

PALO ALTO UNIFIED SCHOOL DISTRICT

Report to the Community 2007-2008



Duveneck Elementary School

School Description & Mission Statement

Duveneck, one of twelve elementary schools in Palo Alto, is a strongly supported neighborhood school serving families who value education. The students, teachers, and staff of Duveneck School embrace the following core values. These guide the actions of our working and learning community.

Knowledge: Learning and knowledge are the cornerstone of education. In pursuit of knowledge, we value creativity, challenge, and joy. This pursuit lays the foundation for our students to acquire fundamental skills, excel academically, and develop a life-long love of learning.

Responsibility: All members of our community demonstrate individual and shared responsibility for their actions and make student learning the top priority.

Respect: We show respect by treating each other with consideration, appreciation and honesty. We demonstrate self-respect by acting with integrity.

Communication & Participation: We value open, rational, and compassionate dialogue. We seek expression and integration of diverse points of view.

Teamwork: We share a commitment to achieve our collective goals through cooperation and collaboration.

Security: We preserve and protect a safe and inclusive environment so that every member of our community feels the physical and emotional security necessary for optimal working and learning.

The staff and parents of Duveneck School are committed to providing a balanced learning experience for all of our students. That balance includes a focus on:

- Academic growth through instruction in the core concepts, knowledge and skills of the curricula
- Intellectual growth by developing students' abilities to think, apply, and communicate
- Social and personal growth by fostering productive personal attributes and interpersonal skills

To reach these aims, we seek to build a climate of openness and inclusion – to make Duveneck School an inviting place to be and an inspiring place to learn.

Open communication is at the heart of Duveneck's values. Our goals are reflected in the **Duveneck Partnership** and its basic principles: assumption of good intentions, building positive relationships, respectful communication, effective problem solving.

Student demographics, testing and accountability data, class size, staffing and financial information are available in the state-mandated School Accountability Report Cards. These may be found on the PAUSD Web site: <http://www.pausd.org/community/about/sar.shtml> or obtained at your school. Similar information, current and historical, about individual schools and school districts is also available on the California Department of Education Web site: <http://www.cde.ca.gov/>.

Opportunities for Parental Involvement

Duveneck School benefits from its partnership with the parents and community. The PTA, School Site Council and staff members work together to support and enrich the school life of the students. In addition, parents donate thousands of volunteer hours in classrooms and for special events. We encourage parents to become involved at school in whatever way is best for them: they assist in classrooms, the library, and around the school. Many provide enrichment activities through sharing aspects of their culture or professional expertise; some work with students in our gardens or provide noon activities. Under the leadership of the PTA, parents plan and staff a host of school activities such as our Book Fair and Harvest Carnival.

The School Site Council is an elected group of parents and staff, which develops and oversees the implementation of a comprehensive school plan. The Council responds to the needs of students, staff, and teachers.

Parents also serve as representatives to various school, district and community committees.

For more information about parental involvement, contact the school secretary, Jaynie Schemel, (650) 322-5946. She can put you in contact with our PTA leadership.

School Safety Plan

Duveneck School is concerned about the safety of all students. A Comprehensive School Safety Plan is reviewed and updated annually. The plan has various components, from disaster/crisis procedures to discipline to campus safety.

- *Personal Experiences of Students and Staff:* To increase staff and student skills in responding to emergency situations.
- *The School's Physical Environment:* To maintain school buildings and classrooms that are secure, clean, and free of physical hazards.
- *The School's Social Environment:* To develop student understanding of the school's discipline plan and their responsibilities in our school "family."
- *The School's Culture:* To develop personal, interpersonal, and leadership skills among students.

Duveneck Elementary School

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Principal Kathleen Meagher
School Secretary Jaynie Schemel
Typist Clerk Beth Hedge
Custodians James Thomas
Heavenly Senegal

Certificated Staff

K Jennifer Harrison
K Barbara Susco
K Kathy Thibault
K Krista Valasquez
1 Doug Burress
1 Melissa Fassler
1 Anne Gerfen
1 Katie Williams
2 Gina Alongi
2 Matt Bowling
2 Sylvie Cordova
2 Ching-Wen Miron
3 Nancy Bardwell
3 Jim Holbrook
3 Kimberly Marujo
3 Jennifer Piazza
4 Lena Grodin
4 Sophie Raza
4 Katie Sloan
4 Esther Yoon
5 Grace Bunya
5 Judy Chiang
5 Diane Gosney
5 Mangla Oza

Support Staff

Reading Specialist..... Margaret Row
Resource Specialist Allyson Zeman
Speech/Language Layla Gonzalez
Psychologist..... Kerith McSherry
Library Media Teachers..... Terrylynne Turner
Pat Hanley
English Language Dev.....Jennifer Godshall

PTA President
Isabelle Cole

School Instruction & Leadership

Duveneck's instructional program is based on what we know about children's developmental levels and the knowledge and processes students will need to be successful in the 21st century. Our students experience a broad-based curriculum that includes the core academic subjects as well as art, music, physical education, and health education. Teachers use a wide variety of instructional strategies: direct instruction, cooperative learning, discussion groups, hands-on experiences, individual projects, as well as independent work. Duveneck is implementing class size reduction in grades K-3, with 20 students per classroom and in grades 4 and 5 with 21-22 students per classroom.

Curricular and instructional improvement is a continual process in the Palo Alto Unified School District. We follow the California State Department of Education's curriculum review cycle and use the State Frameworks and standards as the basis for our instruction.

All of our teachers use a balanced approach in our Language Arts program, combining both phonics and whole language. We engage students in a wide variety of reading materials, both fiction and non-fiction. Students both "learn to read" and "read to learn" with core literature, leveled books, and numerous supplementary books. We teach phonics, punctuation, spelling, and grammar through reading and writing in order to provide useful applications for these skills. Writing instruction focuses on the development of the "6-traits" of effective written expression. Children approach writing as a process in which they brainstorm, write a draft, revise, edit, and finally "publish" a piece of writing. Duveneck uses "Handwriting Without Tears" to teach manuscript and cursive writing. Under the leadership of a parent volunteer, we publish a monthly newspaper of student writing. Using our school mail system, students can write letters to other students and teachers and have them delivered weekly.

Our History/Social Science program focuses on the study of history as a "story well told." We use textbooks, primary source documents, biographies, children's literature, simulations, and artifacts to make history come alive for children. This is also an area in which we integrate the use of technology for research.

In Science, Duveneck teachers use PAUSD's adopted program, FOSS (Full Option Science System). Students learn essential concepts and content knowledge along with the process skills of the scientific method. Science is a hands-on experience in which students engage in inquiry and experiments. Students enhance their reading comprehension skills through literature related to the science units. They strengthen their writing skills by using science notebooks. Additionally, many teachers supplement the teaching of

science with field trips and all Duveneck students are encouraged to participate in a PTA-sponsored Science Fair.

Our Math program reflects a balanced instructional approach that focuses on conceptual development, basic skills, and problem solving ability. All classrooms implement Investigations, California Math, and a range of supplementary units. Students use concrete manipulatives, graphic representations, and abstract symbols to develop their mathematical knowledge and understanding, as well as their problem solving and communication skills. Children are encouraged to see patterns and relationships as an underlying principle of mathematics.

Children use technology for a variety of purposes. They access the Internet for research projects, presenting their work not only via word-processed documents, but also using media. Students work on math skills and problem solving with graphing programs and educational games. A schoolwide computer lab ensures that all students acquire the skills necessary to use technology as a tool for lifelong learning. In the classrooms, students apply these skills to the curriculum. Two traveling laptop mini-labs enhance our capacity to integrate technology with the curriculum.

In addition to the basic curriculum, the staff and parents provide many enrichment opportunities for the Duveneck students. SPECTRA Art docents train new teachers to use the district's art program. P.E. and vocal and instrumental music, taught by district specialists, are weekly programs in grades 1-5.

At Duveneck, we know that students have special individual needs; some are academic, some are emotional, and some may be social. The staff is dedicated to attempting to meet these student needs. Additional monies have been devoted to providing the services of a reading specialist on a part-time basis. Classroom instructional aides further support this effort to target attention on individuals and small groups.

As a function of regular education, the Human Services Team (HST) is the beginning place for a teacher to identify specific individual student needs and consider ways to meet those needs. We have the part-time services of a School Psychologist, a Resource Specialist, a Language/Speech specialist, an English Language Development teacher, and other specialists who sit on this team to brainstorm ideas to support students. If further support is needed, a teacher or parent (or both) may request to meet with the Student Study Team. This team is also comprised of regular education and special education staff. The team meets with the student's parents and teacher to review current interventions and determine what next steps are needed to ensure student success.

School Programs & Practices That Promote a Positive Learning Environment

Students engage in several schoolwide programs designed to build a sense of belonging and community.

- All students learn conflict resolution skills to strengthen their interpersonal relations.
- Every class is matched to an older or younger class in our "Buddy Class" program so that children develop both friendship and mentoring skills.
- "Recess Buddies" is a strategy used in many classrooms to foster children's development of a wide range of friends and productive social skills.
- The Duveneck Book Club builds character and community through literature as each month the entire school (K-5) reads and discusses books that reflect specific personal and interpersonal lifeskills.
- Our Student Leadership Team plans and coordinates a variety of schoolwide activities, including Random Acts of Kindness Week and Field Day.
- Each year, children, parents and staff celebrate student progress and work in a particular subject area at our spring Open House/Curriculum Night.

At Duveneck, we are also committed to building a community of learners among teachers. Teachers at the same grade level work closely together to design students' learning experiences. The faculty as a whole engages in dialogue about best practices and learns with and from each other.