



GOOSEHILL PRIMARY SCHOOL

November 22, 2013

Dear Parents,

At the last GPFA meeting, Mrs. Lydia Bellino, Assistant Superintendent for Curriculum and Instruction, presented information to parents on the New York State Common Core Learning Standards (CCLS). While the history of the standards and the issues surrounding their implementation were addressed, the focus of the discussion was on the impact of the standards on teaching and learning in Cold Spring Harbor. Mrs. Bellino reviewed some of the *shifts*, or changes, represented in the standards, and how we have prepared to implement them. For example, two of the shifts in English Language Arts state that students will read more nonfiction in each grade level and will develop the ability to comprehend texts at higher levels. Our students are reading and writing informational text regularly. Through our work with Teachers College, Columbia University, our students are engaged in rich units of study in reading and writing that are fully aligned with the CCLS. In math, one of the shifts is that fewer topics are addressed at each grade level and the focus is on deeper learning. The enVisions math program, which is also fully aligned to the CCLS, provides the core of our instruction and is supported by additional engaging lessons designed by our teachers. Our students are developing the ability to solve complex problems while practicing and developing fluency with basic math facts. Teachers continually engage in professional study in order to address the NYS Standards and most importantly, our students' needs.

Mrs. Bellino's handout is included in this week's Table of Contents. It includes a copy of an article from our own School District Fall Newsletter, as well as an overview of the Common Core Instructional shifts. If you are interested in learning more about the standards and our instructional program, please consider attending a parent workshop in the coming months. The next one is on Thursday, December 5th when I will present ways for parents to support their children's reading comprehension and an overview of the Goosehill Report Card.

At our Spirit Day Assembly on Wednesday, November holidays were highlighted: Veterans' Day, Thanksgiving, and Hanukkah. Our discussion's themes were respect and gratitude. We show respect and gratitude for our Veterans and servicemen and women who keep our country free and safe. In 1620, Pilgrims journeyed to America to live and worship freely. They encountered Native American Indians who deserved their respect even though they looked and lived very differently. Their Thanksgiving Feast represented respect and gratitude and we have our own Thanksgiving dinners to show gratitude for all we have. Finally, we discussed the idea that we are respectful of the many different holidays celebrated in our world. We wish all of our friends who will be celebrating Hanukkah next week a joyous holiday.

The teachers, staff, and I wish you a happy and peaceful Thanksgiving!

Mrs. Herschlein

TABLE OF CONTENTS

(notices you can access at our website and read/print from home)

<u>Item</u>	<u>Page</u>
Common Core Handout	pp. 3-6
SIT Indoor Recess Flyer	7
CSH Board of Education meeting on December 10 th at The Francis Roberts Community Center, 8pm...	8
CSH Library Children's Department "Thanksgiving Story and Craft" for Monday, November 25.....	9

Board of Education

The next meeting of the Board of Education will take place on Tuesday, December 10th at 8:00 pm at the Francis Roberts Community Center (District Office).

School Improvement Team (SIT)- Request for Donations

SIT has begun its work on our indoor recess program. In order to supply the indoor recess play areas with a variety of exciting materials, SIT has decided to request donations of new or gently used items, such as coloring and activity books, play figures, beads, and Tinker Toys. If you are interested in this idea, please see the SIT flyer in the Table of Contents.

DATES TO REMEMBER

- November 27 - December 1st - *Thanksgiving Recess - NO SCHOOL*
- December 5th Parent Workshop on Reading and Report Cards 9:00 - Goosehill Community Room
- December 13th Report Cards mailed
- December 16th School Improvement Team Meeting 3:15
- December 20th - Last school day before Winter break

Notes from the GPFA

Once again a big Thank You for coming to the GPFA's Parents' Night Out! It was a huge success thanks to everyone. We also want to take this time to list all the people that volunteered. Without them, this wouldn't have been as big a success as it was: Kaitlin Eisenegger, Charisse Winthrop, Lana Soskin, Christiane Franzese, Kristin Robillard, Ginette Reynolds, Randa Reford, Kim Weiss, Blake Woodworth, Michelle McKean, Gina Jennings, Linda Miller, Jenny Potenza, Denise Kiely, Deirdre Ventura, Heather Savarese and Chloe Henning, as well as our Committee Chairs: Kim Testa and Irene Christoforou-Gioules.

A message from our Box Top Committee:

Dear Goosehill Families:

As you start to think about holiday shopping, keep in mind that many of the stores you already shop at online will earn cash for Goosehill!

Just like regular Box Tops, eBoxTops are each worth .10 for our school. The only difference is that you earn them online, so there's no need to clip them or send them to school. eBoxTops earnings are automatically credited to our school. There are so many stores that participate such as The Gap, Target, Toys R Us and so many more.

1. Make sure you've signed up at BTFE.com and chosen Goosehill as your school.
2. Shop online at BTFE.com/marketplace: You'll find over 300 stores where you can earn eBoxTops with your purchase. You must start from the Box Tops page in order to eBoxTops.
3. Watch our school's earnings add up!

<http://www.boxtops4education.com/marketplace/toys>

The next GPFA meeting is on Wednesday, December 11th at 9:30 a.m. at REXER PARKES.

Have a great Thanksgiving!

COLD SPRING HARBOR



VOLUME 37, NUMBER 1

A REPORT ON OUR SCHOOLS

FALL 2013

Understanding the New Common Core Standards

The true spirit of the Common Core State Standards (CCSS) is to improve our students' overall academic performance and to create change in our nation's public education system. Informed by the standards of other high performing nations, the CCSS are designed to ensure that all students graduate ready for college and a workplace in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. The Common Core represents a shift in instructional practices as well as content. Assistant Superintendent for Curriculum & Instruction, Lydia Bellino, discussed the hard work of teachers and administrators over the last two years in selecting materials, programs, and realigning curriculum with the CCSS. It has always been the responsibility of the district instructional leaders together with teachers to thoroughly evaluate instructional materials, but now it is more important with the market flooded with programs claiming to be Common Core-aligned. Even more essential to a quality curriculum is consistent support for our teachers through professional development. This summer many teachers attended math workshops sponsored by our district and writing institutes at Columbia University's Teachers College. This professional development provided teachers with opportunities to experience some of the instructional shifts of the CCSS, walking in the student's shoes in writing and reading workshops and applying the mathematical



"The true spirit of the Common Core State Standards (CCSS) is to improve our students' overall academic performance and to create change in our nation's public education system....

It has been wonderful to see teachers committed and invested to making the Common Core work."

practices in the Common Core. It has been wonderful to see teachers committed and invested to making the Common Core work. □

eSpark iPad Initiative

Professional Development

Over the course of the summer, (and all year long) most people do not realize the "behind the scenes" professional development that takes place in our school district. There is a myriad of programs and workshops filled to capacity and then some, including Columbia University Teachers College Reading/Writing Project, math and science workshops and webinars, the Virtual Desktop, Parent/Student Portals now K-6, Teacher Grade Books, expanded laptop/computer accessibility, and more. Technology in 21st century learning has changed the classroom to where today's students don't want to power off just because

(continued on page 2)

eSpark iPad, cont'd

they're in school. These are tech-savvy children whose lives revolve around multimedia. The most profound way technology can enhance instruction is through the advantage of immediate, real-time assessment and data reporting. This data can help teachers assess students' strengths and needs, determine ability levels, pinpoint foundations skill gaps, and challenge advanced learners. This makes instructional planning more efficient and effective for classroom teachers and administrators. That is why CSH School District has begun utilizing the eSpark iPad Program, using the iPad simply because a PC cannot be utilized the same way anymore. The eSpark iPad Program analyzes each individual child as they navigate personalized learning through a series of quests and different Apps aligned with the common core. These Apps improve and support curriculum on an individual

"Technology in 21st century learning has changed the classroom to where today's students don't want to power off just because they're in school."

basis after pulling together profiles from their individual assessment skills. There is a Teacher Dashboard that informs them of students taking too long to get through quests for example. They assign Apps that are vetted for that child, making the iPad device secondary and the Apps being the systemic change for the students. As Director of Technology, John Contess, said, "The instruction is driving the project, not the technology." The enthusiasm of the teachers is contagious, and we wish it could be implemented in every grade. However, due to budgetary concerns, the initial pilot has been selected for First Grade (ELA), 3rd Grade (ELA), 4th Grade (AIS/Special Ed), 7th Grade (writers workshop, AIS), 8th Grade (Math). Denise Campbell, Director of Special Education, shared, "A cap of only 20 teachers was suggested for the training seminar, and 35 teachers signed up - what a great turnout!" □

A Message from the Board...

Dear Resident:

Welcome back to the 2013-2014 school year. We began the year with 1,885 students in our four school buildings. It is the second year of the New York State tax cap and once again through careful planning and strong community support, we have remained within the cap while maintaining a strong educational program and class sizes that are beneficial to our students.

As you read the pages of this issue of "A Report on Our Schools" you will note initiatives that represent but a sample of what the faculty, staff, administration and board have been engaged in throughout the past year. The district has continued working toward thoughtful implementation of the Common Core Standards, and ensuring progress toward our goal of furthering the use of technology, in and out of the classroom. We have expanded the Parent Portal and refined the Virtual Desktop. Our science research program continues to flourish and in collaboration with the Cold Spring Harbor Educational Foundation we have enhanced our in-house science research facility at the High School. The board continues to prioritize capital projects in order to maintain our buildings and grounds. We are beginning to see the fruits of the first year of our energy performance contract as new lighting, energy saving controls, weather stripping, high school ceiling replacement and refrigeration controls have been installed. In addition, the Board continues to be dedicated in our efforts to move forward with our collective bargaining units with the goal of reaching settlements.

As educators and informed residents of New York State we have seen many changes in education over the years and recently we have been challenged by increasing unfunded mandates, a multitude of changes in curriculum requirements and student / teacher assessments, a suffering economy and the tax cap. These factors have tested our ability to plan and maintain a strong educational program while being ever mindful of our fiscal responsibilities and realities. So far, through collaboration and an extremely supportive community we have been successful. We are very grateful to the community for your support of this year's budget.

This fall we will once again be discussing and adopting our annual goals. Community input is invaluable in informing our work. We invite you to attend our monthly business meetings which take place on the second Tuesday of each month at the Francis Roberts Community Center and to check the district website or calendar for scheduled work sessions which review the progress of different initiatives taking place in the district. We also invite you to contact us by email at BOE@csh.k12.ny.us. Best wishes for a healthy and successful year!

Sincerely,
Janice W. Elkin
President, Cold Spring Harbor Board of Education



Parent's Backpack Guide to Common Core State Standards

engage^{ny}
Our Students. Their Moment.

FOR PREKINDERGARTEN–5TH GRADE: ENGLISH LANGUAGE ARTS AND MATHEMATICS

In 2011 New York adopted the Common Core State Standards (CCSS) to make sure that all children succeed once they graduate from high school. This guide is designed to help you understand how the standards will affect your child, what changes you will see and what you can do at home to help your children the classroom.

Why Are the Common Core State Standards Important?

The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills. They create clear expectations for what your child should know and be able to do in key areas: **reading, writing, speaking and listening, language and mathematics.** If you know what these expectations are, then you can work with the teacher and help your child prepare.

ENGLISH LANGUAGE ARTS (ELA)

The new Common Core State Standards make several important changes to current standards. These changes are called shifts. The chart below shows what these shifts change, what you might see in your child's backpack and what you can do to help your child. If your child's assignments do not reflect the shifts, then talk to your child's teacher.

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
<ul style="list-style-type: none"> Your child will now read more non-fiction in each grade level. 	<ul style="list-style-type: none"> Look for your kids to have more reading assignments based on real-life events, such as biographies, articles and historical stories. 	<ul style="list-style-type: none"> Read non-fiction books with your children. Find ways to make reading fun and exciting.
<ul style="list-style-type: none"> Reading more non-fiction texts will help your child learn about the world through reading. 	<ul style="list-style-type: none"> Look for your kids to bring home more fact-based books about the world. For instance, your 1st Grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i>. This book lets students read and learn about science. 	<ul style="list-style-type: none"> Know what non-fiction books are grade-level appropriate and make sure your children have access to such books.
<ul style="list-style-type: none"> Your child will read challenging texts very closely, so they can make sense of what they read and draw their own conclusions. 	<ul style="list-style-type: none"> Your kids will have reading and writing assignments that might ask them to retell or write about key parts of a story or book. For example, your 2nd or 3rd Grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts from the story. 	<ul style="list-style-type: none"> Provide more challenging texts for your kids to read. Show them how to dig deeper into difficult pieces.
<ul style="list-style-type: none"> When it comes to writing or retelling a story, your child will use "evidence" gathered from the text to support what they say. 	<ul style="list-style-type: none"> Look for written assignments that ask your child to draw on concrete examples from the text that serve as evidence. Evidence means examples from the book that your child will use to support a response or conclusion. This is different from the opinion questions that have been used in the past. 	<ul style="list-style-type: none"> Ask your child to provide evidence in everyday discussions and disagreements.
<ul style="list-style-type: none"> Your child will learn how to write from what they read. 	<ul style="list-style-type: none"> Look for writing assignments that ask your child to make arguments in writing using evidence. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i>, a non-fictional book by Steve Ottinowski. 	<ul style="list-style-type: none"> Encourage writing at home. Write together using evidence and details.
<ul style="list-style-type: none"> Your child will have an increased academic vocabulary. 	<ul style="list-style-type: none"> Look for assignments that stretch your child's vocabulary and teach them that "language is power." 	<ul style="list-style-type: none"> Read often to babies, toddlers, preschoolers and children.

MATHEMATICS

To improve student learning, the new Common Core State Standards are different from the old ones. These changes are called shifts. The chart below shows what is shifting, what you might see in your child's backpack and what you can do to help your child. Again, if your child's assignments do not reflect the shifts, then talk to your child's teacher.

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
<ul style="list-style-type: none"> Your child will <u>work more deeply in fewer topics</u>, which will ensure full understanding. (less is more!) 	<ul style="list-style-type: none"> Look for assignments that require students to show their work and explain how they arrived at an answer. 	<ul style="list-style-type: none"> Know what concepts are important for your child based on their grade level and spend time working on those concepts.
<ul style="list-style-type: none"> Your child will <u>keep building on learning year after year</u>, starting with a strong foundation. 	<ul style="list-style-type: none"> Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing. Once these areas are mastered, they will focus on fractions. Building on that, they will then focus on Algebra. You should be able to see the progression in the topics they learn. 	<ul style="list-style-type: none"> Know what concepts are important for your child based on their grade level and spend time working on those concepts.
<ul style="list-style-type: none"> Your child will <u>spend time practicing and memorizing math facts</u>. 	<ul style="list-style-type: none"> Look assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing. Once these areas are mastered, they will focus on fractions. You should be able to see the progression in the topics they learn. 	<ul style="list-style-type: none"> Be aware of what concepts your child struggled with last year and support your child in those challenge areas moving forward.
<ul style="list-style-type: none"> Your child will <u>understand why the math works and be asked to talk about and prove their understanding</u>. 	<ul style="list-style-type: none"> Your child might have assignments that focus on memorizing and mastering basic math facts, which are important for success in more advanced math problems. 	<ul style="list-style-type: none"> Help your child know and memorize basic math facts. Ask your child to "do the math" that pops up in daily life.
<ul style="list-style-type: none"> Your child will now be asked to <u>use math in real-world situations</u>. 	<ul style="list-style-type: none"> Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions. 	<ul style="list-style-type: none"> Provide time every day for your child to work on math at home.

TALKING TO YOUR CHILD'S TEACHER

When talking to your child's teacher, try to keep the conversation focused on the most important topics that relate to your child. This means asking the teacher how your child is performing based on grade-level standards and expectations.

Also, ask to see a sample of your child's work. Compare your child's samples to those found at <http://engageny.org/resource/new-york-state-common-core-sample-questions>. Also, feel free to bring those samples to your child's teacher and ask the teacher to explain how the samples are used in the classroom.

This information will enable you make important adjustments at home that can help your child achieve success in the classroom.

For more information, please visit: www.engageny.org or contact your local principal or superintendent.

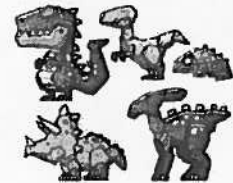
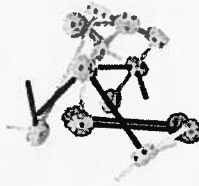


November 22, 2013

Dear Parents:

As the weather turns cold, the Goosehill School Improvement Team has been hard at work getting ready for a more fun and exciting season of indoor recess. Please consider donating new or gently used toys to our efforts. We are in need of:

- Small Legos
- Tinker Toys
- Cardboard Blocks
- Other Building Materials (GH doesn't need any more wooden blocks)
- Small Cars, Trucks, Planes, and other Vehicles
- Small Figures: superheroes, dinosaurs, dolls, Lego characters
- Short children's DVDs (less than 30 mins.)
- Jewelry Kits
- Stringing Beads
- Colorforms
- Coloring and Activity Books
- Crayons
- Solo Cups



*If we receive more materials than are needed, items will be donated to a local charity.

Although Goose Hill's goal is always outdoor recess, this year we hope to provide better indoor recess options for our children on those bitterly cold winter days. Thank you so much for your help!

The School Improvement Team

COLD SPRING HARBOR CENTRAL SCHOOL DISTRICT
75 Goose Hill Road, Cold Spring Harbor, NY 11724

**** PLEASE POST ****

Please be advised that a regular meeting of the Board of Education will take place on December 10, 2013, at 6:00 p.m. at The Francis Roberts Community Center, at which time the Board of Education may consider a motion to adjourn to Executive Session to discuss matters appropriate for Executive Session. If no such motion is adopted, the meeting will recess until 8:00 p.m.

At 8:00 p.m., the Board of Education will reconvene its public meeting to discuss Board Agenda items appropriate for Public Session, pursuant to the Open Meetings Law.


William Bernhard, District Clerk

**For Kids! *Programs from Cold Spring Harbor Library's
Children's Department. Registration Required!***

THANKSGIVING STORY & CRAFT

Monday, November 25 @ 4:30

For children ages 2-5 with Adult

Come listen to Thanksgiving-themed and make a themed craft



The library is a drop-off point for Toys For Tots.

Please bring unwrapped toys only.

New Addition to our Parent Collection

The Parent Backpack for Kindergarten through Grade 5: How to Support Your Child's Education, End Homework Meltdowns, and Build Parent-Teacher Connections by ML Nichols (Jul 23, 2013)

This straight-talking guide demystifies our complex education system and provides insights to help your kids thrive.

For more information about any Kids Programs, contact the Youth Services Desk at the Cold Spring Harbor Library - 631-692-6820

**For Adults! *Programs for Grown-Ups from Cold Spring Harbor
Library's Information Services Department***

Author John Hanc: The Unknown Jones

Wednesday, December 4 @ 12:30 pm

Newsday writer John Hanc, author of *Jones Beach: An Illustrated History* will discuss the mysterious and fascinating man behind the beach. The legacy of Thomas Jones, a 17th century swashbuckler and entrepreneur, lives on not only in Jones Beach, but right here in Cold Spring Harbor.

Books will be available for purchase/signing.

For more information about any Adult Programs, contact the Information Services Desk at the Cold Spring Harbor Library - 631-692-6820