316, compared to the national average for external reviews of 278. The entire Hartland Community should be proud of the premier learning environment established and verified by AdvancED at Hartland High School.

