

FREE

School News

Education + Communication = A Better Nation

Covering the Palo Alto Unified School District



Volume 1, Issue 1

November 2018–February 2019



2nd grade math students are learning to measure, estimate, and compare. Aligned with Bridges math curriculum.



First Grade Word Detectives Unit Reader:
Part of teacher's college reading and writing project.
Students become detectives to find strategies to solve words.



4th grade music students are singing in cannon while the teacher reviews topics such as anacrusis, octaves, and reading music.

Superintendent

Off to a Great Start

We are off and running! As your superintendent, I am proud to see the amazing opportunities provided for our students. This is truly a community that values education and supporting the whole child. I am impressed by the depth and breadth of programs, partnerships, and commitment to maintain our position as one of the top school districts in the nation.

In this edition of *School News Roll Call*, I have asked our principals to foreshadow some aspect of their schools that will receive attention this year. From my seat, I am excited about supporting our four priority goals. The established goals set our direction and align resources to enhance areas of focus. Our goals are:

- High Quality Teaching & Learning
- Equity & Access
- Wellness & Safety
- District Office Operational Support

We believe PAUSD has identified the right areas and it is my job to build upon the momentum that started prior to my arrival. We plan incorporate the direction from the Board of Education to enhance a system for District Office Operational Support that adds value and removes obstacles for the sites to excel with assistance in the other three priority areas. Like many of you, I moved here for the school district. I look forward to forming relationships and partnerships to maintain our status as a destination school system in the future!

我们正在扬帆起航! 作为您的主管, 我为能够给学生提供极佳的机会而无比自豪。这确实是一个重视教育且支持孩子全面发展的社区。课程的深度和广度、伙伴关系, 以及维护我们作为全国顶级学区之一的地位的承诺, 这一切都令我记忆犹新。

在此版本的“学校新闻登记表”中, 我已要求我们的校长预示其所在学校本年度将特别关注的某些方面。从我做起, 对我们的四大优先目标提供支持, 我感到无比激动。这些既定目标指示我们的发展方向并调整资源, 以加强重点关注领域。我们的目标是:

- 高质量教学
- 平权服务
- 身心健康和安全
- 学区办公室运维支持

我们坚信, 帕洛阿尔托联合学区已确定正确的范围, 而我的工作是在我之前的基础上继往开来。我们计划结合学校董事会的方向, 增强学区办公室运维支持系统, 为学校增加价值, 消除障碍, 从而使其能够在其他三大优先领域提供更多、更有力的帮助。像这里的许多人一样, 我搬到这里, 加入本学区。我满心期待建立好关系, 与大家精诚合作, 维护我们在未来作为目标学校系统的地位!



Donald B. Austin, Ed.D.
Superintendent

¡Estamos en marcha!

Como su superintendente, me enorgullece ver las increíbles oportunidades proporcionadas a nuestros alumnos. Esta es verdaderamente una comunidad que valora la educación y el apoyo al niño completo. Estoy impresionado por la profundidad y amplitud de los programas, las sociedades y el compromiso de mantener nuestra posición como uno de los mejores distritos escolares de la nación.

En esta edición de *School News Roll Call*, les he pedido a nuestros directores que anunciaran algunos aspectos de sus escuelas que recibirán atención este año. Desde mi asiento, estoy entusiasmado por apoyar nuestras cuatro metas prioritarias. Las metas establecidas establecen nuestra dirección y alinean los recursos para mejorar las áreas de enfoque. Nuestras metas son:

- Enseñanza y Aprendizaje de Alta Calidad
- Equidad y Acceso
- Bienestar y Seguridad
- Apoyo Operativo de la Oficina del Distrito

Creemos que el Distrito Escolar Unificado de Palo Alto (PAUSD, por sus siglas en inglés) ha identificado las áreas correctas y es mi trabajo aprovechar el impulso que comenzó antes de mi llegada. Planeamos incorporar la dirección del Consejo de Educación para mejorar un sistema de Apoyo Operativo de la Oficina del Distrito que agregue valor y elimine los obstáculos para que los sitios sobresalgan con ayuda en las otras tres áreas prioritarias. Como muchos de ustedes, me mudé aquí por el distrito escolar. ¡Yo espero con ansias formar relaciones y sociedades para mantener nuestra posición como un sistema escolar destinatario en el futuro!



Ken Dauber
President



Jennifer DiBrienza
Vice President

Board of Education



Melissa Baten Caswell
Member



Todd Collins
Member



Terry Godfrey
Member



Kay Coop
Founder/Publisher



We are delighted to be publishing *School News* covering the Palo Alto Unified School District.

By now students are settled into their routines and focused on academic goals. On the preceding page in Superintendent Dr. Austin's message he sets out the District's priority goals and areas of focus.

As we prepare to celebrate Thanksgiving, I'd like to thank our service men and women in the armed forces for their service.



Our next issue is February.

School News

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www.schoolnewsrollcall.com
Covering the
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Addison *Elementary School*

650 Addison Ave., Palo Alto, CA 94301 • 650/322-5935 • addison.pausd.org



Amanda Boyce
Principal

New Year, New Opportunities

There is a lot of excitement, anticipation and change at Addison this year! Last June, Addison began a multiphase construction project that will include a new two-story library/administration building, an MP Room, removal of portables along Middlefield Road, four new classrooms built in an existing building structure, and a Magical Bridge-inspired playground. This will be a multiyear project that fulfills our school vision of a flexible, modern and inclusive learning environment that enhances teaching and learning.

In the PAUSD goal area of equity and access, our kindergarten-through-second-grade teachers are closely examining their explicit phonics instruction as part of a balanced-literacy curriculum. One of our grade-level teams has purchased the Lucy Calkins Units of Study in Phonics as a complement to our Readers/Writers Workshop curriculum and checking in with one another frequently regarding implementation and student response. At our

Staff Learning Day in October, our kindergarten-through-second-grade teachers came together to create a scope and sequence for phonics instruction.

All Addison teachers are extending their learning about our Bridges math curriculum as they continue to implement the three parts of the curriculum: Investigations, Number Corner and Work Place Stations. After a year of using the new math curriculum, teachers have the opportunity to discuss the appropriate amount of time to deliver, assess, and respond to student learning in the three math areas as part of our high-quality teaching and learning goal.

Playworks is a new play-based social-emotional curriculum at Addison this year in which students are learning important lessons about teamwork, encouragement and inclusivity in order to work toward our goals of safety and wellness. Each class learns similar games and behaviors in kindergarten-through-fifth-grade, and then our third-through-fifth-grade Jr. Coaches lead these games during recess and lunch.

It's been a great start to the year, and we are excited for new opportunities to grow in the year ahead!

Barron Park *Elementary School*

800 Barron Ave., Palo Alto, CA 94306 • 650/858-0508 • barron.pausd.org



Eric Goddard
Principal

A Great School

There are quite a few areas to focus on to open school successfully. Safety drills were completed the first week. Back to School Night took place during week-two where we outlined goals for the year. During this important evening, we shared our academic expectations across the grade levels. Behavioral standards and supports were emphasized as well to assist us with creating optimal learning environments in each classroom.

To support our shared efforts between home and school, our Barron Park faculty continues to focus on best practices through participating in High Quality Teaching and Learning through ongoing Professional Development. Over the course of the next two years, we are taking advantage of the opportunity to work with the Teachers' College of New York as a Reading and Writing Project School. Staff developers will visit our school for 10 days to coach our staff in implementing district reading and writing curriculum in their classrooms. Through this coaching, they will also be provided with feedback and strategies to work on targeted areas of instruction to support the academic success of our student population.

Providing Equity and Access is a continued emphasis as well. Since Labor Day, kindergarten students who attended our "Boost Camp" have experienced modest gains with their academic progress, and are well-prepared to succeed their first year of elementary school. Barron Park has other additional resources to help students succeed, such as a full-time psychologist, reading specialists, and English Language Learner specialist support. This dedicated group works closely with our general education teaching staff to maximize learning opportunities in the classroom.

Another area of emphasis to support wellness and safety goals is expanding our efforts with Responsive Classroom practices, and providing deeper instruction with our three school-wide traits, which are to be your best, be safe, and be respectful. So far to date, we have recognized 50 students at our school-wide assemblies for demonstrating excellence in these three areas.

We are also pleased to share that we have expanded our counseling services to assist students and families as well. Acknowledge Alliance counselors truly make a difference with our students social and emotional learning. Their support to families is exceptional.

This school year is off to a good start. We plan to share more student successes throughout the year. Great students, great staff, and great parents make Barron Park a great school!

Duveneck *Elementary School*

705 Alester Ave., Palo Alto, CA 94303 • 650/322-5946 • duveneck.pausd.org



Chris Grierson
Principal

Join Our Pride of Dragons!

I am so proud of the work that our school community has already accomplished this year. This is a sign that 2018–2019 will be great! At Duveneck, you will find a team of united staff members and parents who work together on behalf of our amazing students.

This year we have welcomed over 35 new students into our first- through fifth-grade classrooms. I am pleased to report that we have also launched a new Learning Center for students in grades K–2, led by Helene Vertudazo. Alongside Allyson Zeman and Stephen Jue, Helene is excited to continue building on our inclusive school values to create profound feelings of belonging and membership across our campus. Our school's commitment to providing the best possible environment for students of all abilities is directly aligned with PAUSD's Strategic Plan Goal for Equity and Access.

If you have visited our school recently you may have seen our students engaged in the new Social Studies Alive

Lessons. This is our freshly adopted curriculum for history and social studies across all grade levels. As we are nearing the end of our first trimester, our Duveneck teachers have been mentioning how engaging and participatory this new curriculum is. We are excited to see how it will impact student learning during our first year of implementation. Please stay tuned to our Duveneck eNews for more information about Parent Ed opportunities!

As our community of learners celebrates welcoming newcomers to Duveneck, we wish everyone to be mindful of helping others, making new friends, and inviting our new students to participate in activities if they are looking lonely. This intentional approach directly links our school's climate to the PAUSD's Goal for Wellness and Safety. Every student, every staff member, and every parent is a Duveneck Dragon. As a group, our Dragons are commonly referred to as a "pride." Our highest priorities include taking care of each other and doing our best to work, play, learn, and grow together. I look forward to a fabulous year ahead!

El Carmelo *Elementary School*

3024 Bryant St., Palo Alto, CA 94306 • 650/856-0960 • elcarmelo.pausd.org



Danaé Reynolds
Principal

Teaching and Learning

This year, our El Carmelo educators are taking a deep dive into reading instruction. To effectively grow our readers, we have engaged in calibrating the administration and analysis of the Benchmark Reading Assessment, and have planned our reading instruction accordingly.

We have the honor of being in our third year as a Teacher's College Lab School. As a Lab School, teachers at each grade level engage in powerful and expertly created professional development. This deepens their understanding and instructional practice. As a result, our teachers are able to lift the level of learning for each student.

In addition to teaching our engaging Reader's Workshop lessons, we are also creating a culture of life-long readers by holding reading celebrations at the end of each unit. As I visit the classrooms, it is a delight to witness the joy that beams from our students' faces as they read and discuss their books.

Our recent Coffee with the Principal event focused on ways parents influence their children. Our session included the importance of children reading just the right books,

student-selected text, and talking afterwards about their reading. Parents explored an article regarding the different type of work required when reading digitally versus reading paper text. I am proud of the partnership that we have established with our dedicated parents.

Our focus this year on reading includes connecting our students with their favorite authors. El Carmelo students were thrilled to meet children's book author Drew Daywalt and author/illustrator Scott Campbell. They read aloud their new book *Sleepy*, discussed personification, and answered questions about the writing and illustration process. As our readers and writers meet and learn from published authors, they are able to make immediate connections to the incredible thinking work that they engage in daily during our Reader's and Writer's Workshop.

Tacos, burritos, and books, oh my! Our fabulous PTA supported our special reading focus this year by hosting the Fall Book Fair, and an all-school picnic. Families perused books, bought books, read books, and connected over dinner brought from home or ordered from a delicious Mexican food truck. The shaved-ice food truck also provided a refreshing desert as our school community enjoyed the warm Friday evening. Throughout the year, our PTA will be hosting events that promote reading while fostering a sense of connectedness across our vibrant community.

Ellen Fletcher *Middle School*

655 Arastradero Rd., Palo Alto, CA 94306 • 650/856-9810 • fletcher.pausd.org



Melissa Howell
Principal

Empowerment and Advocacy

Welcome to Ellen Fletcher Middle School. I am honored to be a member of this amazing school community. This year we are celebrating our school name change in appreciation of Ellen Fletcher. Ellen Fletcher was a Holocaust survivor who immigrated to the U.S. as a young woman. She devoted over 40 years to civic leadership in service to the Palo Alto community, and is best known for

her advocacy for cycling and environmental issues.

We are off to a great start of another school year here at Fletcher. We are proud of all of the teaching, learning, relationships, and community building that takes place in and out of the classrooms. We are proud to be Fletcher Tigers!

At Fletcher, we are working thoughtfully around alignment with our assessment and grading practices for all grades and all subjects. Whole staff collaboration is supporting our AVID, EL, and special education students.

Our staff regularly examines data individually, and works within teaching teams to help guide instruction to support all learners. Fletcher is also an inclusive community of students, families, and educators who are achieving high academic and social standards, and have respect for student diversity in a positive school climate. Teaching teams meet weekly to discuss our students' individual needs, and plan for support or enrichment within the classrooms for all academic, social, and emotional areas.

We are proud of the resources available to our students, such as our district, PiE, PTA, and community efforts. This reinforces our goal that "All students can learn and succeed." We maintain safety and social/emotional development lessons during our weekly advisory periods. We also have an abundance of student-led and staff-supported ASB Clubs.

We are embracing the ideal of learning from our mistakes, and developing tools for mindful choices in the future. We teach and encourage our students' sense of empowerment for advocacy of self and others.

Fairmeadow *Elementary*

500 E. Meadow Dr., Palo Alto, CA 94306 • 650/856-0845 • fairmeadow.pausd.org



Iris Wong
Principal

What We're Made Of

Fairmeadow Elementary School teachers continue to work collaboratively to sequence and implement the units of study in writing and reading. Teachers regularly deliver small-group and on-on-one instruction to meet students' assessed learning needs. Our reading specialist supports emerging literacy skills in writing and reading among our kindergarten through second-grade students,

and our intervention specialist supports needs in writing and reading in our third- through fifth-grade student population. Grade levels regularly meet to plan, discuss, and interpret results of reading instruction and assessments.

Fairmeadow continues to use the Benchmark Assessment System (BAS), which has provided greater insight into instructional implications. As a staff, we continue to look at data to identify and support students who are not meeting grade-level benchmarks. Our specialist team meets weekly to discuss struggling readers and to strategize with the team, classroom teachers, and parents regarding academic supports for students.

This year we are also exploring a phonics component in kindergarten and first grade. Our reading specialist will support the grade-level teams in creating lessons centered around phonics and writing and reading instruction.

Our specialist team meets weekly to discuss students reading below grade-level benchmarks, and every student

meeting these criteria is receiving some form of reading intervention with either our reading specialist, our intervention specialist, or our English language learner specialist. Teachers lead regular guided reading sessions along with their implementation of the units of study in reading. We utilize our Response to Intervention (RtI) monitoring tool to track students receiving intervention, the duration of intervention, the focus of the intervention, and goals for each student.

Our BAS reading assessment system provides targeted insight into specific implication for reading instruction. We also utilize the Northwest Evaluation Association (NWEA) and California Assessment of Student Performance and Progress (CAASPP) data to support students who are not meeting grade-level benchmarks in math. We have an afterschool math intervention program led by a team of teachers. Our comprehensive approach to monitoring student progress in reading and math is designed to ensure all students receive the instruction and intervention they need to progress.

This is our second year of implementation of the YMCA of Silicon Valley's Project Cornerstone ABC Reader Program, which supports social and emotional learning. Kindergarten through fifth-grade teachers continue to use elements of Second Step in kindergarten through second grade and Steps to Respect in third through fifth grades for explicit social and emotional learning (SEL) instruction. Many teachers also use responsive classroom techniques to build classroom community and common SEL vocabulary.

Escondido *Elementary School*

890 Escondido Rd., Palo Alto, CA 94305 • 650/856-1337 • escondido.pausd.org



Marcela Simoes de Carvalho
Principal

Vision Statement

Our school empowers its students to achieve their personal best academically, socially and emotionally in order to make a positive impact on the world.

As the new principal of Escondido, I'd like to share with you some of my priorities for the school year. My primary goal is to ensure that all children are safe, happy and engaged in learning and have the best possible educational experiences while at Escondido

Elementary. One of my key values is that all decisions are made through a shared decision-making model and based on what is best for students. I've done this by forming a school-leadership team that includes a representative from each grade level and our dedicated specialists.

One of the first actions we took as a team was to develop a vision statement for the school. Developing a vision statement with the staff was important because it led the team to focus on the "why" of existing as a school. Without a clear definition of where we are headed and why, none of the tactics to get there matter much. Having established our vision and reviewed our mission, we are now identifying shared expectations and areas in need of curricular and instructional

alignment across our school. For example, in line with our district goal of high-quality teaching and learning, teachers are working in professional learning communities (PLC) to align best practices in reading, writing and mathematics.

In addition to working with staff, I have sought input from our parent leadership groups and students. Some of the topics that have surfaced include improving drop-off and pickup traffic flow, identifying consistent social-emotional practices across all classrooms, developing consistency in implementing agreed-upon instructional practices and curriculum, ensuring equitable access to enriching experiences for all students, and aligning fiscal practices and allocation of resources with school goals. For example, we are working with the Stanford safety department and civil engineers to improve automobile, bicycle and pedestrian traffic on the campus streets leading to Escondido school. We are also proposing to redesign our parking and drop-off circle based on a study that was completed last year by the civil engineers from the City of Palo Alto.

It is wonderful to reflect on the work and progress that have been accomplished in just 40 days. Our success is dependent upon our ability to work as a team and plan, implement, and execute our shared vision. I look forward to the important work of learning, teaching and community building that lies ahead.

Greendell *School*

4120 Middlefield Rd., Palo Alto, CA 94303 • 650/856-0833



Shannon Coleman
Principal

Meeting the Needs of All Learners

Greendell School is home to PAUSD's Pre-Kindergarten programs. Young Fives, Transitional Kindergarten, the PAUSD Special Education Preschool Program, Springboard to Kindergarten, and PreSchool Family are all part of Greendell School. Our programs meet the needs of young children and their families through developmentally appropriate curriculum, family engagement,

and family education in a caring, inclusive school community.

Our families are the heart of Greendell School. Our goal is to ensure that all families have opportunities to engage in their child's education and participate in our school community. Greendell families have access to a variety of programs to connect and engage at our school: School Site Council, Family Engagement Specialist, English Learner Advisory Committee, Community Advisory Committee for Special Education in Palo Alto, and family education and participation in the classroom and school activities. Our Greendell site council has also been exploring ways to increase access to our programs by examining

the after-school care needs of our families and options available to families in our community.

We focus on social-emotional development at Greendell School. In our classrooms and on our playgrounds, we use the Kimochis social emotional learning curriculum to teach children how to identify feelings, regulate their emotions, interact with peers, and be kind and friendly.

Young children learn so much through play and the exploration of their environment. Our school playgrounds are an important part of this learning. This year, we are excited to begin construction on a new playground area that is accessible to children of all ages and needs. We will continue and expand our efforts to update all of our outdoor play areas and structures for our children.

At Greendell, the pre-kindergarten curriculum is aligned with PAUSD's focus goals and designed to meet the needs of all learners. Our children are engaged in learning that is developmentally appropriate and adapted for our young learners. We utilize curriculum that prepares children for kindergarten and provides opportunities for children to practice their kindergarten readiness skills: Bridges in Mathematics Pre-K, Writer's Workshop, Zoo-phonics, and Handwriting without Tears.

Frank S. Greene Jr. *Middle School*

750 N. California Ave., Palo Alto, CA 94303 • 650/494-8120 • greene.pausd.org



**Valerie
Royalty-Quandt**
Principal

Celebrating our New Name and Founder

This year at Greene Middle School, we are excited to celebrate our name change in recognition of Frank S. Greene, Jr. Dr. Greene is honored as a local scientist, educator, parent, entrepreneur, and, most importantly for our community, a role model. We are proud to be the Greene Jaguars!

Greene teachers are working diligently to align and update grading and assessment practices for our middle school students.

Evidence-based grading practices, or standards-based grading, moves toward clarifying “content mastery” over “behavior and compliance.” Our teachers are currently engaged in high-level collaboration and exploration of best practices in this professional area, and I support their innovative efforts to change practices to better support student learning.

Supporting every middle school student to achieve his or her highest potential is not only one of our school

goals, it is a passion energized by our teachers, counselors, support staff, and administrators. Our at-risk students need targeted supports and interventions to ensure their success in middle school and beyond, and we have a dedicated focus on students and their specific academic and social-emotional needs. The robust resources we have at Greene, provided by Palo Alto Partners in Education (PiE), PTA, and district and community support enable us to provide equitable opportunities and experiences for all of our students.

It is also exciting this year to focus on expanding our restorative justice practices. Developmentally, at the middle school level in particular, students have important opportunities to learn from mistakes and repair what they may have “broken,” such as a social relationship, trust with a teacher, or a school rule. By allowing students to learn from minor mistakes and build skills in both dialoguing and empathy, we hope to support our middle school students with their growth into healthy high school students.

Henry M. Gunn *High School*

780 Arastradero Rd., Palo Alto, CA 94306 • 650/354-8200 • gunn.pausd.org



Kathie Laurence
Principal

Restorative Practices

Gunn High School is off and running. We had a smooth opening of school, and I would like to thank our students, parents, and staff for all contributing to this great start!

This year, we are working to move forward on our WASC goals, which are aligned with the district focus goals of High Quality Teaching and Learning, Equity and Access, and Wellness and Safety.

We have started a new book study program this year for teachers and classified staff. Staff had a chance to choose a book from a selection of 20 books falling under four areas of our school work. The areas of focus are Feedback, Assessment, Grading Instructional Strategies, Equity, and Social-Emotional learning.

Instructional staff has been divided into cross-departmental discussion groups of four to eight people based on the book they have chosen. This adult learning

will have a positive impact on student learning in classrooms.

We have also started training in restorative practices and alternative discipline measures. We feel that our students will make mistakes, and that restorative practices provide more of a learning opportunity for students than traditional discipline measures. Restorative practices can help change the culture of the school and increase equity in disciplinary practices. Students have more access to learning when alternative forms of discipline are used and they do not miss classes.

We have continued our roll-out of the Social-Emotional Literacy and Functionality (SELF) program to include ninth- and tenth-grade students. As foundation for the program, we use the School Connect curriculum, but we are tailoring it to the needs of our Gunn students. We learned and grew a lot last year during the first year of implementation. The goal is to have the program reach all four grade levels by fall of 2020.



Herbert Hoover *Elementary School*

445 E. Charleston Rd., Palo Alto, CA 94306 • 650/320-8106 • hoover.pausd.org



James Sherman
Principal

We're Ready and Set!

We are off to a great start at Hoover! This is a new beginning for me as well, and I am impressed with what I see. With a visit from Superintendent Don Austin on the first day of school, a rainbow of balloons welcoming the students, and nearly 400 beautiful, smiling faces, I knew immediately that this was where I wanted to be.

Hoover is focused on delivering high-quality education to all of our students. That means that we consider every child's needs and that our teachers and specialists differentiate their instruction to meet those needs. Incredibly strong teacher teams meet regularly to plan and develop their curriculum. Our teachers are well trained in reader's and writer's workshop, for example, and though teaching styles may differ, the instruction, strategies and assessments are consistent throughout the primary and upper grades.

Hoover is so fortunate to have certified instructional assistants (IA) throughout our school. Literacy, math and science teachers in both primary and upper grades schedule their time in each classroom, working with all students. Sometimes, the activity is whole class, and sometimes, the IA will work with small groups or individual students. The result is that all students are given the extra attention they need. Our IAs have a great rapport with the children, and they leave knowledge, strategies and understanding wherever they go.

Safety and welfare of our students are of paramount

importance to all of us. We practice and drill regularly for events we hope will never come, such as fires, earthquakes and intruders on campus. We have systems in place for locking down classrooms and responding to a larger disaster. We have recently toured the school grounds with PAUSD personnel to assess and request assistance with areas of concern. I can say with confidence that Hoover students and staff are safe and cared for.

Mindful Mindset

One key area of focus for us this year and in the past few years has been to strengthen our social-emotional learning program. We added yoga to our repertoire last year, and it continues this year. With our sights set on health and wellness, this activity reaches every child in our school. This movement-and-mindfulness class combines the principals of yoga, breathing, creative visualization and progressive relaxation aimed at helping children gain greater physical, social and emotional awareness while engaging in joyful exercise, play and relaxation. The program is designed to set children up to succeed at yoga while weaving in age-appropriate social and emotional learning messages. Yoga provides many teachable moments for achieving growth and positive mindset, practicing kindness to self and others, gratitude, discipline and, ultimately, a focused, still and calm mind that's ready to embrace academic learning.

Along with Responsive Classroom, Green Team, the ABC Reading program and many other activities to develop the whole child, Hoover is a wonderful place for all who walk on our campus.

Jane Lathrop Stanford *Middle School*

480 E. Meadow Dr., Palo Alto, CA 94306 • 650/856-5188 • jls.pausd.org



Lisa Hickey
Principal

Well-Rounded Education

At JLS Middle School, kindness is the norm. We want all our students to thrive academically, socially and emotionally.

Middle school can be a challenging time for students. Our staff and community are committed to creating a safe and welcoming middle school environment. All 1,130 students are on an interdisciplinary team that creates smaller learning communities.

Each interdisciplinary team meets weekly with the counselor and grade-level administrator to ensure that we are supporting all students. Our counselors will be in each classroom at least twice this year to deliver a social-emotional lesson. The fall lesson for students focused on conflict resolution and goal setting.

All of our teachers communicate learning targets to their students. Learning targets inform what students need to know and specifically what skills are expected in order

to master and reach proficiency. We want students to take ownership of their learning. Students should know the goal, know where they currently are, and know what they need to do to close the gap. Learning targets are communicated in multiple ways to our students. They are often written on the whiteboard, displayed on a bulletin board, or listed on assignments and assessments.

Our rich elective program is part of what makes JLS such a great place to learn. Students have over 30 choices of electives in the areas of art, technology, career and technical education, music, and foreign language. In seventh and eighth grades, students get to choose whether they want to take courses such as Industrial Technology, Marine Biology, Design and Tech studio, and Gourmet Cooking. There are so many options that it is often hard to make a choice! We also have classes to help students who may need additional academic support. Our goal is to create a positive and well-rounded middle school experience for all our students.

Juana Briones *Elementary School*

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Katy Bimpson
Principal

Honoring Our Namesake

Welcome to Juana Briones Elementary School! I am honored to be joining this incredible community as principal this year, and am learning a great deal about what makes it so very special!

Like our school's namesake—the dynamic, resourceful, compassionate Juana Briones herself—our school is a true learning community in every sense of the word. We strive to cultivate care, empathy, resilience, resourcefulness and the spirit of never giving up throughout our school culture. We all consider ourselves teachers and learners who bring with us unique strengths, perspectives and experiences that enrich our community, and we are committed to the health and well-being of every community member.

High-quality teaching and learning: At Briones, staff members regularly examine data to inform instruction and collaborate to provide differentiated learning experiences to meet the needs of our students. Our reading and writing curriculum from Teacher's College, the Bridges math curriculum and the newly adopted TCI Social Studies curriculum all provide differentiation opportunities within the workshop model for just this purpose, in addition to providing hands-on science experiences in a lab setting

and engineering experiences through our makerspace.

Equity and access: Understanding and supporting each student in accessing the curriculum in meaningful ways is a foundational aspect of our work. Staff meets regularly to reflect on and share best practices, in addition to learning about new and current vetted practices and resources that allow us to reach every student in a meaningful way and ensure equitable access to the content. This work is ongoing and drives all school goals.

Wellness and safety: It is our goal that every person who sets foot on the Briones campus feels safe and valued every day. Our schoolwide expectations for making safe, respectful, responsible choices and understanding how deeply our choices matter in the community we serve is helping to build a community of caring citizens. Our ABC program provides additional layers of support through the reading of vetted books with cohesive language that students and staff can easily access to solve problems and make positive choices. Staff also utilizes a variety of strategies from the Responsive Classroom, Social Thinking curriculum and Zones of Regulation, and, new this year, our school psychologist has been trained to use little stuffed dolls designed to help students express strong feelings! These strategies strengthen relationships and help to create the type of environment in which every student can thrive.

Lucille M. Nixon *Elementary School*

1711 Stanford Ave., Stanford, CA 94305 • 650/856-1622 • nixon.pausd.org



Mary Pat O'Connell
Principal

Promoting Interaction

What a wonderful start we have had to this new school year! We have welcomed 113 new Nixon Dolphins, with 68 kindergartners and 45 students across the other grades.

Each school year we set out to maintain the best of our practices from previous years and stretch ourselves to grow in a few areas. We are very motivated this year by the addition of a new phonics curriculum at kindergarten through second grade, and new social studies curricula in all grades. The phonics curriculum aligns beautifully with our reading and writing instruction, adds depth and breadth to our work with beginning readers and writers, and will enable us to provide a coherent experience for children across the primary grades.

Helping young students grow their understanding of the communities in which they live, including our classrooms, our school, our cities, and state and nation, is enhanced by our use of the TCI social studies curriculum. The variety of ideas for activities that promote interaction within the classroom and experiential learning is inspiring!

Our most exciting new initiative is taking place on our playgrounds. We work diligently every day in our classrooms teaching essential social and emotional skills in self-management, social awareness, self-efficacy, etc. For young students, the playground is an important venue for trying out these skills. Recess is far less structured than activities in our classrooms, and children are free to choose with whom to interact and in what activity.

We have also engaged with the national organization, Playworks, to help us grow fun, fairness, inclusion, and safety during recess! In these first eight weeks of the school year we are seeing the positive impact of our SEL teaching combined with Playworks. Fourth- and fifth-graders are facilitating new games that students can choose to join; positive comments such as "Good game, nice try!" have been overheard!

The familiar "rock, paper, scissors" game is also being used to resolve disagreements. Because our Playworks coach comes for a week each month, we anticipate continued growth across the year. Thanks very much to our Nixon PTA and School Site Council for making this possible!

Ohlone *Elementary School*

950 Amarillo Ave., Palo Alto, CA 94306 • 650/856-1726 • ohlone.pausd.org



Dawn Yoshinaga
Principal

Focused—and Joyous!

A beautiful school year has begun for Ohlone! Students, families and staff are making connections and building relationships. Our Fall Harvest Festival was an inspiring testament to our strong community bonds and love and care for one another. We are committed to upholding our core values in the growing young minds and hearts of our students as well as our own.

Ohlone students experience a developmental and multidimensional approach to teaching and learning. Students engage in meaningful ways with the curriculum. We encourage our students to think independently, aspire to a growth mindset, and to take responsibility for their learning. Students see themselves as lifelong learners who are comfortable with making mistakes.

This year, we are taking a deeper look into our practice in project-based learning (PBL). Our PTA funded an amazing three-day training for teachers at the beginning of the year. We are exploring how to incorporate new PBL elements into our efforts to authentically engage with students.

We go by first names at Ohlone. We value mutual respect, trust and honesty. In our multiage setting, students learn to work with their peers across a developmental continuum that provides opportunities for differentiation in meeting students' individual and developmental needs. Each student is appreciated as an individual with a unique set of gifts. We are an inclusive community that welcomes and supports all learners.

Social-emotional learning is at the heart of our instruction at Ohlone. Kindness, respect, compassion, resiliency, and environmental and global citizenship are among many of our goals. Our Book of the Month highlights a social-emotional skill that we want to emphasize.

We engage in meaningful discussions with students who make connections to their lives and interactions with others. Last year, students participated in a Kindness Challenge during the month of February—an idea inspired by a Room 12 tradition. Our office was covered with acts-of-kindness hearts! This was an excellent opportunity for students to extend gratitude through action.

We are looking forward to a joyful year of learning ahead!

Palo Alto *Adult School*

50 Embarcadero Rd., Palo Alto, CA 94301 • 650/329-3752 • paadultschool.org



Dave Hoshiwara
Principal

Palo Alto Adult School

The Palo Alto Adult School, as part of PAUSD, works to address the district goals in our ESL, Parent Education, and Community Based classes. We are not a typical K-12 site, but the goals of the district remain a priority in all of these programs.

October begins the recruitment for our winter quarter classes which start in January of 2019. I look forward to the continued development and implementation of new classes for ESL, Parent Education, and Community Based programs.

Reflecting on the three “puzzle pieces” of our district goals, we look forward to fulfilling each goal within each department.

Equity and Access. This piece may be specifically addressed as the Adult School looks at meeting the challenges of the “achievement gap.” A recently developed class within the ESL Department is a computer class that addresses all the technology issues within the PAUSD system. This class is geared towards our parents who are English Language Learners and have children in our

schools. They are taught how to use email, Schoology, and other district-related computer programs. They will learn how to speak to teachers, attend meetings, and acquire other skills that may not come naturally to those who are new to our system. This focal point addresses equity and access.

Safety and Wellness. This area is a challenge within such a diverse group of staff and classes. However, as we all continue to participate in the Title IX trainings, it's rationale will create a greater awareness and understanding of appropriate behavior. The focus on awareness of others will establish a positive and healthy outlook for all. In a more concrete way, we have also offered several new Adult Ed classes that focus on physical well-being and healthier lifestyles.

Finally, as we address High Quality Teaching and Learning. I am glad to say that as adult learners, we continue to believe in life-long learning. Our instructors participate in professional development, and continue to participate in classes to improve their curriculum and classroom delivery. It is never too late to learn as our ESL, Parent Education, and Community Based Learning classes demonstrate.

Palo Alto *High School*

50 Embarcadero Rd., Palo Alto, CA 94301 • 650/329-3701 • paly.pausd.org



Adam Paulson
Principal

From Ideas to Practice

We are off to a great start at Palo Alto High School! This year, we are celebrating our centennial and have many celebrations planned throughout the year, including a kickoff barbecue and a community march re-creating the first day of school at Play 100 years ago.

On the teaching and learning front, we have three targeted goals developed and outlined in our WASC self-study. They include systems alignment for greater consistency around learning outcomes to reduce undue stress, research-based instructional practices that increase engagement for all students, and innovative school culture that includes global competencies, creativity and empathy.

In addition to these school goals, we are committed to three focus areas that include high-quality teaching and

learning, access and equity, and wellness and safety. The following are some tangible items that bridge our WASC and district focus goals: we will continue to meet in our professional learning communities to align our courses, talk about data to drive our instruction, fine-tune our curriculum, and develop new and innovative courses.

This year, we added many new courses, including AP Language. Over the last three years, we have made sure all students have access to a Chromebook so that teachers can deliver instruction with a tech-rich approach. Each year, our school sends a contingent of teachers to be trained in the blended model of instruction. This rigorous training sets our teachers up with the skills and tech tools needed to deliver highly engaging lessons for our students that help them to become more future ready.

Finally, our admin team is working to create more coherence within our attendance and discipline models, incorporating more restorative practices as interventions.

Palo Verde *Elementary School*

3450 Louis Rd., Palo Alto, CA 94303 • 650/856-1672 • paloverde.pausd.org



Hillary Miller
Principal

A Great Place to Grow

Welcome to Palo Verde Elementary School! We are a school focused on maintaining a caring, inclusive community while supporting academic success for our students.

In alignment with our district focus goals, wellness and safety are key to our school's success. We support this through various strategies and activities interwoven throughout the day. For example, every classroom implements responsive classroom strategies by beginning each day with morning meetings. Students are given jobs in the classroom to help build responsibility and a sense of community belonging, and many classrooms post morning messages and hold closing circles to debrief their day. Additionally, the school participates in Project Cornerstone's ABC reader program. Two parent volunteers receive training and read specific books to each class supporting the 41 developmental assets, positive values, relationships, skills and experiences that help children and teens to thrive. Project Cornerstone books are reinforced through classroom, recess, and lunchtime activities and during our morning assemblies.

Also in line with our district goals, Palo Verde achieves

academic success by supporting the district goal of high-quality teaching and learning. Teachers and staff work together to implement the district-adopted curriculum in all subject areas in an equitable, consistent, and intentional way. Further, Palo Verde is a Teachers' College Reading and Writing Project School. Staff developers visit our school for 10 days per school year to coach our staff in implementing our reading and writing curriculum in their own classrooms. We also welcome teachers from other schools to observe our reading and writing instruction to support their professional growth.

While we focus on wellness and safety and high-quality teaching and learning, Palo Alto Unified School District's goal of equity and access reinforces our belief that "all means all." At Palo Verde, we focus on supporting each student by name and as a whole child. Staff members meet regularly to discuss students' individual needs, have open communication with parents, and welcome volunteers to support student growth and development in various ways. Staff members truly team with parents to support our community's children as they grow into well-rounded successful adolescents.

Our student-centered focus and alignment with district goals make Palo Verde Elementary School a great place to grow!

Walter Hays *Elementary School*

1525 Middlefield Rd., Palo Alto, CA 94301 • 650/322-5956 • hays.pausd.org



Mary Bussmann
Principal

Learning to Read

Over the last several years, our teachers were trained and have been using strategies from the Phono-Graphix methodology to support student understanding of letter symbols and the sounds they represent. This year, we are introducing the new Teachers College Units of Study in Phonics. These lessons were designed to be used in conjunction with the Units of Study in Reading and Writing, which we have been using for several years. Walter Hays reading specialist Kathleen Bransfield is working with our K-1 teachers to incorporate these new materials and further support our earliest readers.

Reading is fundamental for all learning. I recommend that your children read every day at home. Reading to and with your children is a wonderful way share an experience and make a deeper connection to a story.

This year, I am facilitating class meetings in all grade levels, focusing on the Walter Hays Core Value of the month, which includes reading books recommended by our Core Values Committee.

During September, our focus was on Responsibility: We are accountable for our behavior, we honor our promises, and we care for our Earth. I read the book *Steps and Stones* by Gail Silver, which told the story of a young boy who

became angry when his friends did not want to play what he thought they had decided upon and what strategies this boy used to help himself resolve his anger and get back into his relationship with his classmates. The students really related to having hurt feelings and anger and appreciated the strategies offered to help themselves in the future.

I have found that the students really appreciate discussing in depth what these core values mean to them and how they help them navigate their world. Each month, I will be meeting to support student understanding of each of the core values so that they more easily can transfer the meaning of each core value into tangible action in their own lives. I encourage families to hold conversations with their children about their experiences that relate to the core value of the month

Through formal and informal assessment, teachers obtain data to help them differentiate math lessons for students. Differentiation provides reinforcement for some and enrichment for others in order to meet the needs of all students. This assessment data provides important instructional information to help teachers pinpoint instructional goals for individual students and skill-based groups. In September, students in Grades 2-5 used the NWEA math assessment, which provides teachers the opportunity to support students' individualized learning paths through Khan Academy practice exercises and videos.

Novelist –Word Search Contest

Rules! One word in the list is NOT in the word search.

When you have completed the word search, one word will be left and that word you email to: Kay@schoolnewsrollcall.com Please put Palo Alto in the subject line.

Entries must be received by December 15, 2018.

From the correct entries one name will be drawn to a \$20 gift card redeemable at Barnes & Noble.

COMPUTER	PEN
EDITOR	BROWSER
IPAD	GOOGLE
SPELLCHECK	INTERNET
PRINTER	BING
PUBLISHER	ASPIRIN
NOTEPAD	KEYBOARD
READERS	TELEPHONE
PENCIL	WIFI
IDEAS	IMAGINATION



Alana's Book Review



Alana F.

Helpful Writing Book

Do you ever feel the pains of writer's block? Chances are, you have, if you've ever written before. Well, here's the funny and extremely useful solution! Insightful



and hilarious, *642 Things to Write About* is endlessly helpful. Containing prompts like "A houseplant is dying. Tell it why it needs to live," to "A day in the life of the person sitting next to you," this book will give you the best ideas to spark your creativity.

This book is amazing for beginning and experienced writers alike. I'd give it seven out of eight trifold shards for being inspirational and creative, seemingly never running out of things to give you. 642 is a lot of prompts, after all. And even if you're not a 'writer,' per se, this book is great for passing the time. So pull up some cushions, make yourself a cup of tea, and release your inner writer!

Alana is a student columnist and a self-proclaimed "huge nerd." When she doesn't have a book in her hands, she loves to play video games and write fiction. She rates books on a scale of 1-8 trifold shards with 8 being the highest

Richard's Book Review



Richard J.

The Wednesday Wars

By Gary D. Schmidt

This book is about the boy named Holling Hoodhood in 1976. Throughout the year Holling deals with many difficult situations. He is the only kid in his middle school who isn't Jewish or Catholic, which means that during Religious Studies he has to stay in English Class, do classroom chores and study Shakespeare. It is 1976 and everybody is struggling with the fear of the Vietnam War. Holling had a rough year, which happens to all of us, but in the end he got through and won the respect of his teacher, family, and classmates.

I like that the story is set in a different time period. It's interesting to read about how people lived back then. The story is about perseverance and growing up under difficult circumstances. It's funny, but serious. I give it 5 out of 5, with 5 being the best.



Richard J. is a 4th grader. Richard likes math, playing sports, physical activities like bike-riding, swimming, diving and running. He is a hard-working student who enjoys reading, seeing and learning new things and spending time with his family and friends.

Christina's Book Review

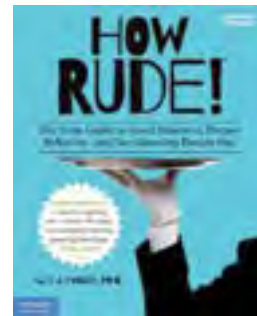


Christina J.

Politely Funny

How Rude!: The Teen Guide to Good Manners, Proper Behavior, and Not Grossing People Out By Alex J. Packer, Ph.D

The book title is self-explanatory. Hands down, this was one of the most enjoyable, fun, informational, entertaining, captivating book I have ever read. "Good manners don't cost anything. You can have the BEST for free." You can look up a specific topic or read the whole thing for all-around understanding of manners. So, why choose good manners? I will answer with one quote from the book: "We used to spend every Christmas with my aunt. I was always nasty, bored and annoying brat. When she died, I lost out on her \$1,000,000 will." There are manners for behaving with friends, parents, teachers, employers and much more. The best part is that the book demonstrates how good manners bring you many benefits (for instance, get you a job or get help from teachers) versus how bad manners are detrimental to your life. I give this book a 5 out of 5 stars. 465 pages, but what a worthy reading!



Christina J. is an 9th grader. Christina is an avid reader, who enjoys a good book about some great adventure, mystery or action. She is a hard-working student and a young author herself. In 5th grade she wrote a book *Melody's Stories: I Am a Spy Now*, published by Studenttreasures Publishing (PIN #3582798).

B is for Book



Bailey

Fantastic to the End!

I just LOVED *Restart*, by Gordon Karman. It made me laugh and kept me interested with the action.

Boom! Chase wakes up in the hospital. What happened?

Where's his mother? He can't remember anything, except a blonde girl with a blue dress. With each day that goes by, Chase meets "new" people and finds out "new" things about him that help bring back the memories of his old life: a cherry bombed piano, a stolen medal of honor, a football star, a cruel bully... Will Chase be able to remember his past? Will he be able to fix it? Or will he remain the rotten kid he was before?

Gordon Karman definitely wrote a great book! I like how the book shows the point of view and opinions from the different characters. I rate this book 4 out of 5 stars.

Bailey is a 7th grader who loves being with her friends and reading. When she isn't doing these things, she's dancing ballet or lyrical.





Common Sense Media

Social Media Can Be a Force for Good

By Caroline Knorr

For a few years now, many teens have been saying that social media — despite its flaws — is mostly positive. And new research is shedding light on the good things that can happen when kids connect, share, and learn online. As kids begin to use tools such as Instagram, Snapchat, Twitter, and even YouTube in earnest, they're learning the responsibility that comes with the power to broadcast to the world. You can help nurture the positive aspects by accepting how important social media is for kids and helping them find ways for it to add real value to their lives. For inspiration, here are some of the benefits of your kid being social media-savvy:

It lets them do good. Twitter, Facebook, and other large social networks expose kids to important issues and people from all over the world. Kids realize they have a voice they didn't have before and are doing everything from crowdfunding social justice projects to anonymously tweeting positive thoughts. Check out these sites that help kids do good.

It strengthens friendships. Studies, including Common Sense Media's *Social Media, Social Life: How Teens View Their Digital Lives* and the Pew Research Center's *Teens, Technology and Friendships* show that social media helps teens make friends and keep them.

It can offer a sense of belonging. While heavy social media use can isolate kids, a study conducted by Griffith University and the University of Queensland in Australia found that although American teens have fewer friends than their historical counterparts, they are less lonely than teens in past decades. They report feeling less isolated and have actually become more socially adept, partly due to an increase in technology use.

It provides genuine support. Online acceptance — whether a kid is interested in an unusual subject that isn't considered "cool" or is grappling with sexual identity — can validate a marginalized kid. Suicidal teens can even get immediate access to quality support online. One example occurred on a *Minecraft* forum on Reddit when an entire online community used voice-conferencing software to talk a teen out of his decision to commit suicide.

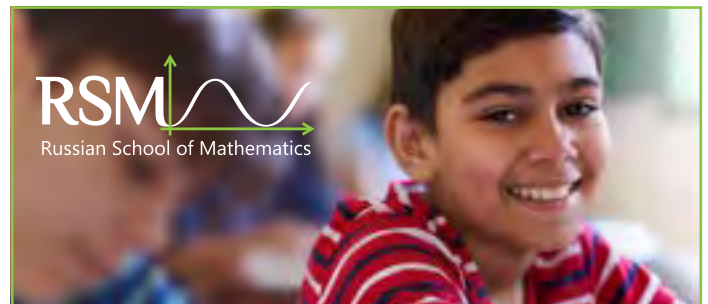
It helps them express themselves. The popularity of fan fiction (original stories based on existing material that people write and upload online) proves how strong the desire for self-expression is. Both producers and performers can satisfy this need through social media. Digital technology allows kids to share their work with a wider audience and even collaborate with far-flung partners (an essential 21st-century skill). If they're really serious, social media can provide essential feedback for kids to hone their craft.

Common Sense Media is an independent nonprofit organization offering unbiased ratings and trusted advice to help families make smart media and technology choices. www.commonsensemedia.org

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