



THE  
HAPPY HOLLOW  
HOLLER

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HAPPY HOLLOW SCHOOL & PTO NEWSLETTER  
January 15, 2015

If you find yourself pressed for time, use this guide to help you skim and scan.

- **Principal's Quote and Note ~ Amazing Teaching and Learning for All Level Learners ~ RTI Up Close!**
  - **Thank you!**
  - **Please Review Bus Rules.**
  - **Dress for the weather!**
  - **Lost and Found**
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*"Education alone can conduct us to that enjoyment which is, at once, best in quality and infinite in quantity." ~Horace Mann~*

## PRINCIPAL'S CORNER

January, 2016

Dear Friends,

The grandiose always receives the fanfare befitting its essence. We rightly applaud the showcase lessons that bring parents into audience and volunteerism. They may be ones we send to the Town Crier or The Patch and we celebrate all that is good about them. But make no mistake, the smaller moments that make up the majority of your child's educational experience are ~ and becoming ever more so grandiose.

Come with me now as I take you on one of my many classroom observations. These are meant for me to collect the data so I can write up the lessons in keeping with the state guidelines for teacher observation. As usual, I set out to observe one or two classrooms. I set out to look at a self-contained classroom with one teacher, maybe a teaching assistant and a lesson that is beginning, in progress or wrapping up. I love these times and very much learn and stand in awe of our staff and students each time I complete a round. However, this particular morning, I found myself in a wonderful dilemma. I was seeking to observe at a particular grade level and found myself blissfully caught in the middle of the Response to Intervention (RTI) model at its finest. ~ Rest assured, I have observed many RTI lessons and times before, but what was different about this day's observation was that there was no room for one observation of one teacher. The entire grade level was on fire with engagement and the collaborative efforts of our multi-disciplinary team showed me the model like I had never seen it before.

In case you have no more time to read on for the details. I can assure you ~ we are truly moving all level learners to higher levels of engagement and learning ~ because of the masterful teaching that is happening all the time but even more apparent on this round of observations.

If you are staying with me, I want to take you on a tour. Be as quiet as you can so we don't disrupt in any way ~ progress monitoring is in full swing and students are highly focused with differentiated instruction that is meeting every individual need at the grade level. Amazing? I couldn't agree more!

Principal Notes: An Observation of an RTI Reading/ELA Block ~ Across all three \_\_\_grade classrooms ~ 10:15 a.m. ~ 10:45 a.m. ~

Note: Fully in operation, the end product of this Response to Intervention (RTI) block was extraordinary! The exceptional and highly professional work of this team, and all the multi-disciplinary team members with whom they work, resulted in every child being fully engaged across the grade level. No one required redirection for the entire observation time.

Together, they developed a remarkable ELA RTI model that is most certainly meeting the diverse needs of every child across the grade. Such collaboration is an exemplary example of the spirit of Standard IV (developing a professional culture around collaborative efforts so teachers share all students at a grade level and work as a team to meet all of their needs simultaneously) of the state teacher evaluation; and also covers all of the indicators and elements related to the spirit of Standards I and II on which this team showed exemplary performance ~ developing relevant and differentiated curriculum, skillful planning, use of formal and informal assessments to understand each student's progress in order to plan for future intervention and instruction, and creating a model so they were teaching to all students ~ each engaged in a comfortable level of challenge that held their interest and moved them to higher levels of achievement.

### **Proof:**

The focus of this observation is on two of the members of the multi-disciplinary team responsible for the amazing learning happening across the grade. Not directly observed during this time included: two special educators, a reading specialist, a Title I teaching assistant, a third teacher who was absent, and two teaching assistants. For the purposes of this more focused observation, the work of the two teachers was directly observed to show how their individual efforts fit with the overall collaborative effort to share responsibility for every student across the grade level.

Concurrently, students were involved in Lexia Reading work, small group instruction, independent reading, DIBELS testing and Fountas and Pinnell testing to progress monitor all students ~ with a specific emphasis on those who had not previously met grade level benchmarks. These testing efforts assist the team in their impressive diagnostic approach to prescriptive teaching. In addition, each of the classes begins their "Reading Shuffle" with individual, classroom teacher-run focus lessons. This makes the work for core instruction specific to the needs of the individual classes as determined by the classroom teacher. Because of this, students rotated to other professionals (aforementioned) for Lexia and/or other individualized instructional time, but there is also an overarching core

instruction that is going on for every child.

### **Room X:**

Ms. X was working in tandem with a Title I assistant who ran a small group consisting of four students, one from Ms. Y's second grade classroom and, three from Ms. X's room. The Title I teaching assistant was running this group so the reading specialist could test individual students across the grade level in order to be ready for a data meeting that will occur to place students in new groups for the next round of RTI instruction that will happen when all progress monitoring is completed. Although there was a core group working in Ms. X's room ~ monitored by her ~ other students from her class were also receiving testing and related instruction during this high impact learning time.



Ms. X was running Fountas and Pinnell testing sessions for students who had not reached benchmark during the previous round of testing. This individual attention was possible because of the collaborative manner in which all team members have worked to plan together and to ensure that every child is receiving a comfortable level of challenge and full engagement during these designated RTI times.

Ms. X had organized her core group during a focus lesson and every student worked independently on quality assignments related to reading and impressively, written language as well. The day's lesson was around independent reading and opinion letter writing. Students began with independent reading and were required to journal during this time as well ~ building in an informal, yet formative assessment practice for every learner. When students finished with that part of their charge for the day, they moved on to working on opinion letters ~ the focus of which was to recommend books ~ becoming book review/reports. Very impressive, especially given the age and grade level of these students. Those who finished this were set to work on activities from a Writer's Source book. All of these endeavors had end products that could be reviewed in order to ascertain next-step learning for every child. The class broke for recess at the end of the shuffle but when they returned a share time was planned so students could showcase their learning during the RTI time ~ completing the learning time with exemplars and thus also setting high expectations for quality work during independent work times. Students working at or above grade-level expectations were equally challenged as those receiving individualized instruction and/or testing.

### **Room Z**

Ms. Z also worked at a side table administering progress monitoring testing to individual students. She worked in her classroom while monitoring and assisting students in her core instructional group. Her teaching assistant supervised and assisted learners from across the second grade classes in a computer lab on the Lexia Reading program ~ providing each with individualized reading skill instruction ~ monitored by the software's assessment data collection ~ that is shared with each of the homeroom teachers to indicate next-step skill-based learning for all second grade students. Ms. Z's focus lesson involved work related to the Words Their Way spelling program, independent reading and a shared class text that all level learners could access. Impressively, her menu for the day's work also included instructions to eat their snacks while reading. This was both functional (because it allowed students to eat snack prior to recess in a way that would not pull from invaluable learning time as snack eating is not allowed on the playground) and added a multi-sensory component to independent reading that was both enjoyable and helped students to focus in a relaxed manner. For many eating stimulates both their energy levels and thinking ability. Pairing this time with eating also set an environment that let students know that reading is meant to be a fun and serious activity.

Ms. Z's focus lesson set all students in good stead to enjoy and learn from a "Time for Kids" article. The activity was guided by a Venn Diagram graphic organizer that helped all level readers monitor for meaning and to be prepared for a group share time. She had a prominently posted list of work that offered all level learners a comfortable challenge and access to reading and ELA activities that were personal to each ~ differentiated instruction at its finest!

Students were to begin by doing word study work with their individualized spelling words. This activity is taken from the "Words Their Way" spelling program ~ a district- wide curriculum mandate ~ that ensured each would be studying and learning at his/her own level of instruction. Next, her students were to do their independent reading time from books that were chosen for each also according to ability level. After completing this activity, all worked on the "Time for Kids" article to be ready for the class share that was observed in part prior to their recess break. They filled out a related Venn Diagram and also were required to write about one independent reading book in their Reader's Notebook regarding their independent reading time. By having students record their thinking and participate in a shared article with a graphic organizer to focus their thinking, Ms. Z showed her masterful management skills as well as her high expectations for all learners, ability to organize an independent work time with skilled differentiation and all with built-in formative assessment data to inform her about each of her learners progress and next-step learning. A powerful learning time for students and teaching and learning at their finest moments! This is teaching that invites all students into the partnership that helps them grow at their current level and move to the next.



The final share in Ms. Z's room was organized when students returned from their "Reading Shuffle" time and the class sat in a circle on a carpeted meeting area. Ms. Z guided the discussion and students talked about the article from many perspectives ~ respecting all level learners and moving all to higher levels of auditory comprehension as they listened and learned from each other. There were personal connections, world connections and text-to-text connections.



Three outstanding and foundational aspects of this teaching model that demonstrated exemplary levels of performance for both teachers and the rest of the multi-disciplinary team that made it all happen included (but were not limited to):

1. Professional Knowledge ~ (Curriculum, Planning and Assessment): By providing exceptional differentiated instructional opportunities both in their classrooms and in a manner that allows for students across the grade to benefit academically in skill and content learning related to reading and written language, the team demonstrated mastery of professional content and its delivery. All students were involved academically, behaviorally, cared for emotionally and with structures that created an environment that supported a collaborative effort between and among the students that inherently manifested the message that this was a serious learning time ~ and still enjoyable and fully engaging. The team accomplished this through an impressive use of educational practices that enabled all level learners to synthesize knowledge and to practice skills. This was modeled across the grade!

2. Student Engagement ~ (Teaching to All Students-Instruction): Carefully chosen activities (e.g., use of notebooks, end-products, graphic organizers, computer assisted instructional practices), books chosen at proper reading levels, prior teaching of skills and content that had multiple access points, all demonstrated that both teachers consistently use pedagogical practices and content choices that motivate and engage all of their students during their focus lessons, follow-up activities and independent work time and this was clearly modeled throughout the time observed across the grade.

3. Professional Collaboration ~ (Promoting a Professional Culture around Shared Teaching for All Students at the Grade): Using their PLC (Professional Learning Community time ~ a one hour per week meeting where teams gather to plan for RTI and grade-level instruction as well as using the time as data analysis meetings) time in an extremely effective manner, working together as a team and individually to employ all district and state expectations and challenges. The team demonstrated professional collaboration at its very finest. Clearly, all members of this team facilitate effective collaboration independently and with their multi-disciplinary grade-level team, through shared planning, analysis of student data (formal and informal) and by providing comprehensive and appropriate interventions across their classes and at their grade level.

Outstanding work? I, again couldn't agree with you more. This is grandiose teaching and learning that often goes unnoticed. This is the teaching that moves students falling below benchmark toward benchmarks, moves those students "in the middle" at grade level to new levels of proficiency, and those exceeding expectations to challenges that engage them and allow them to move forward at their level of need.

Thanks for observing with me today!

As we move into the many opportunities that define any new year, my wish for you all is that 2016 will bring you and your families all of life's best, now and forever!

Much peace,

A handwritten signature in black ink that reads "Jim Lee". The signature is written in a cursive, flowing style.

Jim Lee

Principal



### This and That from the Principal's Office:

Many thanks to our wonderful Happy Hollow Community! On behalf of the whole office staff, we wish to thank everyone for the many cards and delicious treats and very thoughtful notes that you so kindly presented to us before vacation. Each effort is an act of kindness that remains deeply appreciated by all of us. ~



**On the Bus:** It seems that this time of year brings about concerns regarding behavior on our buses. It is the time that we really need your help... the partnership between home and school that makes a huge difference. Toward that end, please review the rules and expectations for proper bus behavior with your children ~ refer to the student handbook and then discuss your expectations. Students not only need to remember the appropriate behaviors, they need to keep in mind that riding the bus is a privilege and that inappropriate actions ~ including acts of bullying ~ on a bus, could lead to a bus suspension. Students must be safe and that includes: sitting flat in a seat, talking in a reasonable voice without shouting, avoiding acts of bullying such as name calling, hitting, pushing or any related behavior. Thank you.



**Dress for the Weather:** Please continue to check the weather each day to ensure that your child is dressed for the day's temperature. We have some fluctuation and it can be really cold on little hands that don't have gloves. Each year, sad faces line the edge of the hot top when snowpants and boots are needed...or worse, some have to stay inside while others go out if they are not ready to play in the climate that defines the New England experience... Brrrrrrr!



**Remember to check the Lost and Found:** Our Lost and Found is once again growing and we will be looking to find homes for the left clothing as we near the winter break. Please take a moment to check if you have lost an item.



### January and February at Happy Hollow:

Monday, January 18 <sup>th</sup>	<b>No School Martin Luther King, Jr. Day</b>	
Friday, January 22 <sup>nd</sup>	<b>Martin Luther King Community Celebration (Happy Hollow Chorus performs)</b>	Dinner from 6:00-7:00 p.m., Program 7:15-9:00 p.m.
Tuesday, January 26 <sup>th</sup>	<b>Report Card Distributed</b>	Grades 1-5
Friday, January 29 <sup>th</sup>	<b>Middle School Music Honors Ensembles visit HH</b>	9:00-10:30 a.m.
Saturday, January 30 <sup>th</sup>	<b>Lunar New Year Celebration</b>	WHS 2:00-5:00 p.m.
Monday, February 1 <sup>st</sup>	<b>Visiting Author</b>	HH all day
Monday, February 10 <sup>th</sup>	<b>Band Fest</b>	WHS 7:30-8:30 p.m.
Thursday, February 11 <sup>th</sup>	<b>Wayland Sings</b>	WHS 7:30 p.m. to 8:30 p.m.
Week of February 12-19	<b>Winter Vacation</b>	
Monday, February 22 <sup>nd</sup>	<b>Classes Resume</b>	
Monday February 22 <sup>nd</sup>	<b>Grades K 1 2 Cultural Enrichment</b>	HH 9:00-10:00 a.m.
Thursday February 25 <sup>th</sup>	<b>Coffee with the principal topic: Social Smarts</b>	HH 6:15-8:00 p.m. dinner will be served
Tuesday, February 29 <sup>th</sup>	<b>String Jam</b>	WSH 7:30-8:30 p.m.

## HEALTHY HOLLER

### Happy New Year!

There is great information available to make 2016 a very healthy year:

[www.cdc.gov/features/HealthyNewYear](http://www.cdc.gov/features/HealthyNewYear)



### Flu Information:

- Flu activity is picking up across the U.S. Flu-like activity is defined if you have a temperature of 100 degrees F/37.8 degrees C or greater and a cough and/or sore throat

### Influenza prevention and control:

- Vaccination – there is still time to get vaccinated.
- Everyday prevention: hand washing, cough etiquette, and staying home when sick.
- Treatment – antivirals like Tamiflu are most effective when started early after symptom onset.

Please read very important information from the CDC about the flu at:

- <http://www.cdc.gov/flu/takingcare.htm>
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### Please Remember:

- To keep your children home if they have a fever, have vomited, and/or are not feeling well.
- To make arrangements for your children to be picked up from school in a timely manner if you are not readily available when called by the school nurse.
- Children need to have a coat, snow pant, boots, gloves/mittens, and hat to be able to go to recess safely. For younger children they should have an extra set of clothing in their backpack if their clothes get wet during the school day.
- 4<sup>th</sup> grade students need an updated physical exam, which is required by the Massachusetts Department of Public Health. Please send in your child's updated physical exam to the school nurse if you have not done so in 2015.

### Lice Information:

- Please continue to check your child's head as part of their daily hygiene for possible head lice.
- Early detection is key to preventing additional cases
- Please review the resources listed for additional information:
- <http://www.headlice.org/>
- <http://www.cdc.gov/parasites/lice/head/index.html>

Please call and/or email with any questions/concerns.

Jeanne MacDonald RN

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508-358-6051



## CURRICULUM CORNER

### FROM PHYSICAL EDUCATION

Since coming back from winter break, all classes have been working on different types of basketball skills. In the older grades, we have spent a lot of class time practicing our shooting. We have played games like knockout, around the world, and hot shot basketball. Students have been very supportive of each other, and have shown great sportsmanship. It's great to see students with a lot of basketball experience take the opportunity to help classmates that need extra help. The younger students have been working with smaller basketballs, and have had opportunities to shoot, but we have been working a lot on their dribbling skills, and keeping control of the ball. The majority of older classes will continue with basketball skills, while the younger grades will bust out the parachute!

**\*\* REMINDER \*\***

I am still seeing many students come to class without proper footwear. The number one reason why I would prefer for students to come to class with sneakers is safety related. In P.E. we participate in many activities that require us to run or otherwise move quickly. Slick soled shoes present a threat to not only the person wearing them but their classmates as well. Sneakers also provide stability and help students protect themselves from ankle injuries. If you are having difficulty in finding sneakers to send with your child, please contact me anytime. I do not like to sit students out of class, as they are only in the gym once a week, and they need the exercise. However, if a student continues to wear improper footwear, I will need to sit them out for safety reasons.

Thank you!  
Mr. O'Connor

### FROM ORCHESTRA AND STRINGS

The 4th & 5th grade orchestras are working hard in preparation for our next concert, String Jamboree, which will take place on February 29th in the High School Field House and will include ALL string players in grades 3-12 (which is almost 500 musicians!). Ask your string player to share with you the music we are playing, and listen with him/her to the recordings on the strings website. It's exciting to be working on such great music (some from hundreds of years ago!) with these young musicians! If you have any questions about practicing, private lessons, or anything else strings related, please don't hesitate to email me. -- Whitney Tandon

### FROM THE LIBRARY

Ms Flannery has just returned from the American Library Association's national annual Midwinter Conference, which was held right here in Boston. She was lucky enough to be in the audience for the announcement of this year's Youth Media Awards, including the prestigious Caldecott and Newbery medals. Her personal favorite *Finding Winnie: The True Story of the World's Most Famous Bear* was honored with the Caldecott Medal for best illustrations. In a rare feat, the Newbery winning book (for writing) *Last Stop on Market Street* was also honored as a Caldecott Honor book (for illustrations.) For a full of all of the books that were honored, [see](#)



[here](#).

All library classes are currently preparing for our upcoming author visit, generously sponsored by the PTO. On February 1st, student favorite Jarrett Krosoczka (creator of *The Lunch Lady* graphic novel series, as well as many other picture books and chapter books) will visit with all grades to discuss his writing and artwork. For more information on our visiting author, please check out his [website](#).



Students in grades 1-5 are invited to participate in a statewide bookmark contest sponsored by the Massachusetts School Library Association. Statewide winners will be invited to the statehouse in Boston for a special ceremony, along with other exciting prizes. Submissions incorporating the theme "My School Library is AWESOME because..." are due to Ms Flannery in the library by Friday, 1/22. Interested students were given the official rules and entry form during library classes. More information and additional entry forms are on the [school library website](#).

Finally, as a reminder, students must return overdue library books before they can check out additional books. Overdue notices were given to students last week. If there are any questions about overdue books, please email Ms Flannery.

Thank You





## FROM TECHNOLOGY

**All classes 1st-5th:** Students had a wonderful time participating in the Hour of Code during December's technology classes. Students used a series of puzzles on Code.org. Collectively students programmed about **50,000** lines of code using Code.org. I imagine that number would be well over **75,000** lines if we included all of the other programming resources students used. We **doubled** our lines of code from last year! [Here is a video of students coding in the computer lab.](#)

### What's coming up in January?

**1st Grade:** Students are learning how to search for something on the Internet. Students will use the animal picture dictionary on Enchanted Learning to search for a picture of an animal that starts with their assigned letter of the alphabet. We will then compile the printed pictures into a classroom Animal Picture Book.



**2nd Grade:** Students will create an All About Me slideshow using Kid Pix. Students will learn how to import a picture of themselves, review word-processing tools and put their pages together with transitions to build a slideshow. They are off to a wonderful start!



**3rd Grade:** We begin the new year with our word processing unit. Students will continue their keyboarding practice using All The Right Type and take the mid-year assessment later in the month. To access ATRT online - please use the link under the ["For Students" section of the Happy Hollow website](#). At this point, I reinforce accuracy with the children. Speed will come with practice. Then students will then be introduced to Google Apps for Students.



**4th Grade:** Students will participate in Code.org activities since we took December class time to support the students during their cultural/immigration project. Later in the month, students will take the All The Right Type mid-year assessment. Please continue home practice! To access ATRT online - please use the link under the ["For Students" section of the Happy Hollow website](#).



**5th Grade:** Students will finish their Digital Superhero project. Students designed their own digital superhero whose goal is to protect digital citizens. Students had a couple of drawing choices - Kid Pix, or Google Draw. Then students wrote a short story in Google Docs depicting how their superhero would protect digital citizens who might not be following LARK! Students will take the All The Right Type mid-year assessment towards the end of the month. Please continue home practice! To access ATRT online - please use the link under the ["For Students" section of the Happy Hollow website](#).



## PTO News & Events

### **5<sup>th</sup> GRADE MEMORY BOOK AND SLIDE SHOW**

**POST PICTURES OF YOUR FIFTH GRADER!!** These pictures will be used for the yearbook for the 5th graders and for the end of year slide show. We would like four pictures of each child. Ideally, it would be pictures of your child as a baby, a toddler, first grader and a current picture. We'd also like to collect any pictures you might have of any class field trips from grade 1-5.

Please post these pictures to this site <http://1drv.ms/20ESt96> and be sure to label each file. For the **pictures of your child**, save them using *firstname.lastname#*. So, John Smith's baby picture should be *john.smith1*, his toddler picture should be *john.smith2*, etc. For the **field trip pictures** from John Smith's family, please indicate grade and your last name. For example, Grade1Smith1, Grade1Smith2, etc. We want to be sure we include pictures from every child so the naming conventions are important.

The kids love to see their pictures on the screen, so please get them posted as soon as you can. If you have trouble posting them, please email your pictures to [pburgess1995@outlook.com](mailto:pburgess1995@outlook.com)

## PTO Volunteer Opportunities

### **BACKPACK AUCTION-GIFT YOUR CHILD PART 2**

**Do you have a talent or ability to share with the community? Do you have a product that you would like to donate? Consider donating to the Gift Your Child Backpack Auction!**

The **Gift Your Child Backpack Auction Committee** is busy rounding up annual favorites including camps, experiences with the local fire and safety departments, varsity sports, and teacher items for this year's Backpack Auction. Over the past few years, with great success, we expanded the Backpack Auction offerings a bit to include some of the many talented members of our community. We would like to, again, extend the invitation to anyone within the Wayland community who might be able to offer a unique or special experience to please consider donating to the auction. This could be anything from sharing a hobby (knitting lessons, sports lessons, photography, baking lessons, cooking an ethnic dish, etc.), to something pertaining to your career (author, musician, athlete, artist, event planner, etc.), or a donation from a family-run, Wayland business (architect, baker, photographer, musician, restaurant, etc.) in the form of a product or an experience. If you have an idea for an experience that you could share with a winner (adult, child and friend, group of children, etc.) or something you'd like to offer to the elementary school community to bid on, please contact Cathy Davies and Andrea O'Brien at [HHPTOfundraising@gmail.com](mailto:HHPTOfundraising@gmail.com) by January 15, 2016.

...And look for the Backpack Auction booklet coming to a backpack near you this March!!

Visit our website:

<http://waylandpto.org/happy-hollow-pto/>

Join us on Facebook:

[Happy Hollow PTO on FB](#)