



East Hampton Public Schools

Superintendent's Update

Week of April 25, 2016

The vision of the East Hampton Public Schools - preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.



There are two educations. One should teach us how to make a living and the other how to live.

~ James Truslow Adams

Calendar

Monday, April 25

Tri-Board Meeting

High School Library, 6:30 PM

Workshop on the 2016-17 Budget

by the Town Council, Board of Finance, and the Board of Education

Tuesday, April 26

Town Council Meeting

Middle School Library, 6:30 PM

Town Council vote on the 2016-17 Budget

Both of these are very important meetings.

Given the \$922 million state deficit, there are many uncertainties as we plan for local budgets.

Please come and find out how the East Hampton Board of Education will be impacted!

This week:

Wednesday, April 27

Administrative Assistants Appreciation Day.

This week we honor our Administrative Assistants!

Thank you to our secretaries who make sure that our offices, our schools, our administrators, and our teachers are on the ball every day of the week! They are on the front line of phone calls, the first faces for parent visits, the greeters of guests, , and still have a full plate of projects that must get done by the end of the day. They are the backbone to every school – and we appreciate everything they do to make the East Hampton Schools special.

- ~~Monday, April 25 – Board of Education Policy Subcommittee meeting in the High School Library, 5:00 PM.~~ Canceled due to Tri-Board meeting.
- ~~Monday, April 25 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.~~ Canceled due to Tri-Board meeting.



Tuesday, April 26 – EVENING Coffee with the Superintendent of Schools at the Central Office, 5:00-6:30 PM. Before you head over to the Town Council meeting, stop in on Tuesday evening for “coffee and chat” with the Superintendent. *(Decaf coffee will be available!)*

- **Thursday, April 28 – National Honor Society Induction at East Hampton High School, 7:00 PM.**
- **Friday, April 29 – Grade 6 & 7 Dance at the Middle School sponsored by the Student Council, 7:00-9:00 PM.**



- **Sunday, May 1 – The Belltown Spring Sprint 5K fundraiser sponsored by Project Graduation at Sears Park.** Make this 5K your goal this spring! Registration opens at 8:00 AM. The kids' race starts at 9:15, with the 5K at 10:00 AM. Parking and shuttle service will be provided from East Hampton High School. All proceeds benefit EHHS Project Graduation, who each year provides an all-night, substance free post-graduation celebration for our graduating seniors. Visit their web page to learn about Project Graduation. <http://ehhsprojectgraduation.com/blog/>. Visit the link below to register for the Spring Sprint. <https://belltownspringsprint5k.itsyourrace.com/register/>

- **Monday-Friday, May 2-6 – National Teacher Appreciation Week!** East Hampton is fortunate to have the best teachers in the State of Connecticut. This week we will take a few moments to show our appreciation for their great work with our children!

- **Wednesday, May 4 – National School Nurse Appreciation Day.** The school nurses take care of all of us – children and staff alike!



Wednesday, May 4 – Superintendent's Advisory Council at the Central Office, 9:00-10:15 AM. On the first Wednesday of each month, the Superintendent holds a more formal "coffee and chat" meeting for parents and community members. This month's agenda focuses on brain research and our children's learning.



Friday, May 6 – Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM. The coffee will be brewing, so please feel free to stop in!

- **Friday, May 6 – Grade 3 Dance at Memorial School in the Cafeteria, 7:00-8:30 PM.** The Father/Daughter; Mother/Son; Special Person Dance - luau style this year so wear your favorite luau shirts and floral dresses for the evening! Please join the EHES PTO for their final event of the 2016 school year. Dance to the hits with the Bubble Party Guy! Snacks and refreshments are included with admission of \$15.00 per couple. Have your photo taken in the free photo booth and bring home a keepsake of the dance!
- **Sunday, May 8 – Mother's Day.**
- **Monday, May 9 – Board of Education Policy Subcommittee meeting in the Central Office, 5:00 PM.**

- **Monday, May 9 – East Hampton Town Meeting – Location TBA, 7:00 PM.**

- **Tuesday, May 10 – Board of Education Meeting in the East Hampton High School Library, 6:00 PM.**
- **Wednesday, May 11 – Middle School PTO Meeting in the Middle School Library, 7:00 PM.**
- **Thursday, May 12 – Elementary PTO Meeting at Center School Library, 6:30 PM.**
- **Thursday, May 12 – Middle School Band and Choir Concert at the Middle School, 6:30 PM**
- **Thursday, May 12 – High School Talent Show in the East Hampton High School Auditorium, 7:00 PM.**
- **Friday, May 13 – Professional Development Day. No School.**



- **Tuesday, May 17 – Budget Referendum at the East Hampton Middle School, 6:00 AM-8:00 PM. Mark your calendars now!** Please make sure that you vote! Please be the voice of our students and get to the polls!

- **Tuesday, May 17 – STEAM EXPO at the Middle School, 5:00-8:00 PM.** A student showcase featuring students and teachers from all four buildings demonstrating projects in Science, Technology, Engineering, the Arts and Math
- **Wednesday, May 18 – Senior Class Awards Evening in the East Hampton High School Auditorium, 7:00 PM.**
- **Thursday, May 19 – Elementary PTO Mother's Day Tea, 6:00-7:30 PM.**
- **Friday, May 20 – East Hampton High School Honors Breakfast, 7:30 AM.**

- **Friday, May 20 – East Hampton Cafeteria and Custodian Appreciation Day.**

- **Friday, May 20 – Middle School Celebration Dance at the Middle School, 6:30 PM.**

- Saturday, May 21 – Junior/Senior Prom at Fantasia in North Haven.
- Monday, May 23 – Board of Education Policy Subcommittee meeting in the High School Library, 5:00 PM.
- Monday, May 23 – Center School Band and Choir Spring Concert in the High School Auditorium, 7:00 PM.
- Monday, May 23 – Board of Education Meeting in the East Hampton High School Library, 7:00 PM.
- Thursday, May 26 – East Hampton High School Music Department Spring Concert in the High School Auditorium, 7:00 PM.



Friday, May 27 – Coffee with the Superintendent of Schools at the Central Office, 7:30 – 9:30 AM. Start the Memorial Day weekend off with a coffee!

- Friday, May 27 – East Hampton High School Senior Picnic.
- Monday, May 30 – Memorial Day. No School.



Looking ahead...

East Hampton [High School](#), [Middle School](#), [Memorial School](#)
Last Day of School on Friday, June 10 (Half Day)

East Hampton [Center School](#)
Last Day of School on Monday, June 13 (Half Day)
Note: The Center School will also have a half day on Friday, June 1

East Hampton High School
Class of 2016
Graduation
Sunday, June 12
6:00 PM
Memorial School
(Outdoors on front lawn)

Get your event on this Calendar; it's sent every Monday morning to all East Hampton Public Schools teachers, staff, parents, and families!
If you would like a school/community event listed please forward dates and information to Paul Smith: psmith@easthamptonct.org.

Notes

■ Collaboration – an essential skill that begins in Kindergarten!

Some great research is out on our youngest learners, technology, and 21st century skills. It turns out that technology alone is not the answer for promoting learning in Kindergarten. What is essential is combining technology with 21st century skills, in particular, **collaboration**. The research shows that students in K learned more when they **shared technology** and **worked collaboratively** rather than working alone with technology. The study examined learners in K who shared iPads. Working together with technology these K students outperformed those with no technology and those who used technology alone. There is certainly validation for the combined use of technology with 21st century learning techniques!

Kindergartners who shared iPads in class scored higher on achievement tests

Source:

International Communication Association

Summary:

A promising study found that kindergartners in classes with shared iPads significantly outscored their peers on achievement tests who were in classes that had no iPads or classes with iPads for each student (1:1).

Using tech, like iPads, in schools has turned into a heated political debate. Los Angeles infamously spent \$1.3 billion on a program to give iPads to each student that has subsequently been plagued with problems. In the United Kingdom the head of the National Association of Head Teachers claimed he was dubious about using tech as a teaching aid in non-IT classes. **One solution could be using shared tech in classrooms.** A promising study by a researcher at Northwestern University found that **kindergartners in classes with shared iPads significantly outscored their peers on achievement tests** who were in classes that had no iPads or classes with iPads for each student (1:1).

Courtney Blackwell from Northwestern University will present her findings at the 65th Annual Conference of the International Communication Association in San Juan, Puerto Rico. Blackwell worked with 352 students at a Midwestern suburban school district that was phasing in 1:1 iPads into their kindergarten classrooms, creating a natural experiment where classrooms in one school had 1:1 iPads; classrooms in a second school had 23 iPads to share, where

kids primarily used them in pairs; and classrooms in a third school had no iPads. She looked at the effect that using 1:1 iPads for one academic year (9 months), compared to the other two conditions, had on student literacy (as measured by the STAR Early Literacy Assessment).

Results showed that students in shared iPad classrooms significantly outscored their peers in 1:1 and non-iPad classrooms on the spring achievement test, even after controlling for baseline scores and student demographics. Blackwell found that shared iPad students scored approximately 30 points higher than 1:1 iPad students and non-iPad users.

There has been little quantitative research done measuring the effects of young children's academic achievement and this is the first study to examine the effect that sharing iPads can have on young students.

"1:1 tablet computers may not be the most effective way to use technology for all grades and from a policy standpoint, we need to rethink what developmentally appropriate technology use is for young children," said Blackwell. "Shared iPad students significantly outperformed both the 1:1 and non-iPad condition, suggesting it's the collaborative learning around the technology that made the difference, not just the collaboration in and of itself. While schools and districts may still want to go 1:1 in all grades, they may reconsider how the tablets are used, especially in earlier grades, in order to make the technology most effective."



■ **Getting enough sleep!**

Parents and teachers! [Click here](#) to read a quick article and view two very short videos on Sleep!

How Much Sleep is Just Right for Cognitive Function?" from *MindShift* contains two very short videos about how much sleep is needed and why the snooze alarm is not your friend! The videos may help you understand why students are so cranky on some mornings. (Maybe it helps explain why we're so cranky on some mornings!)

Thoughts

An update to *East Hampton 2025* and why it is crucial to the success of our students.

A poster titled "East Hampton 2025 Educating for Excellence" with a blue and white color scheme. It features a bell icon and a quote from Tony Wagner. The poster outlines the vision of the East Hampton Public Schools and lists ten key goals for the district.

East Hampton Public Schools — East Hampton, Connecticut

East Hampton 2025

Educating for Excellence

Today's youth live in a world brimming with opportunity. Some will create, catalyze, and capitalize on a dynamic world hungry for innovation. Thriving in the 21st century will require real competencies, far more than academic credentials.

"Tony Wagner, Most Likely To Succeed"

Vision of The East Hampton Public Schools
Preparing and inspiring students to be innovative, responsible, contributing members of an ever-changing global society.

The East Hampton Public Schools District:

- promotes respect by developing a culture that fosters compassion, acceptance, and positive relationships;
- inspires students to own their learning, pursue their passions, and develop creativity in all learning environments;
- nurtures a growth mindset that emphasizes adaptability, resilience, and perseverance to encourage lifelong learning;
- teaches students to be effective communicators, critical thinkers, and collaborators through exposure to diverse areas of study;
- cultivates active learning and encourages curiosity, valuing both the process and the product;
- empowers students to engage actively with the community to create positive change from the local to the global;
- demonstrates resourcefulness to maximize value for the community and inspire students to be flexible and to seek sustainable solutions;
- creates partnerships between students and the community to foster civic engagement and public service.

Thank you for your feedback on the initial draft of East Hampton 2025. Based on advice from a number of people, we have updated the document or reference civic engagement and public service as two important skills in our students.

Something everyone should understand about this document is that it does not remove the importance we place on literacy and math – or other content areas in our schools. This document helps to enhance those areas with what are now referred to as deep learning skills or as the article below refers to them, “success skills.” Students who master the skills to the left are more successful mastering school content, excelling in college courses, and attaining goals as part of meaningful careers. There is indeed a connection between “success skills” and success in life!

As a school and a community, we must make sure that our students have access to top notch programs in our schools and in the community to support the development of these skills. That's a good reason to be part of the budget process this time of year!

An approach for preparing students for college, careers and life

Everyone knows reading and math scores are important. However, what many educators are learning is that, while they know more and more about their students’ testing history, they know almost nothing about *why* students perform as they do. As a result, methods used to improve test scores often fail.

In the new post-No Child Left Behind world of the **Every Student Succeeds Act**, schools must gather information on a broader range of student skills. Such measures can offer added insights into what students need to do to succeed academically and in life.

Some call these “noncognitive skills,” but no term could be more inaccurate. These skills require plenty of cognition. A better label would be “success skills,” what successful students do to manage the learning process effectively and efficiently.

Expanding Access

Educators already know that most achieving students are proficient in success skills, which include time management, effective study habits, collaboration, help seeking, goal setting, persistence (or grit), self-monitoring and self-management. They also are closely associated with success in the workplace.

High-achieving students tend to develop success skills through a variety of experiences not always available to all students. These include activities that emphasize goal focus, practice, concentration, persistence and self-assessment. Examples include performance-oriented activities such as orchestra, band and choir, drama, speech and debate, team and individual sports, school-sponsored and out-of-school clubs and organizations, specialized summer camps, and enrichment programs.

Unfortunately, not all students have equal access to these opportunities. Some choose not to take advantage of them. Given their importance to student academic success, however, it is increasingly imperative that schools teach success skills to all students, with an emphasis on students who are struggling academically.

Character Grade

Some schools see the development of success skills as key to their mission and always have. Often, these are private schools that know their clientele expect their children to develop these skills, which are key not only to their children’s academic success but also to succeeding in leadership roles throughout their lives. Other schools have come up with their own approaches to building the success skills they find most important.

Grant-Beacon Middle School in Denver emphasizes character development throughout its program. Students receive a character point average, or CPA, in addition to a grade point average. The CPA consists of observations and feedback on student kindness, curiosity, integrity, perseverance and leadership.

Some charter schools that focus on college readiness have begun to incorporate instruction in success skills or at least the expectation that students will use effective learning strategies. These schools have experienced improved scores on state tests and increased college-going rates, although problems still arise with getting their graduates to persist in college.

The KIPP Houston schools provide all students with notebooks in which to record their assignments to emphasize personal self-management and organization. Teachers check to see if students are managing their time effectively to complete assignments, and they coach students on how to make the best use of study time. All KIPP Houston students at one point took self-assessments of their college and career readiness and then developed personal plans to improve their cognitive strategies, such as problem solving, their approach to mastering key content, their learning skills such as time management and their “college knowledge,” what they need to know to pick a college and apply, get financial aid and adapt successfully to college culture.

The National Academy Foundation, a national network of education, business and community leaders, sponsors NAFTrack, a system that combines college- and career-ready skills and dispositions in a success skills framework. This career academy approach includes internships that assess students on collaboration and teamwork, creativity and innovation, critical thinking and problem solving, initiative and self-direction, and professionalism and ethics.

Programs such as AVID, or Advancement Via Individual Determination, have elements of success skills built into them. Central to the program is the AVID elective, a course in which students learn strategies for personal organization, study skills, note taking, collaboration and help-seeking while simultaneously completing highly challenging courses.

While AVID can be managed by a single teacher or group of teachers, it is most effective when implemented schoolwide so that all students, not just those in an AVID elective classroom, have access to the same strategies such as study skills. Over time, AVID schools tend to create cultures that support development of the success skills necessary for college and career readiness.

The Partnership for 21st Century Skills emphasizes four Cs: communication, collaboration, critical thinking and creativity. Schools join P21 and adopt programs that best meet local needs.

Bate Middle School in Danville, Ky., uses project-based learning, flexible scheduling and a redesigned curriculum to develop critical thinking, problem solving and communication skills. Savannah High School in Anaheim, Calif., emphasizes college and career pathways to enhance student communication, collaboration and critical thinking in ways that develop personal planning, goal setting and self-management.

Another popular program, Brainology, created by Carol Dweck, a psychology professor at Stanford University, emphasizes positive academic mindsets in students. The program helps students learn how effort can trump any perceptions that aptitude can prevent them from succeeding in a subject area. This is important in subjects such as mathematics, where students come to believe they just can't do math. Through Brainology, students learn that an effort-based mindset can help them achieve at a high level.

A range of programs are available to improve study skills, teach goal setting, enhance technological proficiency, explore career interests and develop what some have labeled as grit — the persistence, tenacity and resilience necessary for students to take on challenging academic work and succeed.

Lifelong Skill

Linking success skills to college and career readiness strengthens the rationale for developing these skills. Many schools have adopted the Four Keys to College and Career Readiness schoolwide (see [related story](#)), including several in Orange County, Calif.

The Four Keys schools recognize it takes much more to be college ready than good scores on English and math tests. This more comprehensive view of college and career readiness enables schools to consider whether students are developing the problem-solving and critical thinking skills necessary in college and the workplace, whether they are taking ownership of their learning and whether they have all the specific “college knowledge” they need to maneuver the transition to postsecondary education and get the most out of a college education.

Every indication is that today's students, who will live the rest of their lives in the 21st century, will need strong success skills throughout their careers and lives. And yet, schools that teach success skills are still the exception and not the rule. Why is this? Why don't all schools develop student success skills with the same intensity and dedication they devote to basic literacy and numeracy skills?

The problem is that doing so requires integrating these skills into the fabric of the school's instructional program. Schools tend to solve problems by adopting programs, and many programs exist to teach success skills. However, the challenge is not simply to implement a potpourri of stand-alone programs such as note taking, time management and goal setting in isolation, but rather to develop a schoolwide focus around success skills as both a necessary end in themselves and as a means to improve reading and math scores.

Three Steps

Creating such a focus requires the following steps:

» **Make the case publicly for the need for success skills** as keys to improved student achievement as well as to readiness for college, careers and life as a 21st-century citizen. **Make the case that the economy and society are changing in ways that require greater individual self-management, initiative, flexibility and perseverance.**

Also, note the power of success skills to help improve reading and math scores. Share this point of view with others in the school community in anticipation of adopting a success skills goal or focus for the school district, and then adopt a districtwide goal.

» **Make space in the day for teachers to teach, encourage and support success skills.** Examples include a short weekly advisory period where these skills are discussed and reviewed, built-in routines such as assignment notebook checks that reward student self-management, opportunities for student goal setting in class with time to discuss how to achieve their goals, and regularly scheduled times throughout the year when skills like note taking and time management can be taught in ways that integrate them into academic learning.

» **Value success skills by measuring and reporting them.** Calculate a success skills grade for students along with an academic grade. Use this grade to view changes in student skills over time but not to categorize or label students. Determine which students are improving their success skills, increasing their self-management and self-monitoring behaviors, and regularly using a range of techniques and strategies to learn better. Intervene with students who are not improving their success skills over time.

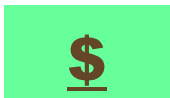
For some schools it may make the most sense to adopt a comprehensive program such as AVID or the Partnership for 21st Century Schools' 4Cs model. At other schools, however, adding specific success skills one at a time may make more sense. Whichever route a school chooses, the net effect of emphasizing success skills will result in all students being better prepared for the challenges they will face in college, careers and life.



Have a great week!
Paul Smith



The Superintendent of Schools sends out text message using **Remind**. If you would like reminders about East Hampton Public Schools events or immediate updates on school cancellations in the winter directly from the Superintendent of Schools [click here](#) and simply enter your mobile phone number.



Please click the dollar sign to get information about the 2016-17 Budget from Paul K. Smith, Superintendent of Schools. Any parent or community member is welcome to schedule a personal appointment with the Superintendent if you have budget questions. You are also encouraged to stop in for coffee at one of the regularly scheduled, **Coffee with the Superintendent** meetings.



Please click on the calendar for the 2016-17 school calendar. Next year's school calendar is now available to parents. The 2016-17 school year will begin after Labor Day in order to accommodate the high school construction project. Please review the calendar and plan your vacation time accordingly.



Are you following the East Hampton Public Schools on Facebook? You should follow us to get simple reminders and updates on all the great things going on in our schools. Click on the Facebook icon and "like" us!



Come and have coffee with the Superintendent of Schools some morning or evening. It's a great chance to learn what's going on – especially if you want accurate information right from the source. The Update has a list of coffee dates – and you can always find them on the school's website.

