



**KENNETT
CONSOLIDATED
SCHOOL DISTRICT**

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**FALL
2017**

KHS Announces National Merit Students

Kennett High School is proud to announce that seniors Benjamin A. Jordan and Sarah E. Ploener have been recognized as National Merit Semifinalists in the 63rd annual National Merit Scholarship Program.

Benjamin and Sarah were among approximately 1.6 million juniors who entered the 2018 National Merit Program by taking the 2016 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that served as an initial screen of program entrants.

In addition to being a member of the National Honor Society, Benjamin is a member of the Varsity Academic Team, Future Business Leaders of America, the Mock Trial Team, Model UN, and the German activity club. He also plays doubles for the varsity tennis team.

Sarah plays clarinet in the marching band and jazz band and is a member of the string ensemble. She is also a member of the Varsity Academic Team, the Demon Robotics Team, Model UN, and the Gender Sexuality Alliance.

“We are tremendously proud of Sarah and Benjamin for their accomplishments,” said Kennett High School Principal Dr. Jeremy Hritz. “They are outstanding students who represent everything that is great about Kennett High School.”

National Merit Commended Students

Kennett High School seniors (pictured at right; back, from left) Jake A. Kalscheur, Nicole C. Huff, Nathan E. Dight (sitting, from back), Ryley W. Harris, Abigail D. Duckworth, Kathleen M. Schuetz, and Claire M. Dawyot (standing, front) have been named Commended Students in the 2018 National Merit Scholarship Program.

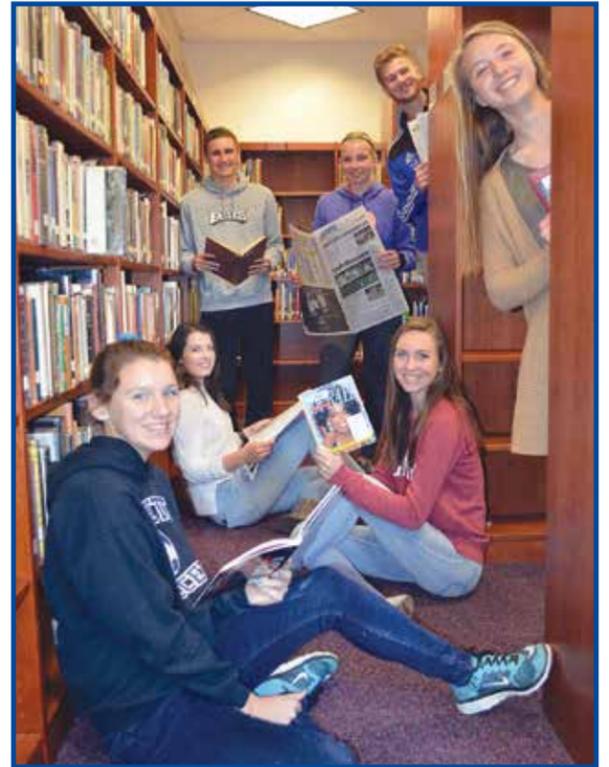
A Letter of Commendation from Kennett High School and the National Merit Scholarship Corporation has been presented by Kennett High School principal, Dr. Jeremy Hritz, to these scholastically talented seniors.

“We are so proud of these outstanding students, not only for their exceptional performance on standardized tests but also for all the other ways in which they enrich the Kennett Square community,” Dr. Hritz stated.

Although these students do not continue in the competition for National Merit Scholarships, they placed among the top 5 percent of the 1.5 million students who entered the 2018 Merit Scholarship competition

by taking the 2016 Preliminary SAT/National Merit Scholarship Qualifying Test.

The Kennett Consolidated School District congratulates Jake, Nicole, Nathan, Ryley, Abigail, Kathleen, and Claire on this outstanding accomplishment.



District Introduces New K-8 Math Curriculum

In August 2017, the Kennett Consolidated School District rolled out a new math curriculum called Math in Focus. This kindergarten through eighth grade curriculum, which is based on the Singapore Ministry of Education’s Mathematics Framework,

is a rigorous standards-aligned math program that focuses on developing students’ understanding of the “how” and “why” behind

mathematical concepts.

The Math in Focus model was first introduced to the United States by Jeff and Dawn Thomas in 1998. It aligns with Common Core State Standards.

The model breaks down mathematical learning into three parts: concrete, pictorial, and abstract. For example, when students learn to add fractions, they start off by using tangible materials like colored blocks to visualize how to add parts of a whole together. Building on that, they utilize a 2-D visual representation, such as a drawing, to process the concept again. Then the students move to using the abstract concept—the numbers themselves—to solidify their understanding.

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KHS Student Participates In International Relief Effort

Often the effects of natural disasters have faded from the public memory long before those affected have completely recovered. It takes the efforts of long-term, sustained programs to mend what is broken, and Kennett High School Junior, Madison Canter, took part in such a program. She traveled to Haiti in June 2017 to provide relief to Haitians still suffering from the devastating 2010 earthquake in which over 200,000 lost their lives.

Madison, Kennett's varsity soccer team's goalkeeper, worked with her Kennett Women's Soccer team to collect donations of nearly 30 soccer balls. She carried the balls from the U.S. to Haiti, ultimately giving them to grateful children in remote orphanages. She describes the experience of being able to bring such joy as priceless. Madison also collected donations through Kennett High School's Humanitarian Club to provide prescription reading glasses to Haitians. The donations of more than 500 glasses gave the simple gift of sight, and now men and women across the island nation can read and sew again and, thus, can work to provide for their families.

During her one-week trip, Madison, her mom, and the rest of her team (a Medical Mission Team from the Notre Dame Haiti Program) saw nearly 600 patients in some of the most impoverished areas of the country. A team of local doctors, nurses, and other volunteers provided medication, lab services, medical examinations, and dental services. As a volunteer, Madison helped run the pharmacy, where she sorted, packaged, and distributed medication to patients suffering from ailments such as

diabetes, hypertension, respiratory issues, and a variety of infections.

There was a lot of work to be done in the pharmacy. The team would work seven-hour days, followed by an evening of preparing for the next day by reorganizing and restocking thousands of pills and other medical gear. Madison described how one night, her small team counted, sorted, bagged, and labeled more than 15,000 vitamins. And that was just the vitamins; other volunteers sorted and organized other medications.

"A little bit can go a long way in some people's lives," Madison said about her experience in the pharmacy. "Seeing how happy people were to get something as simple as Tylenol made me realize how lucky I am and how important it is for me to give back what I can to others."

Madison was also shocked by the living conditions the Haitian people continue to endure. Between the 2010 earthquake and Madison's visit, Haiti has dealt with two more hurricanes and a three-year drought, and with each disaster, the rebuilding process was forced to restart. She described streets lined with trash and homes that were just shacks, and said she found it "difficult to walk away."

Beyond the terrible conditions, Madison saw how happy and kind the citizens of Haiti are, even though they have every reason to be upset. An experience that especially stood out was visiting two orphanages. "Seeing the smiles on the kids' faces when we arrived was incredible," she said.



Kennett High School junior, Madison Canter, takes a break from volunteering to play soccer with children in Haiti.

Along with playing varsity soccer and volunteering with the Humanitarian Club, Madison plays club soccer, runs varsity track, and is a member of the Earth Club.

Students Find Success at Model UN Competition

On Saturday, October 28, 26 members of Kennett High School's Model United Nations (MUN) club participated in OwlMUN, a competition held at Temple University. They debated world issues and crises—and took home a few victories.

MUN is an authentic simulation of the UN General Assembly, UN Security Council, and other multilateral bodies that introduces students to the world of diplomacy, negotiation, and international decision-making.

"Students step into the shoes of ambassadors of UN member countries and debate current issues," explains social studies teacher Mr. Michael Waite. Mr. Waite has been teaching at Kennett High School for 16 years; this is his fourth year advising the MUN. "They prepare draft resolutions, plot strategy, negotiate with supporters and adversaries, resolve conflicts, and navigate the UN's rules of procedure—all in the interest of resolving problems that affect the world. It's all about teaching students the importance of diplomacy and talking out issues," he says.

To prepare for the competitions, students attend weekly meetings where they discuss current events and set

up mock debates. A few times a month, they practice their rhetorical and diplomatic skills, with more experienced members coaching newer ones. Before the competition, the students given their topics and have a day to research the topic and the country they are representing.

At the competition, students are divided into committees. Those who perform well can receive a gavel for their work. Kennett students who took home gavels included Victoria Gonzalez and Julia Haenn as delegates from Malaysia in UNEP, and Kevin Fiss as Antonio Nariño on the Gran Colombia 1820 crisis committee. Outstanding honorable mentions for the quality of their debate were awarded to Sebastian Kley, Arya Faghri, Peter Magasiny, Chris Johnson, and Ian Dargitz.

The MUN club has big goals for the rest of the year.



Mr. Waite hopes they can attend a longer weekend competition at George Washington University or the University of Delaware.

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Jacob Moore, Assistant Principal

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All In is published by Kennett Consolidated School District
For questions or comments email us at PR@KCSD.org

KHS Alumna Receives Prestigious Scholarship to Pursue Research

Over our industrial history, humans have created more than 86,000 chemicals. While many of these man-made chemicals don't harm the environment, a select few can be extremely devastating to both humans and wildlife. Ms. Anna Robuck, an alumna of the Kennett Consolidated School District, plans to study the effects of these man-made chemicals on a species of seabird.

Ms. Robuck is a doctoral student at the University of Rhode Island's Graduate School of Oceanography. She recently won a scholarship through the Dr. Nancy Foster Scholarship Program, an award granted by the National Oceanic and Atmospheric Administration (NOAA) in memory of the life's work of a marine resource conservation innovator who worked at NOAA for 23 years. Ms. Robuck was one of just three recipients nationally.

The program works to increase the number of minorities and women in this scientific field as their studies relate to the mission of the NOAA Office of National Marine Sanctuaries. The office manages the National Marine Sanctuary System, a network of fourteen marine protected areas that encompass more than 170,000 square miles of marine and Great Lakes waters from Washington State to the Florida Keys and from Lake Huron to American Samoa. Additionally, it conducts, sponsors, and facilitates research that helps scientists and the public better understand the ecosystems and cultural resources available in marine sanctuaries as well as the ways in which they are changing and the consequences of man-made threats.

"I'm positively thrilled to get this scholarship," says Ms. Robuck. "The program is extremely competitive, and it took a year and a half of work to get to this point. I feel blessed to have access to these funds because they provide more freedom and independence in my research, which is not something that Ph.D. students often get. I'm able to study topics that I'm directly passionate about, and that's not something that all researchers get to do."

In her third year as a Ph.D. candidate, Ms. Robuck will research how chemicals used as water repellents and flame retardants are contaminating the air, water, sediment, and animals at Stellwagen Bank National Marine Sanctuary. The sanctuary is a popular whale watching site located at the center of Massachusetts Bay.

Ms. Robuck recalls Mr. Robert Anthony, her Kennett High School chemistry teacher, as being an inspiration for her love of chemistry. "Mr. Anthony is the best chemistry teacher I've had to date," says Ms. Robuck. "He introduced me to the subject and made chemistry exciting and accessible. His love for the subject was so strong that I couldn't help but be inspired by him and that love has carried me through my studies. Often, undergraduate students have negative impressions of chemistry, but Mr. Anthony's enthusiasm about the subject had prepared me well. I couldn't wait to advance in the chemistry/science world."

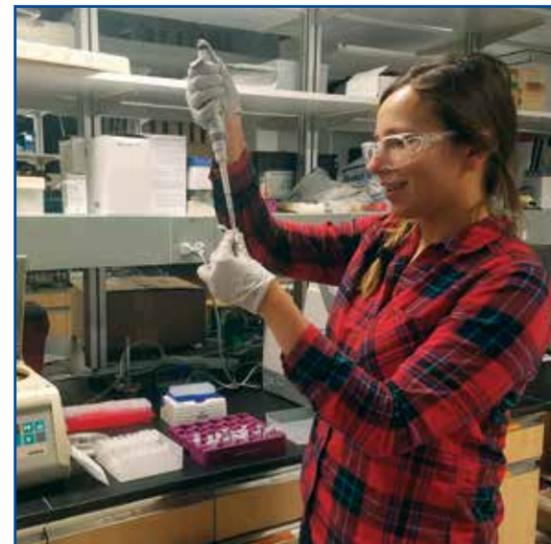
The scholarship will provide Ms. Robuck with a total of \$196,000 over four years. As a recipient, she will get to use NOAA research facilities and will be an ambassador for NOAA's marine sanctuaries division.

"Honestly, my research is a tad grim," she explains. "My research on this subject didn't begin until after my time at the District; however, my experiences at Kennett Consolidated School District provided a safe and supportive place to grow and be curious. This environment led me to explore ongoing environmental issues and, ultimately, water quality issues."

To conduct this research, Ms. Robuck will focus on how contaminants get into the food web of the great shearwater, a common seabird of the Atlantic coast that is rarely seen ashore except during storms. The bird lives and feeds over an immense area, so examining it will provide information about the entire offshore environment.

Ms. Robuck elaborates, "I'm trying to figure out which man-made chemicals make it into this coastal area and how they travel within the nearshore food web. Additionally, I can use my data to piece together who is eating whom in this offshore environment, which currently is not well understood. What sets this research apart is that I will be using chemical tools to provide both chemical and biological insights into the environment and the creatures that live there."

Her hope is that her work will help the public see that these chemicals exist beyond their intended uses and find their way to unexpected places where they can be harmful. "At the end of the day," Ms. Robuck notes, "I want more people to understand that 'out of sight, out of mind'



does not apply to man-made chemicals. It is important that we pay attention to how we are creating, using, and discarding these chemicals and how these compounds are getting into our food, water, and living spaces."

Introducing man-made chemicals into the environment has implications beyond scientific understanding. Ms. Robuck's research will truly help expose the ways in which they can affect humans, wildlife, and our environment. These chemicals can cause anything from cancer to a change in reproductive processes and impact animal migration. By demonstrating the presence and distribution of chemicals in marine food webs, Ms. Robuck feels confident that her research will broaden the conversation about chemicals and how they're affecting the environment.

Outside the lab, Ms. Robuck spends her free time volunteering at the Wildlife Clinic of Rhode Island, diving, and surfing. "I'm beyond excited to represent myself, my family, and my school in this opportunity," she says. "I'm a person who loves the earth and wants to see it flourish; that's what motivates me, that's what keeps me going."

Know a Kennett High School alumni who we should spotlight? Please send us an email at PR@KCSD.org.

New Teaching Strategies Enhance Student Learning

Have you ever read an article about a scientific breakthrough and felt like it was written in a different language? This might be a challenge your student faces, and the Kennett Consolidated School District is tackling it head on.

Introducing the SIOP Model

The language and vocabulary used in different academic disciplines can make the content that students are studying inaccessible, which is the problem the SIOP model addresses. SIOP stands for Sheltered Instruction Observation Protocol. SIOP is a research-proven, evidence-based teaching strategy for improving student outcomes, especially for English language development (ELD) students and those who struggle with literacy skills.

The model was developed by Jana Echevarria, Mary-Ellen Vogt, and Deborah J. Short and has been used in schools across the country for the past 15 years. The model consists of eight components:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review and Assessment

Why This Model Was Chosen

A few years ago, the Kennett Consolidated School District developed a relationship with the Language Department at the University of Pennsylvania. The Penn linguists performed an audit on the District to provide feedback on its efficacy at teaching students who come from homes where Spanish is the primary spoken language. The collaboration resulted in providing staff development with the SIOP model.

The SIOP program has consistently proven its effectiveness. At Brockton High School in Massachusetts, the percentage of ELD students passing the Massachusetts

Comprehensive Assessment System test increased by 225 percent for language arts and 158 percent for mathematics. This is just one of the many schools reaping the benefits of the SIOP model of teaching.

This model improves the learning comprehension of all students and is especially useful for English language learners. English language development students are the fastest growing group of students in the country, so having teaching systems focused on their needs is crucial in public education and gives Kennett a cutting edge.

Program Implementation

The 2017–2018 academic year is the second year of a five year rollout to implement this model across the District. The rollout began in November 2015 with training key teacher leaders and principals in each District school. These teacher leaders and principals now provide development to their peers within the school. The first year focused on the first two components of the model: lesson preparation and building background. This year, schools are focusing on comprehensive input, strategies, and interaction. The 2018–2019 academic year will focus on practice/application, lesson delivery, and review and assessment.

In the 2019–2020 and 2020–2021 academic years, the focus will be on review, training all teachers, and forming a curriculum revision committee to incorporate SIOP into all curriculum areas.

In the summer of 2016, a weeklong training was held to introduce all teachers to the SIOP model and to teach staff how to train others. They met in August to plan the rollout for the upcoming year. While every school is implementing the model in its own way, all schools are connected under the SIOP model.

Mr. Joseph Hutcherson, English teacher at Kennett High School, is a SIOP trainer who had the honor of presenting at the SIOP conference this summer. He presented to administrators from across the country who shared their own experiences with implementing the model at their schools. After listening to their stories, Mr. Hutcherson

was reaffirmed in the District's decision to roll the program out gradually to ensure maximum teacher buy in.

SIOP in the Classroom, Outcomes, and Goals

When asked why the SIOP model is important, Mr. Hutcherson explains, "Teachers have mastery over their subjects but can skim over the language needed to access the content. For example, as professionals we understand what it means to revise, predict, and collaborate; but students need to be taught this language and what it means." He also described the model as "rethinking how you reach struggling students": unlike other models, it's not "prescriptive."

Mr. Hutcherson describes what the model looked like in his classroom: "In English Language Arts, the goal is to read with meaning. If I have a lesson about similes, the goal would be to identify three similes in a poem. I'd define what a simile is so students could locate it, read better, and have a better understanding of the content."

The SIOP model isn't limited to language classes—it can be applied in math, social studies, science, and every other subject.

In the short time the program has been in place, Kennett High School has already seen positive outcomes with gains in Keystone Exams. Mr. Hutcherson has seen improvements in his own students who he says "took it and ran with it" and put in the work. He looks forward to seeing how middle school students taught with this model perform in high school.

For Superintendent Dr. Barry Tomasetti, the ultimate goal of SIOP is to monitor our students' learning through their accurate use of content and academic language which helps teachers understand students' comprehension. As a result of teacher surveys and principals' observations, the SIOP model already has students speaking more in class.

For more information on the SIOP model, visit: www.cal.org/siop/about

KMS Student Helps Those Affected by Hurricane

Hurricane Harvey, the first major hurricane to make landfall in the United States since Wilma in 2005, made landfall in Texas on August 25 and didn't dissipate until September 3. During this period of rainfall, many areas received over 40 inches of water, with peak accumulations at 64.58 inches. More than 75 people lost their lives, and the people of Houston were devastated in many ways, from home displacement to losing beloved pets. Additionally, the impact on the school system was overwhelming. The Houston Independent School District announced that all students would be eligible for free lunch for the rest of the school year, and the federal Department of Education eased financial aid rules for those affected by the storm. In the aftermath of this tragedy, Americans were left wondering what they could do to help. Kennett Middle School eighth grade student Sarah Hetrick took that thought and turned it into action.

Sarah approached eighth grade assistant principal Mr. Jacob Moore with the idea of helping a classroom in Texas. A few days earlier, math teacher Mrs. Susan Matthias had approached Mr. Moore with a similar idea. Sarah and Mrs. Matthias, along with a committee of teachers, including Mr. Tony Bowling and Ms. Tara Matthews, connected and began working on a donation drive.

In an effort to double the impact, Kennett Middle School partnered with Patton Middle School in the Unionville-Chadds Ford School District. Collections at both schools began on September 13 and concluded on October 13.

To publicize the collection, flyers were posted throughout Kennett Middle School and a video was broadcast over the morning announcements. The video, edited by Sarah and set to "Bridge Over Troubled Water" by Simon and Garfunkel, ran for a week and a half and gave details about the school the drive would help.

The drive was an overwhelming success. Students and faculty donated school supplies such as backpacks, binders, and printer paper, along with monetary donations totaling \$212 and gift card donations of \$150.

This isn't the first time Sarah has done well on behalf of others. In sixth grade, she gathered food donations for people in homeless shelters; in seventh grade, she organized a canned food drive. She says that "she likes helping people" and is looking forward to seeing the reaction of those she's helping. Mr. Bowling comments, "It's her gift."

Mrs. Matthias says she was very impressed seeing a student respond to issues in the world in this way: Sarah saw the "big picture" and kept in constant contact throughout the drive, she adds. Mr. Bowling notes that people often want to give during a disaster, but the desire to give dissipates; Sarah saw how to give in the long term.

Along with the supply drive, Kennett Middle School and Patton Middle school held a special post season

football game on November 1st to raise more funds. No admission was charged and donations were collected, raising an additional \$1,430.

"It was a great community event," said Matthias, "It did not matter who won or who lost, it was all about helping our neighbors in Texas. The football players and cheerleading squads were extremely excited to play the game in a high school stadium, under the lights, with an announcer in the press box."

Teachers of Tomorrow, the organization coordinating the classrooms, is an alternative certification program that has certified over 42,000 teachers since 2005. In the wake of Hurricane Harvey, it began a Texas classroom adoption program, matching schools with more than 500 classrooms affected by the storm. After Mrs. Matthias contacted Teachers of Tomorrow through social media, Kennett Middle School was matched with Galena Park Intermediate School in Houston, Texas. Mrs. Matthias and a teacher at Galena Park are planning a Skype session with students from both schools once the donations arrive in Texas.

Teachers of Tomorrow is now turning its efforts toward Florida classrooms after Hurricane Irma but still provides donation links to help the Houston schools hit hardest.

Parcel and More in Kennett (Longwood) donated the shipping of the boxes.

While Sarah and Mrs. Matthias have yet to talk with the classroom they're helping, they want the people of Houston to know that they're not alone.



(from left) Kennett Middle School eighth grade students Sophia Desderio, Lauren Dietrich, Lauren Kane, and Sarah Hetrick happily accept a donation from assistant principal Mr. Jacob Moore.



Kennett Middle School Principal, Mr. Lorenzo DeAngelis (right) and Patton Middle School Principal Mr. Steve Dissinger (left) came together for a great cause.

Bringing Literature Alive Through Music

First and second grade students at New Garden Elementary School recently experienced one of their favorite autumn storybooks in a unique way. With guidance from their music teacher, Mr. Ryan Battin, the students interacted with the story "The Little Old Lady Who Was Not Afraid of Anything" by Linda Williams.

This delightful story is about a brave elderly woman who goes out of her cottage to gather herbs, spices, nuts, and seeds. When she starts to walk home, she meets spooky pieces of clothing that follow her along the way. Each one she meets has a sound. For example, the shoes go *clomp, clomp* and the pants go *wiggle, wiggle*.

To bring the story to life, Mr. Battin assigns a musical instrument to each sound and students play that instrument when the sound appears in the book. The *clomp, clomp* sound was made by a cabasa, a percussion instrument with loops of steel chain around

a wooden cylinder. The *wiggle, wiggle* sound was made by a flexatone, a metal instrument that makes a cartoon-like sound a bit like a musical saw. For the big, scary pumpkin head at the climax of the book, a student gets to use a big gong to make the sound *boo, boo!*

At the end of the story, the clothing items and the pumpkin head are used to make a scarecrow, which isn't very scary.

"It's exciting to watch the students bring the story to life with music," Mr. Battin comments. "I'm not sure who has more fun with this activity—me or my students!"

In addition to working with the story in music class, the second graders encounter this story in their Being a Writer program, where teachers use sight and sound words to help them learn how to add detail to their own writing.



Second grade student Aubrey Tanner plays the contrabass bar during a reading of "The Little Old Lady Who Was Not Afraid of Anything."

High School Students Embrace Summer Learning Opportunities

This summer, while others were working summer jobs or enjoying free time by the pool or at the shore, 21 Kennett High School students were participating in academically challenging university summer programs. The following is a look at a few of their experiences.

Nancy Avalos, Penn State University's S.C.O.P.E.

Nancy Avalos, a junior, participated in the Summer College Opportunity Program in Education (S.C.O.P.E.) at Penn State.

S.C.O.P.E. is a four week, academic intensive program for high school sophomores from multicultural backgrounds interested in careers in teaching, counseling, special education, rehabilitation, or educational administration. Nancy is considering teaching as a career.

During the program, Nancy lived on Penn State's main campus in University Park, took college courses, prepared for the SAT, and learned time management and other study skills.

Before leaving, Nancy was nervous at the thought of spending four weeks away from home. However, her parents supported her, and she is happy she made the commitment to attend S.C.O.P.E.

"I am using the skills that I learned at S.C.O.P.E every day," Nancy comments. "I am taking an honors course, and when it gets tough I remind myself that if I was able to pass a college level course at Penn State, I can get through my honors course."

Keiri Lemus, University of Pittsburgh's Health Career Scholars Academy

Keiri Lemus, a senior, participated in the University of Pittsburgh's academically rigorous, hands-on Health Career Scholars Academy this past summer. The four week program gave Keiri the opportunity to investigate different areas of medicine, such as geriatrics and global health, including both the administrative and practice sides.

During the week, Keiri and her peers attended lectures, took part in small discussion groups and hands-on labs, and attended classes. One of the lectures that stood out for Keiri was on trauma; she participated in a live demo.

On Saturdays and Sundays, the students joined in field trips, studied, and participated in team building and social activities designed to introduce them to college life. Keiri noted that her peers were from around the world; of the 100 students, only three were Latino/a.

"Not only did the program confirm my aspirations of pursuing a career in nursing," Keiri says, "it got me out of my comfort zone."

Carina Villagomez, Estefanie Sanchez, Jorge Tapia, and Kevin Lemus, National Hispanic Institute at Villanova University

Carina Villagomez, a sophomore; Estefanie Sanchez and Kevin Lemus, both juniors; and Jorge Tapia, a senior, attended the one week "Great Debate" hosted by the National Hispanic Institute at Villanova University. Carina, Estefanie, Kevin, and Jorge joined more than 150 students who came together to discuss and debate important issues related to the Latino/a community. The goal of the program is to increase the students' capacity to express thoughts, respond to intellectual challenges, work in organized endeavors, and compete against equally competent peers.

The program allows students to test and improve their written and verbal communication skills while gaining a confidence and appreciation of communication as a powerful tool in leadership. Students gain experience creating content rich arguments; communicating them through powerful, eloquent expression; and carefully analyzing the arguments presented by their peers.

Participants come from around the world and must meet at least an 85 percent (of 100) grade point average and be nominated by their schools or National Hispanic Institute alumni. Statistically, 98.1 percent of National Hispanic Institute participants pursue higher education, with 93 percent attending four year institutions.

"It was a stressful experience, but I needed to go through it," Carina says. "I learned that I need to push myself harder when I think I have reached my limit."

Carina and her partner were chosen as two of the 16 finalists in the debate process.

"I highly recommend the program," Kevin comments.

"In addition to making friends from different countries, I developed the skills to become more confident."

Estefanie says she took a lot away from the program, including that things happen in their own time and to stay positive. She won Best Author of a Resolution.

Jorge agrees with his peers that the program is challenging and forces students out of their comfort zones.

"I am a shy person, but now that I have finished the program I feel more confident," Jorge says. "I ran for president of Unidad . . . I never would have done that before this program. I am now confident speaking in front of my peers."

Maria Mondragon, Collegiate World Series at Cabrini College

Maria Mondragon, a senior, participated in the National Hispanic Institute's Collegiate World Series at Cabrini College. This five day leadership program prepares students for the ups and downs of life away from their parents, the financial commitment of financial aid, managing time effectively, understanding various cultures and lifestyles different from their own, and making critical decisions that will shape their future.

For the first two days, college admissions counselors coach participants on all aspects of the college admissions process. This includes guidance on the common application, essays, interviews, letters of recommendation, and financial aid.

The second part of the program focuses on developing personal life skills and decision making for high school seniors as they transition into college life. The process helps guide students in the complex and emotionally charged decisions involved in college life.

Maria says she left the program feeling confident about applying to colleges and is considering local colleges and universities so that she can stay close to her family.

Maria has completed other programs through the National Hispanic Institute and says she found all of them amazing. Through these programs, she has made friends from all over the world.

Mindful Movements at Mary D. Lang Kindergarten Center

Imagine a classroom of kindergartener students being completely quiet and still sitting on yoga mats in the school hallway. If it sounds too good to be true, you should visit Mary D. Lang Kindergarten Center one day to see for yourself.

Since the beginning of the 2017–2018 school year, counselor Kourtney Phillips has been leading kindergarten students in mindfulness practices and teaching Mindful Movements, sessions of gentle yoga-like exercises that aid in mindfulness.

Mindfulness is a word you may have heard but might not have understood. It is defined as "a state of mind: the act of paying attention on purpose to the present moment with a non-judgmental attitude." There are books and apps and dozens of articles written on the topic, and practices that cultivate it are now being implemented in schools across the country.

Ms. Phillips was inspired by the research and persuasive articles she had read on the effectiveness of teaching children mindfulness practices. She began exploring teaching mindfulness tools in the school last year by going into classrooms and doing exercises such as deep breathing and meditation with the students.

After a positive reception from students and teachers alike, Ms. Phillips applied for a grant from the Kennett Education Foundation and received money to expand the mindfulness lessons and practices taught at the Kindergarten Center. The grant allowed for professional development with teachers, giving them mindfulness toolkits to use in the classroom, and for the purchase

of yoga mats to use in Mindful Movements sessions.

The student sessions run for 20 minutes, and teachers are able to sign up for Mindful Movements sessions as well. The teachers enjoy starting off their day with mindfulness activities.

According to Ms. Phillips, the Mindful Movements exercises provide students with techniques for calming their body and a toolkit that helps them name and understand their emotions. One example she cited: an exercise where students can close their eyes, put a fist in the air, and count down from 10 as a way to calm down. She also described the exercises as preventative care and notes that the skills the program gives students are ones they can use for the rest of their lives.

Although the mindfulness curriculum is new, Ms. Phillips said she and other staff see an improvement in the school's climate. However, mindfulness doesn't have to stop at the classroom; Ms. Phillips recommends that parents set an example for their students and practice mindfulness in their own lives.

As for the future, Ms. Phillips is coordinating with Ms. Jennifer Reinheimer, the Kennett Middle School counselor, to develop a mindfulness-



focused mentoring program between middle school and kindergarten students.



KHS Teacher Named Teacher of the Year

Kennett Consolidated School District science teacher Mr. Michael Replogle has been named the 2017 Brandywine Red Clay Alliance Teacher of the Year. Mr. Replogle, who teaches both Earth and Space Science and Advanced Placement Environmental Science, has been on the high school faculty for 22 years.



According to the website of the Brandywine Red Clay Alliance, the award goes to teachers who exhibit “outstanding [efforts] in educating future stewards of the Brandywine and Red Clay Watersheds . . . who use the outdoor classroom to inspire and empower their students [and who] . . . make scientific concepts relevant and accessible.”

“I think one of the most important things we can teach our kids today is the importance of keeping our water, air, and soil clean. In the very near future, they will be making decisions and personal choices that will affect each of these areas and helping them to

become more aware of the problems and possible ramifications of their decisions is something that I am very proud to have a part in. The kids seem to love the topics we look at in AP Environmental Science, and I certainly enjoy talking with them about each of the topics we study,” said Mr. Replogle.

Mr. Replogle received the award at a banquet on October 26.

Mural Brings Color to First Grade Hall



With guidance from the school’s art teacher, Ms. Janice Finn, Bancroft Elementary School’s first grade students have added a splash of color to the first grade pod for all to enjoy. The new mural includes painted wooden fish cut-outs in bold neon colors with a stamped and glazed clay tile border.

“My goal is to have all the students in each grade help to create a grade level mural to hang outside their pods adding lots of art and creativity to our wonderful school,” Ms. Finn says.

Title I Reading Nights at Elementary Schools

This October, Mary D. Lang Kindergarten Center and New Garden Elementary School hosted Family Reading Nights as a part of Kennett Consolidated School District’s Title I program. This is the third year of this annual event.

According to the U.S. Department of Education, the purpose of Title I funding is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and

to reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessments.

“Title I is about providing support for every student and making sure each succeeds,” said New Garden Elementary School Title I intervention specialist Mrs. Jennifer McGhee. “We want to have open parent communication so they know what their child is learning in the classroom.”

At Mary D. Lang Kindergarten Center, family members spent an hour participating in the reading activities that students practice during the school day. There were three stations where families were shown ideas for practicing handwriting and introduced to the Handwriting Without Tears program. They also experienced the learning software Reading Eggs and Mathseeds as well as some of the phonics instruction students receive.

At New Garden Elementary School, students and their families engaged in several comprehension and decoding activities. Teachers modeled the activities and shared strategies to increase reading at home. Teachers, students, and parents took this opportunity to talk about reading and to practice important reading skills all to build a joy for lifelong literacy. At the end of the night, students picked out a “just right book” with their families so they could continue practicing at home.

Kennett Consolidated School District Celebrates Education

Education is the foundation of our future, and the foundational education at Kennett Consolidated School District is worth celebrating. American Education Week, which occurred from November 13 to 17, celebrates public education and honors those who make a difference by ensuring every child receives a quality education. American Education Week is sponsored by the National Education Association.

Mary D. Lang Kindergarten Center celebrated the week with several activities, including Dress for Success Day. On this day, students were encouraged to dress as the profession they want to be when they grow up, donning their finest dresses and button-up shirts. The dreams of the students range from police officer to dentist to carrot farmer. Kindergarten student Faith Pizzina shared that she wants to be a mom and a librarian when she grows up because she loves libraries.

This isn’t the only time of year the school focuses on careers—the students can explore the Communities, Activities, Relationships, and Experience (CARE) Room, where they role-play different careers like doctor, teacher, and chef.

“In the CARE Room, students have the opportunity to develop their academic, social, and problem-solving skills as well

as engage in meaningful exploration of careers, all through good old-fashioned play!” says guidance counselor Mrs. Kourtney Phillips.

Other activities at the Mary D. Lang Kindergarten Center included:

- Hat Day, where students wore hats because it’s “hats off” to American Education Week.
- Number Day, where students wore a shirt with a number on it to celebrate math.
- Read Me Day, where students wore a shirt with words on it to celebrate the importance of reading.
- Color Day, where students wore blue and white to show school spirit.

Bancroft Elementary School also celebrated the week with guest readers, including superintendent Dr. Barry Tomasetti, local dentist Dr. Carl Baccellieri, and Father Frank



Dephman from St. Rocco Catholic Church.

Other American Education Week activities at Bancroft included:

- Schoolwide silent sustained reading, where all students and staff lined up in the hallway and read together for 15 minutes.
- Math Game Day, where math games were featured during class time.
- The school’s famous Door Tour, where classroom doors are creatively decorated for students and staff to enjoy.



Kindergarten student Faith Pizzina dreams of being a mom and a librarian when she grows up.

Students and staff at Bancroft Elementary School kicked off American Education Week on Monday with schoolwide sustained silent reading.

Students and Teachers Learn in a New Way

How much technology is the right amount for kids? A 2015 study published in the journal Pediatrics revealed that most three- and four-year-olds use mobile devices without help, and one-third engage in media multitasking. The findings also reveal that more than 75 percent of kids over the age of four have their own device.

While these statistics and many more like them point to an oversaturation of technology, one startup saw an opportunity to shift the pattern by transforming the way children learn and experience education through entertainment. Launched in 2013, GoNoodle designs mobile games, interactive activities, and child friendly entertainment to provide “brain breaks” that promote physical activity, active learning, heightened engagement, and enhanced focus.

At New Garden Elementary School, Ms. Erika Smith has been using GoNoodle with her third grade class for five years. She explains that the web-based content is aimed at bringing movement and mindfulness to the classroom. The service can also be used for free at home, and Ms. Smith encourages families to use the website at home.

“The videos have helped my students to improve behavior and attention, achieve better academic performance, and strengthen classroom cohesion,” she comments. “I can choose from a high-energy channel like Blazer Fresh, which features three young men dressed in very fresh blazers performing songs and dances on topics from the water cycle to identifying patterns, or a more relaxed channel like Flow, which provides narration and visuals for calm focus

exercises.” She described a video with a song about the water cycle; later, she heard her students humming the song they’d learned on GoNoodle while they were tested on the subject.

While GoNoodle is free to use, there is a premium version, GoNoodle Plus, which features more interactive learning games and the ability to customize the games’ questions and add printable learning extensions. GoNoodle Plus content also ties into classroom subjects, like spelling and math fluency. Seeing the benefit, Ms. Smith has been paying for GoNoodle Plus on her own.

Ms. Smith is so passionate that she signed up to be a GoNoodle Pro ambassador, which allows her access to more resources, a direct line of communication to the GoNoodle team, and a role in public events. As the tech specialist for New Garden Elementary School, she provides tech trainings for all faculty. After she used a training to introduce the rest of the school to GoNoodle Plus, her colleagues had positive feedback about the program, which led her to write a grant proposal to the Kennett Education Foundation to fund GoNoodle Plus for the entire school.

Ms. Smith is very excited about the school-wide access and says she’s even had former students tell her how happy they are to be using GoNoodle in their new classrooms. “It gets students excited about learning,” she says, adding that she feels personally connected to this type of learning. “As a learner, movement is important to me, and GoNoodle allows students who need movement to get up from their desks.”

GoNoodle also includes longer form

“indoor recess” content, which Ms. Smith says will be beneficial once the colder weather comes around.

Along with videos and games, GoNoodle Plus provides learning extensions such as printable worksheets. “A resource like this is excellent for teachers,” Ms. Smith says. “The video gives the students a fun introduction to the content they’re learning in the classroom, and they can then connect those positive feelings to the hands-on work with the worksheets.”

GoNoodle Plus’s mindfulness activities have also been helpful. Ms. Smith says her students ask for these videos on their own if they feel they need help focusing. “They really recognize how these practices can help them calm down and focus on their classroom work.”

Ms. Smith also participates in the robust community of educators who use GoNoodle Plus and share photos and ideas of how to use the content in their classroom. Contests are held monthly



(from left) Samira Hiraldo Torres, Ms. Erika Smith, and Olivia Schneider had a blast dressing-up for the “GoNoodleween” contest.

throughout the year, giving all participants an opportunity to earn prizes for their classrooms. Ms. Smith’s classroom participated in “GoNoodleween,” where they dressed as their favorite characters and uploaded a photo of their celebration onto the GoNoodle website as a contest entry. The classroom won a \$200 Amazon gift card, which the class will be spending on flexible seating.

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Superheroes for the Day

For a donation of a \$1 (or more) students and staff at New Garden Elementary School could wear their superhero masks and capes on October 31. The money raised was donated to the Grayson Saves Foundation. Named for Grayson Savely, the goal of the Grayson Saves Foundation is to provide monetary assistance to help reduce the financial hardships associated with pediatric brain tumors. Additionally, the foundation promotes awareness of pediatric brain tumors and supports the research to treat pediatric brain tumors.



Learning support teacher, Miss Hannah Lee, and first grade student Victoria Mullin (pictured above) participated in this creative fundraiser that raised \$340 for the Grayson Saves Foundation.



Continued from page 1

District Introduces New K-8 Math Curriculum

This model sounds simple and logical in theory, but you may have seen equations from a student's homework and become very confused because they do not follow the conventions of math education you may have learned. Here are the key differences between the Singapore model and the traditional American model:

- Applied mathematics versus problem solving. This model encourages students to think like mathematicians and solve problems rather than only memorizing equations.
- Breadth versus depth. The Math in Focus program covers all Pennsylvania Common Core Curriculum content but focuses on deeper comprehension of each subject studied.
- Diligence versus talent. This model focuses on total student success through rigorous study, dispelling

the common belief among students that some are good at math and some are not.

Kennett Consolidated School District's math and science curriculum specialist, Dr. Lydia Hallman, said she already sees improvements in students' learning. "It's amazing—students are engaged with using concrete objects and really understanding concepts like multiplication rather than just memorizing. This helps struggling learners as well as high-level students understand exactly what's going on and think critically about the process."

She says the teachers are embracing the model as well.

Currently, Math in Focus is being practiced in kindergarten through fifth grade, with teachers receiving professional development throughout the year. Middle school teachers will receive training before the program

is rolled out at Kennett Middle School in the 2018-2019 school year.

For more information, you can attend one of the events below and check out our online resources, which will be updated as the school year progresses.

A parent presentation will be held on February 20, 2018, at 6:30 PM in the Mary D. Lang Kindergarten Center Library.

Parent/student workshops will be held on the following dates from 5:30 to 7:00 PM:

- December 18 at Greenwood Elementary School
- January 22 at Bancroft Elementary School
- March 19 at Greenwood Elementary School
- April 16 at New Garden Elementary School

Kennett High School Homecoming 2017



The Kennett High School Blue Demons played tough against Sun Valley, but in the end it wasn't enough to bring the win home.



The Kennett High School cheerleading squad kept the crowd cheering for the home team.



The Kennett Marching Band performed its 2017 field show, "Go West", at halftime.



Homecoming celebration kicked off with a parade that included the Homecoming Court. Pictured here are Delaney Joyce and Maxwell Judd, both seniors.