

School News

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Covering the Palo Alto Unified School District



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Serving and Celebrating Others



Dr. Donald B.
Austin
Superintendent
of Schools

The PAUSD Promise has five priority goals. Many things are important, and everyone views our organization through their own lens. One of my favorite priority areas is Serving and Celebrating Others. The concepts of serving and celebrating fit together nicely. I believe there is more work to do on both of these areas. The moments we see people taking action are magical. They are the events that make us all smile and feel the best about the future.

We began the year with the idea of celebrating #Builders. It was a way to distribute the fun work of celebrating others throughout the entire school District. People who have less public positions could be recognized for their efforts. Students could be acknowledged for attributes beyond their accomplishments. When people are engaged in actively looking to celebrate others, it is a beautiful thing.

Learning to serve others is important. The best time to serve others is before there is a request. We are trying to model this proactive approach whenever possible and also celebrate those who take the lead. I am reminded of our #1PA effort that kept schools open during the Omicron surge two years ago. Without a call to serve others, PAUSD would have been faced with the unthinkable... closing our doors. Instead, Palo Alto rallied, and we stayed strong through the challenge. I am thankful for the amazing people who make us...us!

Sirviendo Y Celebrando A Los Demás

La promesa de PAUSD tiene cinco metas de prioridad. Muchas cosas son importantes, y todos ven a nuestra organización a través de sus propias perspectivas. Una de mis áreas favoritas de prioridad es Servir y Celebrar a los Demás. Los conceptos de servir y celebrar encajan muy bien. Creo que hay más trabajo que hacer en estas dos áreas. Los momentos en los que vemos a la gente actuar son mágicos. Esos son los eventos que nos hacen sonreír y sentirnos bien sobre el futuro.

Comenzamos el año con la idea de celebrar a los #Arquitectos. Fue una manera de distribuir el trabajo divertido de celebrar a los demás a través de todo el distrito escolar. La gente que tiene puestos menos públicos podría ser reconocida por sus esfuerzos. Los estudiantes podrían ser reconocidos por atributos más allá de sus logros. Es algo hermoso cuando la gente participa en buscar activamente celebrar a los demás.

Aprender a servir a los demás es importante. El mejor momento para servir a los demás es antes de que haya una solicitud. Estamos tratando de modelar este enfoque proactivo siempre que sea posible y también celebramos a aquellos que toman la iniciativa. Recuerdo nuestro esfuerzo #1PA que mantuvo las escuelas abiertas durante la oleada de Omicron hace dos años. Sin el llamado para servir a los demás, PAUSD se hubiera enfrentado con lo impensable...cerrar nuestras puertas. En cambio, Palo Alto se unió y nos mantuvimos fuertes durante el reto. ¡Estoy agradecido por la gente increíble que nos hace a nosotros...nosotros!

各校活动讯息

服务他人、颂扬他人

作为一个教育服务机构，我们有太多重要的事情需要去做，而每个人看待这个机构的角度各有不同。

「PAUSD 的承诺」(PAUSD Promise) 的五个优先目标之中，我最看重的优先项目之一是服务他人和颂扬他人。服务和颂扬是相辅相生的两个概念，而我相信我们在这两个领域之中还能做得更好。看到人们付诸行动的那一刻是多么令人感动，正是这些感人的行为让所有人欢笑并未来充满希望。

我们以颂扬 #建设者的理念开启了新的一年，接着在整个学区中推广各种颂扬别人的方式；平常不为人注意的非主要公职人员因他们的无私付出得到彰显；学生也因超越其成就的努力而得到关注。世界变得多美好，只因人们开始积极颂扬他人。

学习为他人服务很重要，而服务他人的最佳时机是在别人提出请求之前。我们无时无刻不在示范为他人服务的积极主动性、并颂扬那些带头的人。这不禁令我想起，两年前在新冠病毒 Omicron 病例激增期间，我们尽全力为维持学校开放的 #1PA 所作的努力。如果不是本着为他人服务的精神，PAUSD 可能早就面临难以想象的关校命运。相反的，Palo Alto 团结一致、在挑战中保持坚强、一路挺过来了。多么感谢那些造就今日的我们的人：那些了不起的人！



Kay Coop
Founder/Publisher



Neta Madison
Netragrednik

Happy New Year!

Dr. Austin begins this issue with his message on page 3 on the topic of Celebrating and Serving Others. His message is important throughout our lives and certainly worth reminding ourselves periodically.

Throughout this issue you will read articles about student leaders, building a community, doing for others, literacy, and so much more.

Be sure to enter our word search contests on pages 5 and 19 (all ages may enter).

Our next issue is May 3.



School News

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Covering the

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Addison Elementary School

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



Jeff Downing
Principal

Honing Our Equity Lens

As PAUSD has moved forward with its promise around Equity and Excellence, Addison has also been pursuing efforts aligning with this goal. We have been working to create an inclusive learning environment where all students can access the resources and support they need to succeed academically and socially.

Addison established an Equity Leadership Team this year that is receiving training around this work and equity leaders from around PAUSD. The training provided by Facing History and Ourselves equips our Equity Leadership Team to lead our entire staff through a monthly Professional Learning Community (PLC) where we self-examine our teaching practices, classroom activities, and schoolwide culture. Our objective is to create a culturally aware, welcoming, and inclusive learning environment.

Our students are doing some of this work by creating a Social Justice Club. This voluntary club, open to 4th and 5th-grade scholars, is a safe space for them to come together and engage in student-centered activities around identity and equity. Understanding who they are as individuals will help develop empathy towards others and equip them to create their voices regarding more significant social justice issues that impact them and their friends.

The Addison Parent Teacher Association (PTA) is also engaging in this work as they examine their activities to ensure that all families have access to but feel welcomed and included in the events. Conversations have even started around providing parental training around equity.

The work that goes into creating an equitable and inclusive learning community is challenging and requires everyone to be moving in a common direction. We are excited to see how things evolve as we learn and grow in this area.

Fun Things and Places 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.

Congratulations to Margaret Rickling
Winner of our November Word Search Contest!

CARNIVAL

CAMP

HOME

SEASHORE

SCHOOL

FARM

PARK

ZOO

SLIDES

HIKE

SWINGS

BIKE RIDE

ROAD TRIP

REUNION

PARTY

CRUISE

MOVIE

SKATING

POOL

VIDEOS

FOREST

Entries must be received by April 15, 2023
From the correct entries one name will be drawn to win
a \$20 gift card to Barnes & Noble!



Barron Park Elementary School

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



Judy Argumedo
Principal

Unity Day

I am so proud of our 5th grade Leadership Club modeling two District goals: Service to Others and Equity. The Leadership Club is open to all 5th graders who would like to join, and two teachers lead this group during their lunch. The student leadership team help design and implement the majority of school activities. This has helped build up our students as leaders who are thoughtful

and inclusive. On October 19, Barron Park Elementary participated in Unity Day. The club designed several activities for the school. The students advertised Unity Day by creating posters and advertising the event. They created a poster where all were encouraged to sign and lead a lunchtime craft activity where students wrote their names on rings of paper and created a large paper chain. They used this chain to write out Unity. The chain now hangs around our Diversity bulletin board.



Duveneck Elementary School

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



Leslie Crane
Principal

Reading Magic

Duveneck teachers use a three-prong approach to ensure that our students will read at or above grade level by the end of third grade. The first step is full implementation of the new ELA curriculum, Benchmark Advanced/Adelante, which we have embraced with excitement and purpose. Its structured literacy program is standards-aligned and uses the latest research involving the science of reading. We also appreciate the vertical alignment of units that empower our students to immerse deeply into the topics of each unit to build their reading skills.

The second step relies on the expertise of our primary teachers. They are using the Orton-Gillingham (OG) methodology with their students because of its explicit,

systematic, and multi-sensory approach to building strong phonemic awareness in their students. While our primary teachers are busy using OG, the fourth and fifth grade teachers continue to focus on rigorous literacy skills as well as vocabulary development and grammar to ensure that our students will be ready for middle school and beyond.

The third and final step is the use of assessment. We review both formal and informal assessment data to gauge our students' reading skills. This year, we have a new online assessment tool called i-Ready, which is administered to students three times during the school year. The data we gain from i-Ready helps us to pinpoint students' strengths as well as areas of growth. From there, we tailor our instruction and supports to make certain that all our students can advance in their reading progression.

Overall, we believe this three-prong approach will be the key to building strong and capable readers at our school.



El Carmelo Elementary School

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



**Leonel
Argumedo**
Interim Principal

Building School Community

El Carmelo has more than thirty fifth-grade students that proudly serve on the school's Student Leadership Team. In addition to planning and promoting school spirit days, these students serve in various roles allowing them to give back to the school and the community. Some of the ways in which students give back include registering to be kindergarten ambassadors, flag monitors, newscasters, or school event managers.

These dedicated students meet every Monday during lunch to discuss ideas regarding ways to serve, celebrate, and build school community. One such event is the Pancake Breakfast. It became an El Carmelo tradition many years ago.

The student leadership team is excited to help kick-start this long-standing Parent Teacher Association (PTA) fundraising tradition at El Carmelo. The Pancake Breakfast is Saturday, Feb 11. The team has been busy making posters and will be helping to serve breakfast that morning.



Rainy Day schedule did not stop El Carmelo's Kinder Ambassadors from performing their duty.

Ellen Fletcher Middle School

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



Building Service Learning and Service to Others

Fletcher has had an amazing start to the 2022-23 school year. We are proud to announce one of the many awesome things happening around our campus, the Sustainability For All neighborhood school and choice program. Our Sustainability for All neighborhood school and choice program will officially launch in the fall of 2023-24. In preparation for this, we have begun to establish strong partnerships in and out of the District. These partnerships are with PAUSD students and staff, as well as with the City of Palo Alto, and neighboring corporations who share the same passion for climate science.

This winter, Gunn High School students coordinated a service-learning project with Fletcher staff and students around sustainability and climate. Through partial funding with the local Rotary Club, students were able to plant several native plants. The goal was to plant plants that were native to the environment, and would support current insect and animal life, as well as reduce the need for water and maintenance.



We have been overwhelmed with the amount of support within our Palo Alto community. So many have expressed interest and support for our upcoming Sustainability For All school. It is exciting to continue to foster new relationships with students, staff, and community members. We are thrilled about the countless opportunities for students to learn, as well as to give back to their community and beyond.

The Fletcher Tigers are looking forward to continuing to 'build and serve' this year and many years to come!



Native Plants Service-Learning Project

Escondido Elementary School

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



Escondido Young Builders

At Escondido, we want students to lead the charge just as much as any adult. With that in mind, we have created a robust student council program that includes 16 cabinet members who work together to

listen to the voices of the students and work towards bettering our school and community. Some of the initiatives that have been brought up to pursue are connecting more students across classrooms and programs, improving our school facilities, and helping those in the community who are in need. To do this, student council members have committed to giving up some of their play time to meet. While meeting, they practice skills such as listening and public speaking, use math knowledge from the classroom to think about budgets, and learn to work together as a team in order to lead our great school. With these students in charge, our future is in wonderful hands!

**Marcela Simoes
de Carvalho**
Principal



Fairmeadow Elementary

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



Lifelong Journey Together

As we embark on the 100th day of school, Fairmeadow continues to progress along with all our five priority areas for the 2022-23 school year which include Early Literacy, Equity and Excellence, Healthy Attendance, Mental Health and Wellness, and Serve and Celebrate Others. I would like to especially highlight our dedication in the areas of Equity and Excellence and Serve and

Celebrate Others. A couple of Fairmeadow teachers, Nayely Cortes Garcia (1st grade teacher) and Lara Jarvis (3rd grade teacher) are Fairmeadow's designated Multicultural Affairs Liaisons (MALs). The MALs and I participate and work with the PAUSD Equity-Literacy Leadership Cohort where we confer and learn with and from other school leaders, District staff, and MALs as we embark on the important

Iris Wong
Principal

work of developing and strengthening our equity literacy skills, keeping our ESRI (Every Student Reads Initiative) students at the forefront of our minds. This work is a lifelong commitment and journey consisting of multiple phases with the goal of identifying and unpacking Fairmeadow's potential areas of inequities and ensuring we all make every effort to disrupt any identified inequities. In the short time we've all had together thus far, I have thoroughly enjoyed collaborating with Fairmeadow's MALs (and other cohort members) as we all embark on this journey together. The Cohort set the stage for creating an atmosphere of openness and vulnerability as we discuss, recognize, and identify any unconscious biases and stereotypes in our personal and professional lives. We are working on building a shared understanding and common language with this work, which will inevitably not only benefit ourselves, but our students and amazing people we work with.

Greendell School

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



Mobile Library Cart

Greendell School serves the youngest learners in the District. Ages run from three months to five years. Although the stages of development vary, there is one thing we all have in common: the need for rich and diverse

literature. This exposes our students to books that are “mirrors and windows” to new and familiar cultures and characters (See essay by Dr. Rudine Sims Bishop, [Mirrors, Windows, and Sliding Glass Doors](#).)

This year, Greendell welcomed another site to our campus. We had to get creative and think of ways to deliver books to students, since we no longer have a dedicated book room. The Innovation and Agility Department jumped in and supported the vision of purchasing a



mobile library cart to take books into classrooms. With parent volunteers, we are reading seasonally themed books and books that celebrate diverse identities to our students and parent learners. We encourage discussions that focus on the beauty of our diverse community and conversations about differences and similarities.

As you can see in the photos, we have a section dedicated to books that provide “windows and mirrors” into characters, family make-up, and cultural celebrations. This goal is not only following the Palo Alto Promise of Early Literacy but the goal of Equity and Excellence. Greendell School is proud of the mobile library cart and the rotating themes that are being presented to the students in all classrooms across the campus.



Students from the Young 5's classroom enjoying looking through the cart and finding books to read.

Frank S. Greene Jr. *Middle School*

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



Students Serving Students

Every Friday at lunch, students in Greene Middle School's YCS Service-Learning Club meet to work on projects that benefit our local community. In December, guided by teachers Andrea Carlisle and Tami Warr and Youth Community Services' Evangeline Dominguez, the

students organized a very successful Toy Drive and Service Day. The toys collected benefited the non-profit, HelpOneChild, whose mission is to strengthen foster, adoptive, and at-risk families by providing them access to education, community, and tangible resources. Students advertised and promoted the drive to the entire Greene student body and collected hundreds of new toys for local youth. The YCS Service-Learning Club also hosted a Service Day after school that further benefited Veterans Affairs and the YMCA. Great job making a big difference in our community!



Henry M. Gunn High School

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



PLC Coaches Energize Gunn's Professional Learning Communities

At Gunn, as with most schools everywhere, instructors who teach the same courses meet regularly to refine and improve upon their instructional impact. In these "professional learning communities" teachers take collective responsibility for student learning as they implement the essential outcomes for each unit of study. According to McLaughlin & Talbert (2006), "Strong professional learning communities improve the quality and equity of student learning, promote discussions that are grounded in evidence and analysis rather than opinion, and foster collective responsibility for student success."

In the service of our site goal to support these learning communities as they become increasingly effective and high functioning, ten teachers attended a workshop, in Charleston, South Carolina, last fall. There they developed expertise to coach collaborative teams. Now every course-alike team, or PLC at Gunn has been assigned its own coach.

Our current objective is for the coaches to help teams facilitate weekly meetings, provide feedback where

appropriate, and support the process of setting goals and monitoring progress.

The Gunn admin team and our cadre of coaches are beyond excited to begin this critical work. For us, PLCs are the drivers of continuous improvement. Below are some quotes from coaches as to why they believe in this work:

"I love PLCs because they help to ensure all students learn and grow."

Kat Catalano, SELF & Tech Teacher on Special Assignment & PLC Coach

"I'm a big fan of PLCs because they help our incredible staff focus on ways to improve all students' achievement, not just those in their own classes."

Jeff Patrick, Instructional Leader for Social Studies & PLC Coach

"PLCs bring together a community of teachers to ensure all students achieve success." Nicole Menache, Literacy Teacher on Special Assignment, & PLC Coach

"PLCs give us the opportunity to re-think what we're doing and why. They remind us to stay student-centered." Kristen Owen, English Teacher & PLC Coach

"I love the opportunity to compare data, share instructional strategies, and collaborate with my wonderful colleagues." Laurel Howard, History Teacher & PLC Coach

Herbert Hoover Elementary School

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



Jim Sherman
Principal

Healthy from the Inside Out

Our families have high expectations when it comes to academics for their children. All Palo Alto schools share a common goal of doing all we can to meet our students where they are. Academically, we challenge, differentiate, and intervene in a variety of ways to ensure all of our students get what they need.

The same careful attention is taken for what our children need on the inside: their mental health. At school, our staff and teachers are on the front lines. They hear about happy and not-so-happy times from our kids. Teachers are there to console, counsel, comfort, and support our students whenever they need it. Each day, they are watching, listening, and responding to the needs of our children.

When children need a little extra help through difficult or tricky times, Hoover has two of the most amazing support people I've ever worked with. Janice Choi, our



Janice Choi



Hong Zhang

School Psychologist, works with students to discover academic needs, but her primary focus is on student well-being. You can often find Ms. Choi meeting with children, observing behavior outside on the playground, and working on improving students' communication and social skills. She is approachable and available to our students and families regularly.

Hong Zhang, Hoover's incredible Mental Health and Wellness Specialist, is another key player in the lives of our families. Hong is there Monday through Friday, and she meets with students and families every day. When she is not with a student, she is observing and intervening when a student or group of students may need a little help negotiating social situations. She assists when students are feeling angry, sad, excluded, and lonely. Like Ms. Choi, Ms. Hong is that listening ear, that advocate, that selfless, trusted adult who is always there. And that's what it's all about: Doing what we can at school to make sure our students are surrounded by love and support.

Juana Briones Elementary School

4100 Orme St., Palo Alto, CA 94306 • 650/856-0877 • briones.pausd.org



**Kathryn
Bimpson**
Principal

Early Literacy at Briones

Intentional staff collaboration, detailed instructional coordination, progress monitoring, and targeted student and teacher support have created the conditions for reading success at Briones!

Classroom teachers collaborate to deliver literacy instruction that includes standards-based phonics/word work, writing, and reading using District programs that include Orton-Gillingham (OG) Method, Units of Study in Writing, and the Benchmark Advance reading curriculum. Student progress is monitored through the use of the iReady diagnostic tool, unit assessments, and OG assessments. Teachers also utilize formative assessments regularly and have access to our District Teacher on Special Assignment (TOSA).

In alignment with our Every Student Reads Initiative (ESRI) goal, our Reading Specialist coordinates literacy efforts to:

- Coordinate an intensive early literacy intervention program with our teachers in grades K-2;
- Work with students on targeted skills both in and out of the classroom;

- Collaborate with classroom teachers regularly;
- Conduct trainings for aides to support the delivery of specific, targeted instructional strategies in class and for our afterschool BOOST reading program (K-5);
- Collaborate/consult with our Special Education teachers, English Learner Specialist, part-time Reading Specialists for students in grades 3-5, and Principal to coordinate learning for all students so that they can get the most out of their literacy time with adults everyday (K-5);
- Partner with Principal to host grade-level check-in meetings (K-5) to ensure that teachers are getting the support they need to meet the needs of their students; and
- Collect, level, and distribute free books to all students throughout the year.

In addition, teachers are released for 30 minutes to observe lessons in their grade level partner's classrooms. Our Reading and EL Specialists have also organized our collection of instructional texts and materials that teachers can check out to use with their students in a new, literacy-based instructional collaboration space.

Jane Lathrop Stanford Middle School

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



Amplifying Student Voice

At JLS Middle School, a large part of our work is centered around students' ideas,

opinions, and input. By understanding what students like and what students are interested in, we can better tailor our school's activities to create stronger student engagement and increase our community's overall sense of membership and belonging.



Chris Grierson
Principal

A few recent examples of our efforts in amplifying student voice include:

- Taking student's suggestions for positive affirmations, and then creating blue posters around our campus.
- Inviting students to write positive messages in chalk through our school's hallways.
- Inviting student feedback on items sold at the JLS student store and promoting student artists to develop new school icons and logos.

These are a few examples of the ways we increase engagement through student voice within our school community. For more information about our amazing school, visit our school website: www.jls.pausd.org



Lucille M. Nixon Elementary School

1711 Stanford Ave., Stanford, CA 94305 • 650/856-1622 • www.lmnixon.org



Equity & Excellence

At Nixon, we address equity and excellence particularly through our exemplary instruction. We focus on the Every Student Reads Initiative, implement interventions in reading and math, and provide excellent supports for our English Language Learners and students with disabilities.

This year, Nixon has three staff members participating in the PAUSD Equity Literacy Leadership Cohort. We have had meaningful discussions about the history and legacy of educational inequity and how we can take action to address this in our schools.

To share our learning, cohort members have planned a year-long book study of Open Windows, Open Minds by Afrika Afeni Mills for all Nixon teachers. This reading will help us explore our own racial identities and to recognize perspectives and experiences of others. It will prompt us to think critically about instruction and teaching strategies so that we may create a welcoming school environment where all feel a sense of belonging.

Amy Sheward
Principal



Fifth grade teachers Katie Ellenberger and Chris Nosek reflect on Nixon's equity book study.

Ohlone Elementary School

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



Builders and Readers

In the last *School News Roll Call*, you met Ohlone's student builders, the Ohlone Guides. They are an ambitious and busy bunch of fifth graders committed to making Ohlone a more safe, more fun, and more inclusive place. They are also peer mentors who support reading with our younger students. First graders who are receiving additional



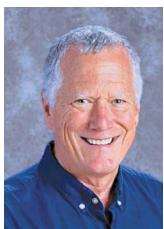
Elsa Chen
Principal



reading support read out loud to Ohlone Guides at lunch. The Ohlone Guides listen to them read their books and play word matching games to support sight words. In addition to practicing skills, the students build friendships, the first graders have a big buddy to look up to, and together they celebrate reading!

Palo Alto Adult School

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



Tom Keating
Principal

Adult ESL Literacy

English language literacy skills are critical at every level of our English as a second language (ESL) classes, so students learn writing skills from the very beginning level.

Brenda Lowen has been teaching the introductory ESL course at the Palo Alto Adult School for 25 years. "It's a very special level to teach – I begin with the alphabet and it's like a Kindergarten teacher. We have

a writing exercise in every unit – for instance making family trees. That begins with a drawing. Then they talk about their family and write the names and family member titles. Houses too are wonderful for writing, speaking, and drawing."

As students advance in their English proficiency, they progress through our state-supported ESL classes, levels Beginning-Low to Advanced-Low. Students may also co-enroll in our free ESL Writing Academy, a series of three classes, where they can earn certificates of achievement and proficiency.



Palo Alto High School

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



Brent Kline
Principal

Celebrating Paly Campus Supervisor Norma Hymes

Committed to building strong relationships with students, Paly Campus Supervisor Norma Hymes, has developed a mentoring program to support students needing that extra nudge or incentive to achieve success in school. Norma's philosophy is that she wants students to respect every aspect of being a student at Paly. This includes being respectful in the classroom and always doing your best to ensure positive interactions with peers, teachers, counselors, and administrators. Norma also believes that students need to understand the expectations that are expected of them and to never be afraid to ask questions.

Norma meets with students on a weekly basis, while also monitoring attendance and class progress to ensure



students are attending and making progress. All of the students that Norma works with are appreciative of the support she provides, knowing that her watchful eye and ongoing support will help them succeed in their classes and get closer to their graduation goal.



Palo Verde Elementary School

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



Learning and Growing

The new year is upon us, and as I reflect back on the first half of this school year, I see so much worth celebrating. Despite being at a temporary site, the Palo Verde spirit of learning and growing remains strong. Our students and staff have adjusted to our “home away from home,” and are showing up every day to learn, connect, and celebrate one another.

Enter any classroom and you will see evidence of the PAUSD Promise at work. Literature talks, mindfulness work, social justice projects - at every grade, our students are engaging in rich and meaningful ways. They are learning new curriculum, collaborating with

peers, and asking big questions. Most importantly, they are exploring ways to express themselves, and their thinking in ways that promote authentic, respectful discourse.

We are fortunate to have a village of teachers, staff, and families to support our efforts. Who can resist the smile of Mr. Carlos at the crosswalk in the morning as he helps children get to class safely? Or the cheerful ‘hello’ from Mr. Mar as he delivers brunches before the recess rush? Or the loving care from Ms. Jessica and Ms. Jenny when a bumped head lands a child in the office? Everywhere, all around, “builders” on this campus are working together to keep our eagles safe and cared for each day. We are proud of our little school and will keep doing the work we do for our students, together. That’s a promise!

Walter Hays Elementary School

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



Early Literacy

“Learning to Read. Reading to Learn. Reading for Meaning.” These are objectives our teachers strive for instructing literacy. However, with recent professional learning of the adopted Orton Gillingham, Benchmark Advanced curricula and the Heggerty curricula, this has accelerated the integration of this work.

Early literacy begins with instruction in phonics, phonemic awareness, decoding and syllable work, and always comprehension. As students learn to

demonstrate skilled reading, attention is on ‘word attack’ skills to fluently read and gain meaning to comprehend the text. The ultimate goal is for students to be able to recognize, read words, and hold the meaning of words quickly and efficiently. Why is this important? Reading fluency enables students to hold the meaning of the words, phrases, and sentences, which allows students to comprehend the whole passage and developing students into skillful readers.

This is the intense work our teachers, specialists, and aides do at Walter Hays! Doing this work now will impact students’ success in the future.



Words – 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 _____ in the subject line.

Entries must be received by April 15, 2023
From the correct entries one name will be drawn to win
a \$20 gift card to Barnes & Noble!

BARN		ANTENNAE	D F L O O H C S H N X L X E
HOUSE		WORM	H L G D F A K O O Z A B U C
CORRAL		SNAIL	C O A E E K U I R W M C L B
FENCE		SCHOOL	N R R A T S S C N R E W O M
APARTMENT		FLORIST	Z I D N E I K D W B A R N X
YARD		BAZOOKA	F S E N V O K O R B E L L O
LAWN	GAR-	KITE	F T N E M T R A P A E R H T
DEN		DESK	Y D L T X M B I C A Y M B B
MOWER		BELL	T E C N E F Z F N I W H J G
BARBECUE		TELEVISION	T H K A Q I A E Q M T S L V

Kind Words—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 PAL ALTO in the subject line.

Entries must be received by April 15, 2023
From the correct entries one name will be drawn to win
a \$20 gift card to Barnes & Noble!

CARE	LIKE	H P S W E L C O M E V O L I
LOVE	PRETTY	O N L G L H L U F P L E H D
HUG	GENEROUS	S T S E N O H T Y T T E R P
NICE	ASSISTING	P P S K A I Z G N I L I M S
PLEASANT	HELPFUL	I S N I I S V O A P R J S M
SMILING	HONEST	T S I L D K A I I N F Y M K
HAPPY	GRACE	A S S I S T I N G K X D W C
POLITE	OUTGOING	B H E C A R G G T T F F A W
HELPING	WELCOME	L Y C T S N U W I L E F S B
SHARING	HOSPITABLE	E Y I R I S H W K P A L T O
GIVING		Z R N R S L X I A Y R C N E
		V S A V B X O Q P K O A J D
		Q H R C G G I P Q G J N G K
		S L C A N M A M L S U U B O
		L E Z E C H C Q M Z L T U E



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