

HARTLAND CONSOLIDATED SCHOOLS CURRICULUM NEWSLETTER

August/September 2024



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August

- 1 Creekside & Village Kindergarten Screening
- 6 Lakes & Round Kindergarten Screening
- 7 New Teacher Orientation
- 12 District Welcome Breakfast / Staff Meetings
- 13 Full Day Professional Development
- 14 First Day of School 😊
- 23 DLT Application Deadline
- 30 NO SCHOOL - Labor Day

September

- 2 NO SCHOOL - Labor Day
- 9 County AI Task Force
- 10 County Science Leaders
- 11 County Principals Networking
- 12 County Math Leaders
- 13 County Instructional Coaches Meeting
- 23 County AI Task Force

Building on our “Systems of Support”

by Dave Minsker, Assistant Superintendent of Curriculum and Instruction

Welcome Back! I hope everyone had a relaxing and fun-filled summer, refreshed and ready to continue our passionate work of educating students as part of our Hartland School family.

As we continue our mantra of “**Give To All, Gains For All**”, we have focused on providing high end instruction and resources for ALL students. As an intervention-based district, we will continue to provide the best learning environment and intervention structures for our students. Intervention is our name of the game, and all of you play an important role in this effort. We focus on providing intervention opportunities in the classroom, and provide building wide intervention systems that affect ALL students. We do our best to give all students at least 2 interventions a day in areas they struggle in. The most at-risk getting 3 a day. This takes a lot of structured collaboration and an intense effort by all of us to create this intervention strong culture for our students. This school year we will focus on the following areas to achieve this goal:

- ◆ Build on a targeted, ingrained, and scheduled system of support.
- ◆ Ensure a solid plan for each intervention tier so no students are missed.
- ◆ Create a collaborative, intervention-based culture focused on student growth.

Have a successful 24-25 school year! I look forward to seeing everyone soon! Go Eagles!!!

HCS Mantra

To achieve student academic growth and proficiency through creating a high level instructional coaching culture to support our capacity to teach and learn at a high level, which includes creating strong MTSS intervention systems within our classrooms and building-wide.

District Leadership Team

Teachers wishing to apply for the **24-25 District Leadership Team (DLT)** may submit a letter of interest to **Dave Minsker** no later than **August 23, 2024**. If chosen, expectations as a member of the team include:

- ◆ Build leadership capacity in DLT members and involvement in leadership experiences.
- ◆ Represent your building on Professional Development, Curriculum Initiatives, Technology Integration, Instructional Strategies, and other similar topics.
- ◆ Solicit input from all employees in your building, as well as bring information from the DLT back to your staff. Communication is extremely important to the success of the DLT. Professional development initiatives are discussed and decided at the DLT meetings; therefore, communication with all staff is critical.
- ◆ Attend DLT meetings (1 per month) and Building Leadership Team meetings (1 per month), unless more is needed with agreement of all team members. These meetings are above and beyond the four required monthly staff meetings.
- ◆ Serve as a liaison between staff, building administration and the Curriculum Department.
- ◆ Plan and implement department/building meetings after consultation with the principal if requested by the principal.
- ◆ Work with building administration to plan and schedule balanced Professional Development that is representative of the needs of staff and administration.
- ◆ Assist in the coordination and logistics of building PD, as well as any other PD requested by the Principal.

Stipends are 4% at the BA Step 1 level. Meetings will be scheduled ahead of time and will be held in the Professional Development Center at the HESSC building from 4:30-6:00 p.m. once a month.

Staff may apply for one of the following DLT representative positions:

Round Elementary:	2 positions	High School:	1 ELA position
Lakes Elementary:	2 positions		1 Math position
Creekside Elementary:	2 positions		1 Science position
Village Elementary:	2 positions		1 Social Studies position
Farms Intermediate:	3 positions		1 World Language position
Ore Creek MS:	4 positions		1 Special Education position
			1 Art/Music/PE/CTE Position

Please be specific as to which position you are interested in interviewing. **The hope is to have the DLT filled by August 29, 2024.** The selection process will include an interview with the principal and Assistant Superintendent for Curriculum and Instruction, as well as a vote by buildings/departments. The voting process will be anonymous and run by the building principal. If you have questions about the nature of the position and responsibilities, please talk to an HEA building representative or call Dave Minsker at x2114 and we will be happy to answer any questions.

Ongoing Professional Development

On-going professional development for teachers and staff will occur during the district's 18 (1-hour) Early Release Friday sessions and 2 (6-hour) full PD days. Only these hours will be eligible for SCECH's under the district plan required by the state. Please remember that teachers are required to earn SCECH's for their certification renewal. Districts must offer 30 hours of SCECH's during the year and keep track of your hours earned.

The district will submit the hours you earn to the state, and the SCECHs will show up in your MOECS state account. Stacey Motz serves as our district SCECH Coordinator and will be responsible for submitting the hours to the state. Please be sure you know your PIC# so you can sign out at the conclusion of your PD session. For Early Release Friday PD sessions, the participant documentation will be sent to the state at the end of the day on the following Monday. After that it is too late, so please be diligent with signing out after your session.

All other SCECH opportunities provided within the district will require applying separately to MDE and getting state approval. You may see some additional opportunities come up through the school year as in the past, such as some MTSS building teams, coaching PD's, etc. Other than these possible in-district opportunities, there are always workshops and conferences outside of the district by organizations that offer SCECH's for attending. Your SCECHs would come directly from those organizations, not Hartland Schools.

The 30 hours of district PD time will be used for goals and focus areas determined most important for our district and individual buildings. Last year's DLT representatives worked hard to provide PD relevant to your building needs. The following district professional development topics will include, but are not limited to:

- ⇒ Best Practice Instructional Strategies
- ⇒ Technology Instructional Strategies
- ⇒ Grade Level/Content Area Curriculum and Assessment Revision/Alignment
- ⇒ School Improvement Goal Monitoring
- ⇒ Student Analysis to Drive instruction/Interventions
- ⇒ School Climate and Culture
- ⇒ MTSS and Social Skills Best Practice Instruction and Strategies

Multilingual Moment

by Sara Rainwater, ML Coordinator

Did you Know?

ML student **eligibility** for 2024-2025 is based on the annual **WIDA 2024 ACCESS assessments**. We had 96% of the Hartland ML students testing at level 3 or higher and demonstrating progress on the WIDA assessment. Thank you to all the wonderful teachers that played an important and collaborative role in the growth of our multilingual learners. Great job! :) ~ Sara

Updates & Reminders

***Individualized Language Development/Accommodation Plans:** Excitedly, 2024-2025 will provide all ML students with language development plans that identify goals and accommodations specific to the student's English proficiency levels. Together, ML and classroom teachers ensure English development and access to content through these plans. This is a great way to work collaboratively and have consistency for our ML students.

*** 3 Year MDE ML District Evaluation/Program Development:** In accordance with the MDE's new Multilingual Learner District Evaluation Systems' Processes, we embark on a 3 year process of strategic evaluations specific to multilingual students. This may include surveys, additional data collection, and/or posted notifications. Stay tuned and thank you! :) Have a terrific start to the school year!

Superintendent's Corner

by Chuck Hughes, Superintendent



THE
PUBLIC
SCHOOLS

EDITED BY
SUSAN FUHRMAN
MARVIN LAZERSON

Welcome back to another school year that is sure to be exciting! Over the summer, I had the urge to revisit the purpose of public education. In my search for something to help me with this need, I picked up the book “**The Public Schools**”, edited by Susan Fuhrman and Marvin Lazerson, *Oxford University Press*, 2005.

The book presents a series of essays on public schools, and centers on the need to support a democratic society. The essays cover many topics, including some of the following:

- * separation of church and state
- * A Nation at Risk: the Imperative for Educational reform report from 1983
- * the creation of comprehensive high schools
- * the involvement of the federal government within public schools
- * democracy and the common good
- * challenges for public schools
- * civics education and democratic discourse
- * the purpose of Board of Educations
- * civility in society
- * the formation of teacher unions
- * the difference between industry and schools
- * leadership needs of employees
- * a focus on Math and ELA per No Child Left Behind

I was drawn to the view regarding the differences between industry and schools: “Like the factory, schools have supervisors and subordinate workers, bound in a formal, hierarchical work relationship. However, unlike workers on the assembly line, teachers necessarily must exercise discretion in their work if they are to do their job well. This is largely because the “raw material” of schooling – students – are varied and unpredictable, while the process of pedagogy is far more difficult to specify than are the tasks of skilled workers on the assembly line.”

This reminded me of Jamie Volmer’s blueberry story in “**Schools Cannot Do It Alone.**” He shares how a teacher called him out when he was lecturing about schools and how they need to run like businesses (*I paraphrase in this example*). The teacher asked him what he would do if a shipment of blueberries were rotten. He responded, “Send them back.” The teacher then stated, “We do not send our children back, we educate everyone.” Please remember that as educators, every child, without exception, deserves a free and appropriate public education and has a right to feel accepted and welcome in school.

The authors remind us that we are challenged with the “unique role in advancing a more inclusive civil society.” They share that “Many nations are struggling with where to find, and indeed how to define civil society as community action becomes more decentered.” As educators, parents, community members, etc., we cannot ignore bullying, harassment, or discrimination in any context. If we hear something or see something, we must say and do something every single time, without exception! We are invincible when we act together for the good of our students!



The Lit Bit (K-6)

by Monique Alberts, ELA Instructional Coach, K-6

Hi all! We are officially in that “Sunday night” feeling of summer. I hope this first newsletter of the 2024-2025 school year finds you rested, rejuvenated and ready to get back in the swing of things!

Welcome to all our new teachers across the district! I hope you find these newsletters to be helpful in guiding you with everything ELA. Below are just some friendly reminders as we get rolling. Please don’t hesitate to reach out with any ELA questions, I am more than happy to support and collaborate with you!

Remember our mantra of “**Give to All, Gains for All**” as we take on this school year. Lean into each other when things get tough, and know that you have coaches here to support you. Let’s have the most EPIC school year together! Go Eagles! ~ **Monique**

Reminders!

- ◆ **Please print off your ELA pacing guide for the 24-25 school year.** You can find the updated pacing guides under the [HCS CA and Pacing Guides](#) tile in Illuminate (or through this link). The ELA pacing guides look different this year, I have worked hard to make them a “one stop shop” housing all the links and documents you need for ELA. I hope you find this helpful! Also, there have been changes to many of the K-6 pacing guides in terms of assessments or unit order. Please look it over so you are aware of any changes that have been made at your grade level.
- ◆ **Please make sure your daily schedule incorporates all the different Balanced Literacy components.**
 - ⇒ **K-2** should have Reader’s Workshop, Writer’s Workshop, Interactive Read Aloud, Shared/Interactive Writing, Phonics, and Shared Reading Daily.
 - ⇒ **3-6** should have Reader’s Workshop, Writer’s Workshop, Interactive Read Aloud, Word Study (vocab, grammar, spelling, etc.) and Shared Writing (especially when starting new writing units).
- ◆ **Grades 3-6:** Starting this school year, you will be required to give the pre/post comprehension assessments that accompany the reading units. Only 2 questions will be required (expectations are listed on the pacing guide). There is a document titled “[Targeted Comprehension Skill Work \(Grades 3-6\)](#)” that outlines the comprehension skills each grade level focuses on.
- ◆ **Grades K-5:** This year we will be focusing on all the [Literacy Essentials \(1-10\)](#) as part of the grant/stipend work. Remember all 10 modules need to be completed before the end of the 24-25 school year. I will send out dates for the virtual book club meetings by the end of the first week of school. You are required to read “**Reading Above the Fray**” and attend all 3 virtual meetings to receive your stipend. If you are a new teacher and still need your book, just let me know!
- ◆ **K-2 Only:** Please remember that we have fully adopted all the new reading units this school year! Please put the old reading units away for now (working on a plan for recycling these). You should be teaching from the new reading units only this year.
- ◆ **Last but not least...**if you have been thinking about trying a coaching cycle, this is your year to do it! I also strongly encourage you to try a coaching cycle as a grade level team, especially if you have already engaged in a solo cycle. The more people collaborating and problem solving to achieve student growth the better! Let me know if you are interested ASAP!



Literary Lessons (7-12)

by Sarah Demgen, ELA/SS Instructional Coach, 7-12



ELA and Social Studies: Texts and Contexts Similarities

Welcome back! I am returning as your coach for a fourth year (where did the time go?). I've been spending the summer watching my baby boy learn and grow every day; it is amazing! I hope that all of you have spent time with your loved ones this summer and feel rejuvenated for a new school year!

I am adding Social Studies 9-12 to my coaching work this year. For a while now, we have discussed how much overlap there is between the content areas of Social Studies and ELA. Now is our chance to work together, dive deeper into similar content area standards, and enhance assessments for student achievement.

In English, context is crucial for understanding literature, as it involves the background information that helps interpret a text. In Social Studies, context refers to the historical, cultural, and social circumstances of events or periods. The texts are what bring everyone together. I am looking forward to working with you all! ~ Sarah

Things to do to begin your school year

- ⇒ **Go into Illuminate and click the tile for your grade level.** Print out your [pacing guides](#) and write down the dates for [Common Assessments](#) in your plan book.
- ⇒ **Have a concrete classroom management plan in place.** It is much easier to start the year with a plan you will follow than to try implementing a new plan in October.
- ⇒ **Decide what your first days of class will look like and stay true to who you are.** I always started the first day with a poem or a short story. Dive into what you are passionate about and build your relationships and expectations into those pieces. I showed students that I have **high expectations** from the beginning of the year for their work ethic and behavior.
- ⇒ **Greet every student at the door during the first week of school.** It makes a world of difference when you say "hi" to your students as they are entering, and you may find that classroom management struggles aren't as troublesome.
- ⇒ **Digital Testing:** Within the first month of school, have your students log into [Bluebook](#). We spent a lot of time setting this up last spring, students should use the test practice throughout the entire school year.

Professional Development for ELA 7-12th

Thank you for completing the survey last spring! Many of you responded with "yes" or "maybe" to a coaching cycle, and several agreed to participate in every professional development opportunity. Here is what I will be offering for SCECHs this school year. Dates will be announced soon!

- ◆ Classroom Management Strategies
- ◆ Grammar/Vocab Instruction
- ◆ Book Club: *180 Days by Gallagher & Kittle*
- ◆ Book Clubs (novel studies)
- ◆ Poetry (how to include in your current units)
- ◆ Conferencing (talking with your students about reading/writing)
- ◆ Cross Curricular Studies (incorporating other disciplines into reading and writing units)

I have also offered mini check-ins, data meetings, and planning meetings. I have noted everyone who requested those for this school year. **I am currently developing a schedule and will be emailing you soon.** If you did not previously express interest or request any of these and are interested now, I would love to hear from you.



Math Matters

by Annette Macfarlane, District Math Coach

Welcome Back Math Educators! I hope you all had a relaxing summer and are energized to begin another inspiring school year. I'm thrilled to work alongside you all in bringing engaging and meaningful math instruction to your students.

This year, we'll continue fine-tuning our curriculum alignment both horizontally and vertically. My goal is to ensure smooth transitions between grade levels with your input and support. I appreciate all the collaboration to adjust last year's 5th grade pacing guide and curriculum - your experience is so valuable!

I encourage you all to visit each other's classrooms for observations and feedback exchanges. Collaborating as a team is so important for continuous improvement. Please let me know how I can best support your individual needs as educators. At the end of last year I sent out a professional learning interest form that many of you filled out. If you submitted an interest in learning more I will be reaching out to you in late August. Remember I'm here as a resource and looking forward to journeying through this school year alongside all of you. Wishing you the very best for a productive and rewarding year ahead! ~ **Annette**

Math Essentials - Essential 6

In addition to curriculum mapping and support, I will coordinate several teacher-led professional development sessions throughout the year. As you may know, Michigan has identified 10 **Math Essentials** similar to the literacy essentials. This year, our local education service agency (LESA) has made it a priority to promote awareness of the Math Essentials.

We will begin by focusing on **Essential 6** through optional microlearning sessions held throughout the year. Essential 6 focuses on engaging children regularly in brief (5-15 minute) interactive number sense routines centered around developing mental strategies for conceptualizing quantity and flexibly working with numbers. These sessions will also cover topics like incorporating mathematical practices, using effective questioning techniques, integrating technology tools into lessons, and differentiating for various learning needs. This will include things like - number strings, tech tools, and differentiation stations.

Can't wait to see your lightbulb moments!

Essential 6

Engage children regularly in brief (5-15 minute) interactive number sense routines focused on developing mental strategies for seeing quantity and working flexibly with numbers.

Brief interactive number sense routines typically include the following steps:

- the teacher poses a visual, verbal, and/or written mathematical prompt (e.g., "How many dots did you see?" "How might you solve 32×5 using a mental strategy?")
- children think individually;
- supported by the teacher, children share thinking, including non-fully formed ideas;
- the teacher notates and/or verbalizes the children's strategies; and
- the learning community discusses the thoughts that emerged and works to draw conclusions (e.g., "How do you know that doubling one factor and halving the other works? Does it always work?" and "Is this always an efficient strategy?").

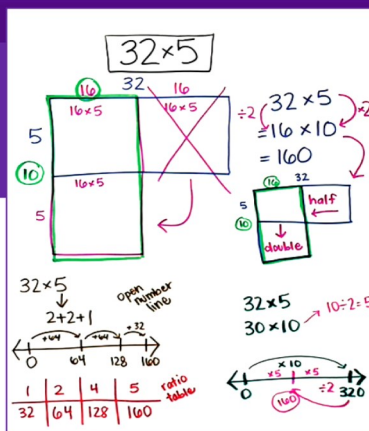


Photo: Number sense routines.

Note: The example questions included in the description of typical number sense routines to the left were based on the student thinking shown in the photo above.



A Moment of Science

by Colin Costello, District Science Coach

Welcome back! As sad as I am to come back from leave and start our little one in daycare this August, I am excited to get back to working with everyone and giving our students the best possible science education.

And boy are we doing it! Last year we had many teachers trying new things in the science classroom. From piloting units, assessments, or instructional strategies, to really digging into the nuances of our classroom instruction and motivating our students. We had growth and success at all grade levels, among teachers and students alike.

I can't tell you enough how proud I am to work side by side with all the amazing teachers in Hartland. ~ **Colin**

Grade Level Updates

All 2024~2025 grade level / HS content area [pacing guides can be found here](#).

- ⇒ **K-4:** All common assessments can now be found in Illuminate under your grade level tile, with the exception of two units that 2nd grade will finalize next year. We can still revise things as needed this year.
- ⇒ **5-6:** All common assessments have been rolled over with the most recent revisions and can be found in Illuminate. Some small tweaks can still happen.
- ⇒ **7-8:** All common assessments, including the new force unit & sound unit tests for 8th, have been rolled over with the most recent revisions and can be found under the Illuminate tile. We will add in the additional physics tests this year along with any revisions needed.
- ⇒ **9-12:** All common assessments should have been rolled over with the most recent revisions, keys, and standards attached. These can be found in Illuminate under the HS science 24-25 tile on the homepage. However, we may need to reach out to you or set aside time to finalize a few of these, including pacing guides.

Working with the Science Coach

Many of you have already worked with me in some capacity and at the end of the year about a dozen expressed interest in continuing to work together in some capacity, be it a full coaching cycle or something else, like co-planning once a week/month. I'll be sure to follow up with you at the beginning of the school year to set up times. For those still pondering, [this document may give you some ideas](#). Feel free to reach out at the beginning of the year and we can set something up.

Additionally, there was a wide array of interests in various PD topics, with no one single topic seeming to be the crowd favorite. I will reach out to you and work with your principals to see what types of PDs we can do around topics that had interest, like productive academic talk or cognitive science & instruction. Keep an eye out for these opportunities, be it individual, small group, or large group.

Technology

Jason Watkins
Network Admin/
Tech

Cameron Montney
Network Admin/
Tech

Stacie Motz
District Student Data
Coordinator

Scott Usher
Director of
Technology

David Allward
Network Admin / Tech
Dave Larson
Network Engineer

Jen Grabowski
Help Desk

**Ryan Fox /
Lucas Johnson**
LESA Systems
Engineers

by Scott Usher, Technology Director

New Access Control System Installation

During the summer months, we have been installing our new Access Control System which will result in increased physical security to our buildings. The new system necessitates the distribution of new badges to district staff. Each staff member will receive a clear plastic cover, a plastic snapping strap, a lanyard (for those who don't yet have one), and two cards inside the plastic cover. One card is printed with the employee name and photo, and another contains the chip that allows building access. The first badge will be printed and distributed to you at no cost.

If the badge or card is lost, there will be a \$12.00 fee for replacement. If the card stops working and there appears to be no damage to the card, we will replace the card at no cost. If there is apparent damage to the card, there will be a \$12.00 fee for the replacement of the access card.

As of July 29 by about 10:00 a.m., badges will be available for pick up at building offices. In order to pick up your new badge, you will need to turn in our old badge, so be sure you have that one with you at that time.

Once you pick up your new badge, **you will need to re-associate that badge with your COMPUTER UserID and password on the copier.** PaperCut will then know you belong to that badge and you will once again be able to easily release print jobs.

I highly recommend placing a bit of tape around the strap snap as I have done. This will help prevent inadvertent loss of your badge due to the unintentional unsnapping of your badge strap.



Building Computer Replacement and Windows 10 End of Life

This summer, the Technology Staff has been working very hard to replace computer devices at the high school and Creekside. These beautiful new computers are equipped with the hardware capable of moving to Windows 11. That is important because (currently), Microsoft has set the end of life for Windows 10 for late 2025. At the end of the summer of 2024, only one building (the SSC) will be left to complete, which will be done in the summer of 2025. As long as Microsoft doesn't push back their date for discontinuing support of Windows 10, we will probably be moving all computers next summer to Windows 11.

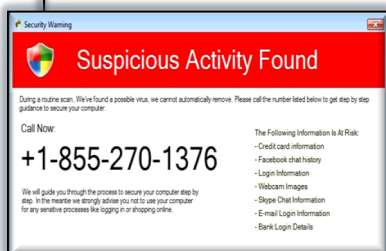
If you are wondering about your home computers, this will have an impact on that as well. Your home computer will continue to function after Microsoft discontinues support of Windows 10, however it won't be receiving important security updates and will be more vulnerable to cyber attack.

Does that mean you need to rush out and purchase a new system now? There is a chance Microsoft will push back the date to a later time to discontinue support of Windows 10, as they did when discontinuing support of Windows 7 several times, so they do have a track record of doing so. I think it should be on your radar, and you should plan to be ready to replace your computer in late 2025. I will be budgeting for it in my home just in case. ~ Scott

Phishing Scams

Please be aware that if you ever get a pop-up on your screen claiming that Microsoft has detected an issue with your computer and that you should call a number - **DO NOT DO IT**. Don't laugh this off thinking you won't; this can be a scary thing and predators are out there waiting to take advantage of us.

This summer I had someone call me for some advice because after going to a website they had visited many times before, a similar security warning popped up on their computer to the one shown here.



I KNOW you are all thinking “don’t call that number”, but in the heat of the moment, this person called because it makes you feel vulnerable (it can truly happen to anyone). When they called the number, it allowed the person on the other end to remotely control their computer. The “bad actor” started asking about the person’s banking information. Fortunately their spidey sense started tingling before they allowed the person access to their information, and they paused. The person on the other end became forceful and very intimidating, but the person wisely dug their feet in and said no.

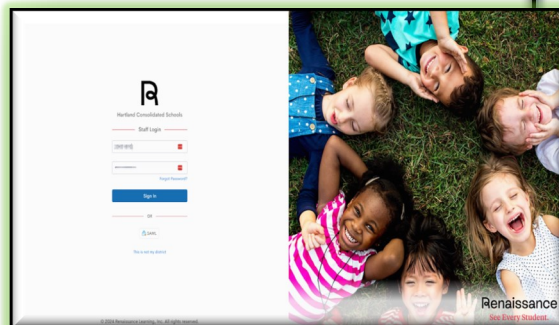
I advised this person to take the computer to a local repair shop and get them to take a look at it, because while the “bad actor” had remote control, I have no idea what they may have installed on the device. Fortunately, this situation ended well, but all too often I hear of instances where things go poorly, and bad guys get what they were looking for resulting in a financial loss for the unsuspecting good guy. Stay alert, remain vigilant, and don’t let the “bad actors” win!

Illuminate update

by Stacie Motz, Student Data Coordinator

Illuminate DnA has a new look! Illuminate Education DnA was purchased by Renaissance Learning last year and they are starting to incorporate their branding throughout the site. The product is the same DnA, but with the Renaissance logo.

All Illuminate common assessments have been rolled over into the new 2024-2025 track. The best and easiest way to access your content area common assessments is through the tiles on your home page. All current year assessments are filtered through these tiles, by grade K-8 or by content area for the HS.



Many of you across the district are using the **online testing** capability for assessments. Below are some links that will assist in setting up and using the online testing component for assessments to make it easier for both teachers and students:

- ⇒ [Online testing using Quick Code](#)
- ⇒ [Online testing using the Test portal](#)
- ⇒ [Creating an Online Test Administration](#)
- ⇒ [Online Test Options](#)
- ⇒ [Online Testing—Live Proctoring](#)
- ⇒ [Editing Online Test Administration](#)
- ⇒ [Linking Audio Files to Online Assessments](#)
- ⇒ [Enabling Color Contrasting in Online Testing](#)
- ⇒ [Grading from Scanner](#)
- ⇒ [Grading Constructed Responses and Providing Feedback](#)