



HARTLAND CONSOLIDATED SCHOOLS

CURRICULUM NEWSLETTER

April 2017



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Important Dates in April

- 4:** Instructional Rounds at Farms
9:00-11:30am
- 5:** Algebra 1
7:30-10:00am at the Middle School
- 6:** Instructional Rounds at Farms
9:00-11:30am
- 10:** CogAT Testing begins (select 1st graders)
- 13:** Grammar Study, Day 2 at Farms
8:00-8:35am (optional)
- 14:** No School Students or Staff
- 18:** CASL Training, Cohort 4 at LESA
- 20:** Curriculum Ad Staff
9:30-11:30am in the Special Ed.
Conference room
- 25:** CASL Training, Cohort 3 @ LESA
(if needed)



With M-Step, SAT and Workkeys coming up, please remember to create a conducive environment to maximize student success.

Farms First Lego and Robotics Club Highlighted at Board of Education Meeting



Farms Intermediate students were able to show off their engineering, math, and programming skills at the March Board of Education Meeting. The students shared how they learn cooperation, leadership, teamwork, collaboration, research strategies, sportsmanship, and COOPERTITION as gracious professionals in the field of robotics.



Kindergarten Orientation



We had a standing-room-only Kindergarten Orientation. There were some very excited children!
Thank you, Scott VanEpps, for organizing this.

MCAN Recognizes HHS Counselors



The Michigan College Access Network recognized Erica Empie (starting third from left), Jodi Wilson, Heather Borst, and Helen Kenney for their tireless effort at making the attainment of a post-secondary credential a priority with the Steward Award on March 13, 2017. Dave Minsker, Principal, Kate Gregory, Assistant Principal, and Chuck Hughes, Superintendent, were honored to attend the awards ceremony.



Technology

New Website Template Coming Soon

Since August 2016 there has been a significant nationwide push in K-12 education to make school district, building, department, and teacher websites ADA compliant so those with disabilities can easily gain access to content. Several grassroots organizations have been participating in campaigns filing complaints with the Office of Civil Rights (OCR). Hartland had a complaint filed with the OCR (as have many school districts in the county and across Michigan), and in response, we have launched a massive effort to make our websites more accessible. While many of the issues revolve around the content of our sites, there are some issues with the template itself.

The HCS Tech Staff has been working with our website hosting solution, Catapult K-12, and is in the process of building a new website design that will be launched very soon. This new design has the added benefit of being mobile device compatible, which will make it much easier for district constituents to gain access to information while on the go.

We will be setting up training sessions in the near future to help those who post content for your building, department, or classroom on the website to ensure that content is ADA Compliant using the OCR recognized WCAG 2.0 Compliance Standards. In the meantime, anyone who posts content to Catapult K-12 should check with Stacie, Michele, or Scott to ensure anything new posted to your website is ADA compliant.

The image below is an early mock-up of the new template.

High Contrast | A-Z Site Map DISTRICT | SCHOOLS | LANGUAGE | Like 3K SEARCH SITE | QUICKLINKS | 810.626.2100

Hartland Consolidated Schools
"Teaching For Learning, For Life"

Home About HCS Board of Education Departments Parents Community Contact Us

Eaton Redford Russano Dennis Tocalis

Welcome to Hartland Consolidated Schools!

School News

2016-2017 Teacher of the Year
Rob Jellison

Event Calendar

MAR 01 FIS - March Is Reading Month!
12:30 pm - 1:30 pm

MAR 23 Round School Auction/Lip Sync



Technology (cont.)

Projector Filter

Have you been cleaning your projector filter for your data projector on a regular basis? If not, please set a calendar reminder to do so once a month. This will help keep your lamp cooler and lasting longer.

Turning Projectors Off

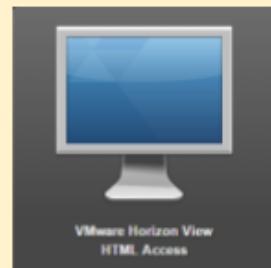
Remember, if you are not going to be using your projector for more than 10 minutes, please turn it off. If you will be using it within 10 minutes but not all the time during that time, please press the AV/Mute button to blank the screen and reduce the usage of the lamp.

The lamps cost \$100 each. Please be absolutely certain prior to leaving each day that your projectors, computers, and Elmos are turned off to conserve electricity and lamp life. We have noticed recently a number of projectors, computers, and Elmos left on overnight and during the weekend. If there are multiple computers in your room, please be sure to check them all.

Thank you very much.

Your Tech Staff

Staff can access a school computer from home. Simply open a web browser from any computer and browse to <https://mypc.hartlandschools.us/> and click on the icon that says VMware Horizon View HTML Access.



Log in with your school computer UserID and Password. Save ALL your documents to your "H" drive or Google Drive and you will have access to everything from home.

SMART Board Troubleshooting

If you start having difficulty with touch or writing on your SMART Board, your first step in addressing the issue is to be sure that nothing is hanging around the edges of your board. Items hanging off your board can affect the cameras from "seeing" what is supposed to be touching the surface of the board, giving the impression that touch or writing on the board is not working properly.



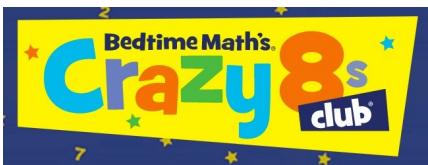
Math Corner

by Ethan Hawker



A couple of months ago I was talking to Lisa Villar at Lakes. We were working with some of her students in 2nd grade for an IC case. She mentioned to me that she was talking with Shauna Pietila (3rd grade) about starting a math club after school for 2nd and 3rd grade girls. They had identified girls that were trying hard in class but were struggling. They were lacking skills and had obvious gaps in their math fundamentals.

Well...I recalled a website that Matt Johnson (High School Math) had shared with me back in September: bedtimemath.org. It's a great resource to share with parents and I talked about it at a couple of PDs in the fall. There is a Math Club curriculum that they promote and it's completely free (Crazy 8's Math Club). One thing led to another and I stopped in on March 20 to watch week #3 of Math Club at Lakes. Five teachers working with 20 girls after school. It was amazing! The girls were talking, laughing, smiling, and having a great time...and stretching their math knowledge. It really was special. Those are some lucky girls and I can't say "thank you" enough to Lisa and Shauna (and the rest of the Lakes crew) for identifying the need and, more importantly, acting on that to put together something so amazing for our struggling students. I encourage other buildings to check out the program. Maybe it could work for you as well. Let me know if you have questions or if you want to brainstorm ways to make this happen in your building.



Students at Math Club at Lakes Elementary



Your Math Time

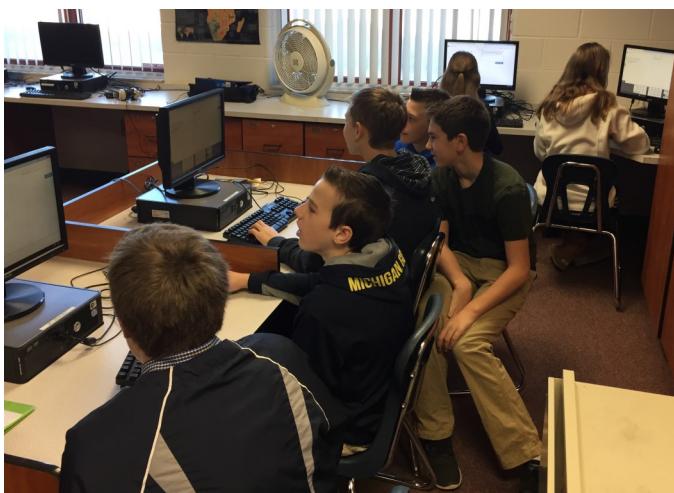
I know we don't have as much time as we would like to teach math. We are all given one block of time with our students each day to "do math" and it never feels like enough. I wrote about this last month and I'm mentioning it again because I really want to continue to encourage teachers to think creatively about how they are using their chunk of math time. It is your time and you control it. Are students doing math? Are you pulling small groups to work with your struggling students? Are you finding opportunities for your strong students? Time is both our enemy and our friend. How are you using it? Be creative and find ways to get your students doing math and for you to spend time with your students.

Challenge of the month: Pick a day next week...identify a group of students that are struggling and schedule time on that day to meet with them to discuss math. Maybe it's a small group, maybe it's one-on-one, maybe it's a recap of the day's lesson, or a review of yesterday's material. I don't know how it looks, but I challenge you to start your lesson plan with this chunk of time in mind and let the rest of the plan fill in around it. *Extra Credit Challenge of the month: Do it again the next day!*

As always, please email, call, or catch me in the halls if you want to talk math and teaching.



March
Math Stars
at Farms



Highly Capable
Cluster
at the
Middle School



Teachers Learn How To Educate Through Music

by Beth Maurin, Kindergarten Teacher at Lakes



Several Hartland teachers, grades JK-6th, have been studying Education Through Music (ETM) this school year. Madeleine Atreo, Gina Boyd, Lori Clay, Lisa Dennis, Lindsay Howe, Jenny Hull, Deb Lonergan, Tracy Redford, Rebecca Spiker, Michelle Zielinski, Beth Woodbury, and Beth Maurin have met for six evenings and three Saturdays (a total of 30 hours of study) throughout this school year.

ETM is an artful way of teaching through song and play to open children up to learning, creativity, and joy. In the study, teachers are learning the neuroscience behind play and how it relates to academic

learning in children. The song experience games in ETM promote self-regulation, stabilization, language development, cognitive challenges, creativity, social interaction, and respect for self and others.

On Thursday, March 2, they gathered at Lakes to participate in a half-day instructional round to dig deeper into the study. Master teacher and executive director of the Richards Institute, Marie Butler, visited from California to teach Education Through Music with children in JK, first grade, and third grade. Teachers observed children opening themselves up to play and creativity while developing spatial awareness, language skills, cognitive development and impulse control. The experience provided a powerful insight into the art of teaching through play, movement and song. As they gathered for the last course sessions, they discussed how to move from the experience of play to the symbolic representation of the play experience and how it relates to literacy development. Teachers left feeling inspired, motivated and empowered to make a difference in the lives of students. It is for these reasons that teachers come back year after year to continue the study of ETM.

***Too often we give children answers to remember
rather than problems to solve.***

~by Roger Lewin



The Lit Bit

Jenna Furr
Literacy Coach

Jenna's hours:
Wednesdays
Thursdays (am)
Fridays

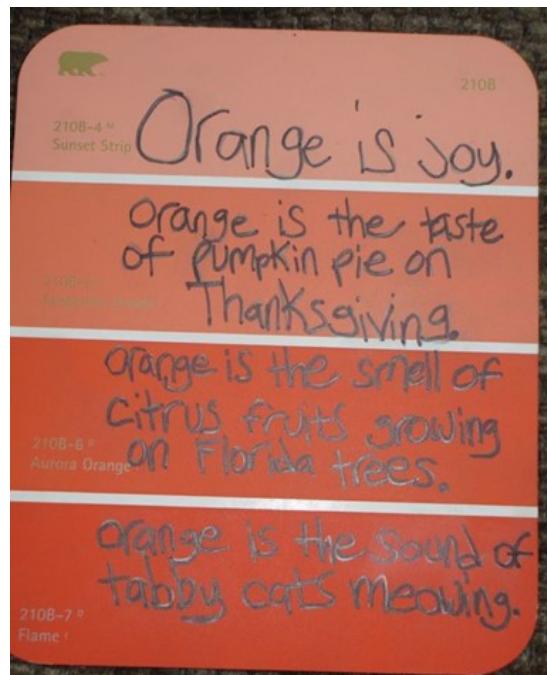
As March is Reading Month comes to an end, it is time to celebrate poetry. Here a few ways you can bring the joy of poetry to your classroom...

IDEAS FOR THE CLASSROOM

Read a Poem every day: You can keep track of your poems on a giant calendar. You could put students in charge of bringing in a favorite poem for the wall.



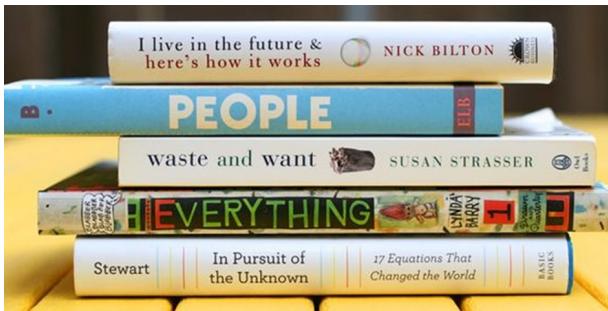
Color Poems: Not only are paint chips free, but this could be a fun "I'm Done" activity for students to do independently during down time.





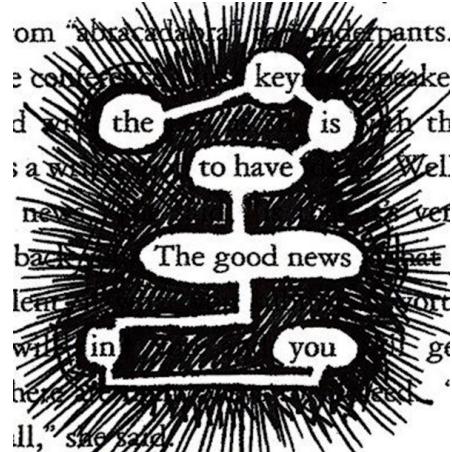
IDEAS FOR THE CLASSROOM

Spine Poems: Have students create a poem using the spines of a handful of books. This would be a great small group activity.



Black Out Poetry: Using newspaper clippings or pages (copies) from books, students create poems locating some anchor words and then playing with the available words to see what kind of phrases they can string together. Once happy with their poem, draw a box around each word with a sharpie and color in the rest. New York Times has articles already available to do this work digitally. Check it out at the link below.

<https://www.nytimes.com/interactive/2014/multimedia/blackout-poetry.html>



Haiku Book Reviews: Students can share their thoughts about a book they just read through writing haiku book reviews.

Blink by Malcolm Gladwell

**Quick as a wink
we make substantial decisions
but how do we know?**

IDEAS FOR TEACHERS

Participate in National Poem in Your Pocket day on April 27, 2017.

<https://www.poets.org/national-poetry-month/poem-your-pocket-day>

Sign up for Poem a Day and read a poem each day.

<https://www.poets.org/poetsorg/poem-day>

Sign up for Teach This Poem, a weekly series of lesson plans for k-12 teachers.

<https://www.poets.org/poetsorg/teach-poem>

**I would love to see pictures of the work you have done
to celebrate Poetry Month in your classroom!**

**Please send photos to
jennafurr@hartlandschools.us**



Scholastic Reading Inventory Upward Trends

Grade	Winter 2010-11	Winter 2011-12	Winter 2012-13	Winter 2013-14	Winter 2014-15	Winter 2015-16	Winter 2016-17
8	1044	1052	1067	1046	1068	1092	1123
7	1045	993	1013	1039	1020	1056	1069
6	939	953	968	938	983	982	1001
5	832	899	847	882	860	893	906
4	699	750	734	693	718	748	740
3	488	637	533	547	383		

This graph shows average SRI scores for students during the winter testing cycle beginning in 2010-11. If you follow one group as the example shows above, you will see a positive trend for SRI scores.

As a district, our investments in classroom libraries, Reading Recovery, Instructional Consultation Teams, and Reader's Workshop may be making a difference.

What do you see in the data?

SPRING

Websites of Interest



[http://www.readworks.org/rw/science-articles-text-based-questions-0?
utm_source=Email&utm_campaign=3.13.17%20Science%20Articles%20test](http://www.readworks.org/rw/science-articles-text-based-questions-0?utm_source=Email&utm_campaign=3.13.17%20Science%20Articles%20test)
Science based text K-12

https://www.opened.com/search?offset=0&standard_group=next-generation-science-standards
Next Generation Science classroom resources including videos, games, and assessments



Social Emotional Learning

by Scott Storey

Re-Fueling Stations

Ever feel like you are running out of energy or can't handle one more thing being added to your day?

Increased expectations for achievement, and maintaining personal grit, all while displaying empathy towards others, can be a struggle for staff and students. Consider the idea that we all have a Cognitive Fuel Tank. Keeping and filling that tank will help increase energy levels and academic/personal achievement in both staff and students.

Possible characteristics and responses:

Tank	Staff	Students
Full Tank	Productive, flexible to ideas/plans	Alert, attentive, following directions, productive and flexible
$\frac{3}{4}$ Tank	Productive, beginning to feel that time is going too fast, thinking about things that need to be done that may not be a priority.	Similar to above but less focus and productivity.
$\frac{1}{2}$ Tank	Productivity is less, overwhelmed with the amount of things that need to be done, questioning ability of self and having a narrowed vision of what is happening or needs to be done.	Makes initial attempt at following directions but he/she is off task and needs frequent prompts to stay on task. Starting to get motor active, mildly agitated and showing signs of impulsiveness.
$\frac{1}{4}$ Tank	Looking at time as how much I have left, productivity and expectations become secondary.	Onset of loud and disruptive behaviors. Blatant defiant behaviors (shutting down, task refusal, withdrawing from activities or peer groups).
Low Light	Finding alternatives to what needs to be done/expected, lost focus of what is positive or good.	Aggression towards others- quick & short episodes.
Empty	Questioning purpose or value, putting personal wants before others.	Full-blown meltdown (aggression towards self/others, increased absences, skipping class, taking unhealthy risks-drugs, alcohol, negative peer groups).

Many classrooms and schools have incorporated the idea of having Re-Fueling Stations. These look different depending on the grade or building. The purpose of these stations/times is to increase the production of dopamine and serotonin levels (feel good and calming brain chemicals). Also, providing students with more independent, successful opportunities in their day as well as increasing the likelihood to handle difficult or undesired activities or tasks that may occur.



Social Emotional Learning (cont.)

Examples of Re-Fueling Stations or Times

Students are given a set time to use these stations or times. Depending on the age or where the student's tank is, quick discussions of how long they think they may need take place (this often helps to empower students and provide teachers with choices for students).

Elementary

- Areas are often set up in a low light, secluded spot in the room with a pillow/bean bag
- Activities: Hands on constructive building activities (Legos, Playdoh), fun learning books, mazes, coloring books, drawing, high interest books/maps

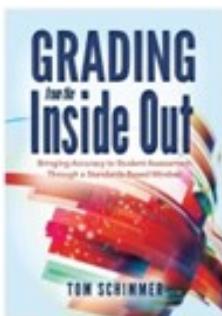
Secondary

- Music, art (drawing), teacher assistants/run errands (leadership roles), computer/electronic technology

Staff

- ICT teams
- Getting outside of your classroom or normal routine (quick walk, observing another staff member/class)
- Staff member you can talk to about something other than school
- Displaying personal interests in your classroom (family, skiing, baseball, vacations)
- Setting aside parts of your day for you--not your students (lunch, part of prep, ride to and from school)
- TGIF activities with staff even when you feel you have no time





Book Review

by Chuck Hughes

As the district continues to shift grading practices toward a more standards-based approach, one of the key initiatives is to train more teachers within the Classroom Assessment for Student Learning (CASL) framework. Last month, I shared that by the fall of 2018 we will have had roughly 49% of our teachers go through the CASL training that the Washtenaw ISD and Livingston ESA have teamed up to provide.

This work, along with the work of our teachers to create standards-based report cards in grades K-6 ELA and math, seems to be creating a culture that engages students in their own assessment of learning, which is our end goal.

This book was provided to the CASL Cohort educators (leadership team) as a resource for better understanding grading and the need to look deeply at what a grade actually means. The author, Tom Schimmer (Solution Tree, 2016), does a fantastic job of connecting formative (informational) assessment with the practice of grading with a standards-based mindset. He shares his feelings on how practice (formative assessment) should never be graded and how mixing behavior concerns into the academic grade is clearly a recipe for reporting grades that are not accurate.

Mr. Schimmer also provides words of wisdom to school administrators with such comments as “shared leadership is not the same as no leadership; principals can’t be afraid to take definitive positions that support the research and sound assessment fundamentals. They should clarify which practices they can and cannot support – not as a way to be authoritative, but as necessary to identify those grading routines that are no longer useful.”

The author spends time sharing insights into poor grading practices, mixing the behavior of students into the academic grade, homework practices, formative assessment as practice, and standards-based grading. He caught my attention when he stated “students don’t understand less about a topic because they hand their teacher something a few days after it was expected, but if we lower the students’ scores, that’s exactly what we communicate.” After reading this, for some reason I thought about how some teachers give extra credit points for bringing in classroom supplies or attending a school play (not related to the content). What message do we send with this practice? Mr. Schimmer provides a six point litmus test for teachers to use to decide if homework is an essential part of the learning experience:

1. Is it learning centered?
2. Is it necessary?
3. Is it reasonable?
4. Is it high quality?
5. Are the students ready?
6. Were the students involved?

If you have a desire to engage in a personal discussion with yourself about the topics shared above, I would recommend that you pick up this book and analyze your current practice.