

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [X] Choice

Name of Principal Mrs. Marian B. Broadhead

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hawthorne Elementary School

(As it should appear in the official records)

School Mailing Address 1675 South 600 East

(If address is P.O. Box, also include street address.)

Salt Lake City UT 84105-2069
City State Zip Code+4 (9 digits total)

County Salt Lake County

Telephone (801) 481-4824

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Web site/URL http://hawthorne.slcschools.org

E-mail marian.broadhead@slcschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Lexi Cunningham none

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail

lexi.cunningham@slcschools.org

District Name Salt Lake City School District Tel. (801) 578-8599

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Heather Bennett none

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 37 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	22	48
1	35	33	68
2	35	28	63
3	34	28	62
4	33	33	66
5	30	33	63
6	36	32	68
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	229	209	438

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 2 % Black or African American
 - 11 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2016	433
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 9%
39 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Arabic, Russian, Spanish, Chinese, Tongan, Hindu, Thai, Mandarin, Somali, Korean and Pushto

7. Students eligible for free/reduced-priced meals: 24%
 Total number students who qualify: 107

8. Students receiving special education services: 10 %
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 10
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Provide excellence and equity for all students in an environment of academic growth, personal achievement, diversity, and respect.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students in grades 1-6 are chosen by district lottery to participate in the Curriculum and Assessment Program (C&A). Parents throughout the district place their students in the C&A lottery through an application process.

Through rigorous cognitive and achievement assessments, students in grades K-6 qualify for the Extended Learning Program (ELP), a full-time gifted and talented magnet program.

PART III – SUMMARY

Hawthorne School celebrated its hundredth anniversary in 2012. Serving a central-city working-class neighborhood in the Sugar House section of Salt Lake City, it sits adjacent to First Encampment Park where, in 1847, Mormon settlers staked their claim to the valley of the Great Salt Lake. When the current building opened in 1988, over 600 K–6-grade students enrolled; by 2002 the population had fallen below 300. Teachers, students, alumni, neighbors, and the Salt Lake City School District (SLCSD) sought ways to keep the school open.

In the 2003–04 school year, the Extended Learning Program (ELP), a magnet option for gifted students, was relocated to Hawthorne. ELP students and their teachers increased the student population by 200 and the faculty by seven. In 2005–06, a school choice program, the Curriculum and Assessment Lab (C&A) program, also expanded to Hawthorne, bringing 80 students and three teachers. C&A classes have two grade levels each: 1-2, 3-4, and 5-6. Students remain with the teacher for two years and older students mentor younger students. What began as three disparate and competing schools under one roof—Neighborhood grades K-6, C&A grades 1-6, and ELP grades K-6—is today a unified learning environment. All teachers work together on behalf of all students, sharing teaching practices and learning opportunities inherent in each program. In the 2015–16 school year, the district acknowledged Hawthorne’s success as the Top Performing Non-Title I School in Salt Lake City.

Our school community includes a wide spectrum of academic abilities, ethnicities, education levels, and socio-economic statuses. Nearly one quarter of our students live in poverty, and ten percent are English Language Learners (ELL) speaking 12 different home languages, including Arabic, Korean, Spanish, and Urdu. We embrace the district vision of “Excellence and Equity: every student, every classroom, every day” and seek to make it a reality.

We believe that all students have the right to a full range of educational experiences to meet their multi-faceted needs. We have worked hard as a staff to build respectful relationships and collaboration with parents and community stakeholders to support the success and personal development of our children. Our Parent Teacher Association (PTA) cooperates with faculty to promote healthy habits of body and mind through events like the annual Health and Safety Fair, reading challenges, and book fairs. A focus on wellness and exercise enabled students to walk more than 100,000 miles and earned Hawthorne a “Gold Medal School” designation. Excellent performance on end-of-level English Language Arts tests is one measure of our sustained efforts to improve student literacy.

Through long-standing relationships with two community foundations, we have funds for visual arts and dance teachers. These specialists build confidence and arts-core skills in all students, allowing them to share and showcase their accomplishments each year. University partnerships bring education majors to Hawthorne as pre-service and in-service teachers. They tutor struggling students in reading and math and student-teach in our classrooms, inspiring students to prepare for college and life-long learning.

In 1991, Hawthorne students formed Kids Organized to Protect the Environment (K.O.P.E.) and received a presidential citation for their work to preserve a riparian corridor known as Hidden Hollow. Today’s students continue to care for and advocate on behalf of this urban treasure, sponsoring cleanup events that spotlight its history and ecology. In another project, students created a three-dimensional work of art depicting the Sugar House community, which was displayed at the Utah Museum of Fine Arts.

The best examples of effective relationships and collaboration at Hawthorne are the many ways faculty and staff work together to support students—academically, emotionally, and socially. Our excellent teachers demonstrate knowledge and expertise in their content areas and believe every student can learn. Instruction, counseling, and curricula target individual needs through thoughtful grouping, varied strategies, formative assessments, and tiered interventions developed and refined in Professional Learning Communities (PLC), vertical team meetings, and conferences with parents and consultants. Neighborhood teachers share local knowledge and insights gained in heterogeneous and every-changing classrooms, C&A teachers share community-building and self-appraisal strategies, and ELP teachers share ways to deepen and extend

understanding. Our staff believes that Hawthorne students are fragile and needy, tough and talented, and that they deserve our very best efforts every day. Student success is our top priority.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Salt Lake City School District follows the Utah Core Standards. These standards are Hawthorne’s framework for high quality instruction.

Language Arts

To ensure Hawthorne students receive core instruction with the appropriate curriculum, their teachers use targeted materials. The McGraw-Hill Wonders program provides research-based, differentiated resources for neighborhood and C&A students to develop reading, writing, research, and presentation skills. Writing across the curriculum is a school-wide expectation and our K–6 instruction features Writer’s Workshop, based on the work of Lucy Calkins. Teacher teams focus on vertical alignment of curriculum and use writing rubrics to evaluate student work. Students in grades 3–6 conduct a research project under the supervision of the school librarian. Teachers collect student writing in portfolios and compositions are proudly displayed in the school’s halls. ELP teachers use instructional models developed at the College of William and Mary’s Center for Gifted Education, focusing on depth, complexity, and rigor. English Language Learners meet daily in small groups for 45 minutes with a highly qualified teacher. E.L. Achieve provides a systematic approach to instruction, informed by each student’s assessed English proficiency.

Mathematics

The Utah Common Core and standards articulated by the National Council of Teachers of Mathematics—equity, curriculum, teaching, learning, assessment, and technology—guide instruction at Hawthorne. All students start the day in a ninety-minute math block. This schedule allows them to acquire foundational skills, advance appropriately, and move between programs to receive targeted instruction. All students use Eureka Math. ELP students also use M2 (squared), M3 (cubed) and Connected Math. Lower-grade students have math rotations, which include personalized digital learning, student mentoring, small-group instruction, math journals, and independent work. Students develop conceptual understanding of numbers, operations, and processes. Math Olympiads and Math Counts are included in upper-grade instruction. They strengthen intuition, creativity, problem solving, and deepen skills. During this block, a highly accelerated class, focused on critical thinking and problem solving, is available for students who have already mastered the core. Visitors to Hawthorne may be surprised to see students playing chess during a math rotation, but teachers know that chess helps students develop critical thinking, memory, and math reasoning.

Science

Using inquiry-based instruction, Hawthorne teachers integrate a three-dimensional approach to STEM that incorporates core curriculum standards with best science and engineering practices and cross-cutting concepts. Students observe, question, investigate, experiment, build models, and analyze data in a lab designed for hands-on activities. Teachers use Full Option Science System (FOSS) kits to design inquiry-based activities tied to grade-level content. Students integrate writing as they record observations and write about their labs in science journals. Outdoor experiences are also highly valued. Hawthorne students climb nearby mountains, descend into caves, explore the Great Salt Lake, view celestial events (such as August’s solar eclipse), and build rockets for a 6th grade blast-off activity. More than 200 students in grades 3–6 participate in the Science and Engineering Fair with individual projects. Students in grades K–2 display class projects at the fair.

Social Studies

The Utah Social Studies core provides the framework for social studies, history, and civic engagement at Hawthorne, focusing student learning in expanding circles of complexity. Kindergarten students learn about self, family, and class; third-graders learn about culture and the local community; fourth-graders learn about the state and indigenous cultures; fifth-graders learn about the nation; and sixth-graders learn about the world. Using a variety of historical and contemporary print and media resources, students recognize their interconnections with other human beings—locally, nationally, and globally. They visit the Utah State Capitol to view the legislature in session, the City-County Building to learn about city government, and local historical sites to learn about state history. Many classrooms display class constitutions drafted by the

students. The school purchases sets of informational text magazines yearly to aid students in learning about and analyzing current events. All students participate in a monthly Passport to Geography program.

2. Other Curriculum Areas:

Hawthorne students experience a rich integration of art and dance with their academic curriculum. Weekly dance instruction uses the side-by-side model developed by Tanner Dance. In this model, the classroom teacher and the dance teacher work together to incorporate academic content in dance instruction. The dance teacher confers with the classroom teacher to determine appropriate content. Students learn about movement, music, and counting from the dance teacher and then choreograph dances about a topic of classroom learning such as electricity, weathering and erosion, or moon phases. As the students “dance” the curriculum, they use art to express core content, which helps students solidify their understanding. Students participate in dance concerts twice a year in which they “teach” their core curriculum to others in a performance setting as they share their dances.

Students meet weekly in art to refine their art skills as they incorporate them in projects designed to deepen their understanding of the academic core, especially in social studies. For example, students may make coil pots when they are studying indigenous people, paint watercolors of an outdoor setting where they have been on a field trip, make sugar skulls for Day of the Dead, or learn to draw Chinese characters for the lunar New Year. They also learn art techniques as a whole school, such as creating tapa cloth using a variety of art materials. At the end of the year, all student art is showcased for families in an evening Art Night celebration.

Students meet weekly for a PE class in which they participate in individual warm-up activities, team-building exercises, and structured games. Hawthorne has had a multi-year focus on personal fitness. Students record the laps they walk and run on the school playground. At the end of the year, a school assembly celebrates the fitness accomplishments of all of the students.

All of the students enrolled in Hawthorne's ELP program receive 20 minutes of Spanish language instruction per day as part of their grade-level studies. In this immersion model, the Spanish teacher only speaks Spanish with the students.

In a dedicated computer lab, students practice keyboarding skills, do research for class projects, and create digital representations of their learning using programs like Power Point. Sixth-grade students each have a classroom laptop to use for their learning activities and writing. The school has four laptop carts shared among students in the other grades. Upper-grade students do all of their writing on a laptop. Access to laptops has been crucial in improving student performance on end-of-year writing tests. Students in the younger grades use classroom desktop computers for individualized learning across disciplines as well as in targeted applications such as Fast Math.

Students in grades 1–4 receive weekly general music instruction by district music teachers; they learn meter, pitch, beat, and dynamics. They learn to sing and to play recorders and rhythm instruments. Fifth- and sixth-grade students participate in choir, band, or string orchestra twice weekly. They give school concerts twice a year and frequently participate in district concerts.

Under the direction of Utah Opera, ELP kindergarten, first, and second grade students write, produce, and perform their own class operas for the school. Themes for the operas include friendship, sharing, and fair play. Utah Opera personnel write the music for the student-created libretto and then teach it to the students. Under the direction of classroom teachers, classes perform plays such as Good Masters, Sweet Ladies, and history-themed dramas. The annual Hawthorne Shakespeare Festival features three plays in repertory, each performed ten times over the course of one week. Plays vary from year to year; they include Hamlet, Romeo and Juliet, Midsummer Nights' Dream, Comedy of Errors, and Macbeth. Performances are held in classrooms so student audiences are close to the characters and the action.

3. Instructional Methods, Interventions, and Assessments:

At Hawthorne we understand that no one strategy meets the instructional needs of our diverse learners. We rely on a variety of assessments, including pre- and post-tests, formative and summative assessments, district interims, and exit tickets to identify student needs, inform instruction, and guide differentiation. Teachers differentiate curriculum, instruction, student products, and learning environments to provide the best and most appropriate learning experiences for students. Our approach to teaching math illustrates differentiation.

Neighborhood and C&A teachers use a three-tiered instructional model. In Tier I instruction the whole class studies grade-level core. Assessments that identify students performing below grade-level provide data for Tier II instruction. In Tier II instruction, students learn in small groups; paraprofessionals, trained volunteers, and specialists who push in to the classroom work under the direction of the teacher to provide additional support. During math rotations, teachers target Tier II instruction to student needs based upon data indicating readiness. Teachers use flexible student grouping, leveled curriculum materials, and specialized instruction. A resource teacher provides Tier III instruction in response to students' IEP goals. Students receive tiered instruction in English Language Arts as well.

C&A classes use the six SLCS D Performance Results in a mixed-grade class format to meet students' academic needs and provide a foundation for learning. In these classes, C&A students learn to be "Quality Workers and Producers, Effective Communicators, Contributors to the Community, Self-Directed Learners, Cooperative Group Participants and Leaders, and Complex Thinkers and Problem Solvers." C&A teachers use a holistic, integrated approach to instruction and assessment. During Tier I instruction, teachers provide opportunities for students to work cooperatively with older students mentoring younger students. Assessments identify students who need targeted Tier II instruction in small group settings. Students in C&A keep portfolios of their work in core subjects. They learn how to be reflective about the effort they put into these pieces and what it means to produce something of high quality. Portfolios are used by most Hawthorne teachers to document student growth across all academic disciplines. In C&A classes it is as important for students to develop the performance results skills as it is for them to learn core content.

ELP students take end-of level summative tests at the start of the year which identify core concepts the students have mastered. These results provide the framework for their instruction. Teachers compact curriculum to enable students to move quickly through required content onto advanced and more complex concepts. Sixth graders from all three school programs who have moved beyond elementary math receive specialized instruction in a small group setting. Students in fourth, fifth, and sixth grades participate in problem-based learning activities such as Math Olympiads and Math Counts.

In PLCs, teachers analyze student data and investigate best practices to improve learning. Data from the 2016–17 end-of-year state tests indicated that Hawthorne girls were performing ten percent lower than boys in science. To address this gap, PLCs began a study of the National Science Teacher Association publication *Girls in Science: A Framework for Action*. Faculty members discussed best practices outlined in the book and implemented those practices in the classroom. In addition, teachers are involved in district science trainings. Female engineering students from the University of Utah facilitated classes at Hawthorne for an Engineering Day. The principal mentored several girls with their science fair projects; girls completed half of the projects entered in the school science and engineering fair.

As a high-performing school, we know that state testing is only one measurement of student achievement. We strive to create a school environment in which diverse student needs are met and all students have opportunities to learn something new each day.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

During school-wide announcements each morning, the Hawthorne Principal encourages students to “Soar, Sail, and Succeed” and shares a vignette about one of the Eight Keys of Excellence: Integrity, Commitment, Speak with Good Purpose, Balance, Flexibility, Ownership, This is It, and Failure leads to Success. Hawthorne faculty and staff implemented the Eight Keys of Excellence character education program five years ago to promote student connection to school. The principal’s morning encouragement applies to all aspects of student life at the school: academic progress, social growth, and emotional development.

The restorative practices of social justice enable Hawthorne faculty and staff to support students in resolving conflicts, repairing harm, and restoring relationships. This process empowers students to be personally responsible for their behavior and academic activities. We focus on rewards for positive behavior rather than punishments for negative behavior. The monthly High Flyers program recognizes individual students who have made contributions to the school or their classroom; their awards include gifts from local businesses who want to support our school. Classrooms and teachers also receive High Flyer awards for service to the school. A monthly “golden tray” award is given to the class that has been the most proactive in cleaning up their tables in the lunchroom, helping younger students, and showing good manners. The PE teacher awards a “golden shoe” each month to the class that has walked or run the most miles that month, with an annual award given at the end of the year. Monthly drawings are held for students who have reached walking and reading goals.

Hawthorne’s sister school in Bahakwenu, Kenya, is a world away from Salt Lake City. A large mural painted by Bahakwenu students hangs in the front entry of our school, a reminder to students that they are citizens of the world. A mural painted by Hawthorne students hangs in the Bahakwenu library, built by volunteers, which is filled with books contributed by Hawthorne students. The headmaster of the school has visited Hawthorne twice to bring students greetings from Kenya and educate them about student life in Bahakwenu. The Hawthorne art teacher has visited Bahakwenu as well.

Our yearly Back-to-School Barbeque is a community gathering of students, teachers, and families. Held the night before school begins, the barbeque gives students and their parents an opportunity to meet with their teachers, share food, and dance to a lively band playing on the school playground. It is such a beloved event that many former students attend to update former teachers on the progress of their lives.

In partnership with Prevent Child Abuse Utah, Hawthorne participates in bully and abuse prevention training for students. This training helps teachers support students learning how to be safe at school, at home, and in the community.

This yearly training is pivotal in helping students manage their own lives and be positive contributors in their classrooms and at home.

The principal and community value and support teachers as professionals and members of the school teaching and learning community. The PTA sponsors teacher appreciation week to show their support for teachers.

During the week they honor teachers each day with small tokens of appreciation, cards from students, and letters of support from parents. The week culminates in a luncheon at which teachers receive small gifts from local businesses. The PTA funds two educational field trips for each teacher; this supports teachers in helping students learn about the world outside the classroom. The PTA and the principal provide a dinner for the teachers on each night of parent-teacher conferences. The principal and PTA value the time and effort teachers expend at the conferences and support them in those efforts with a relaxing break on their busiest days.

The principal is proactive in supporting teachers by opening the school building on weekends when needed by teachers to prepare portfolios, projects, and documents for their educational endeavors and

endorsements. When faculty determine the need for new classroom texts and materials, the principal works diligently to find the resources to meet the identified needs and purchase the requested materials. The principal recognizes each staff member during his/her birthday month with a small gift at the faculty meeting. As teachers meet in their horizontal and vertical PLC teams, they support each other as they plan and share resources. The teachers organize monthly breakfasts to honor birthdays for the month; they also contribute to a sunshine fund that enables the school to send cards and flowers to staff when appropriate.

2. Engaging Families and Community:

Shared Governance practices engage school faculty and staff, parents, and members of the school community in monthly meetings of the School Community Council (SCC), allowing all voices to be heard. Each year the SCC approves expenditures of State LAND Trust revenues allocated to each school to support local needs. Each year, the council focuses on ways to help students progress socially, emotionally, and academically. Members initiate action to improve school safety, such as a recent drive to update emergency packs for each classroom. Currently the Hawthorne SCC allocates funds for paraprofessional help during math and a comprehensive visual arts program. Students have an hour-long art session each week that furthers understanding of curriculum taught in the regular classroom. Student art-work is displayed in an annual evening art fair attended by families and community members.

The school PTA sponsors several school activities each year, including the annual Hawk Walk when students and their families walk several miles to raise funds to support classroom experiences. The Hawk Walk is a wonderful way to reinforce our school goal of walking laps to improve personal fitness and brain focus in the classroom. The PTA donates field trip funds to each class yearly. The funds enable classes to participate in two or three academic field trips a year to a variety of locations including the Natural History Museum of Utah, Tracy Aviary, Hogle Zoo, the University of Utah science labs, the Museum of Art, the Capitol Theater, and Red Butte Garden. Field experiences reinforce classroom learning and help students master academic content.

Parent and community volunteers are an integral part of daily life at Hawthorne. Volunteers help with literature discussion groups, Math Olympiads and Math Counts teams, individual writing conferences with students, science lab preparation and delivery, chess lessons, theater performances in the classroom, individual tutoring in reading and math, field trips, the school yearbook, the Science Fair, Junior Achievement Biztown, the school field day, vision and hearing screenings, and books fairs. As teachers, parents, and community volunteers work together, they expand ways to help students “Soar, Sail, and Succeed.” Their partnership is empowering for all.

Our school partnership with Westminster College helps Hawthorne students become volunteers. College students sponsor a Day of Service in which the elementary students participate in service projects such as making quilts for the Veterans hospital, dog treats for the animal shelter, boxes for food donations, bouquets for senior living community residents, hygiene kits for the homeless shelter, and bird feeders for Tracy Aviary. Serving others motivates the students to develop ways to serve their classmates and families, and helps them be part of the community. In 2016–17, Hawthorne logged more than 9000 volunteer hours.

3. Professional Development:

The three diverse programs at Hawthorne have spawned a rich set of responses to professional development. The teachers are proactive in determining what is needed to enhance curriculum and improve student achievement. We are not a one-size-fits-all school, so have created many opportunities for ourselves. When the new Utah Common Core for math was adopted, teacher leaders in each of the three programs created training for faculty focused on the specific needs of students in all three programs. This proactive approach meant student achievement increased because teachers were able to customize lessons. Teachers identified a specific need to improve writing performance for all students in the school. The principal contracted with a specialist who could help teachers in all three programs develop instruction

designed to improve writing proficiency and teachers met together in both horizontal and vertical teams to plan implementation. A teacher who attended a Love and Logic seminar returned to school with a suggestion to adopt principles from the training as a means to improve student life at Hawthorne, both academically and socially. After the faculty reviewed the proposal, they unanimously adopted it. Two teachers are now providing Love and Logic training to the faculty and will make resources available to parents and community members in the coming months.

The principal is proactive in encouraging teachers to further their education with endorsements and additional degrees. With her support, three teachers have achieved National Board Certification, six teachers have earned gifted endorsements (with two in process), and three teachers have earned math endorsements (with two in process). One teacher earned a library technology endorsement, one a STEM endorsement, one a Master's degree in Math Education, one a Master's degree in Middle Eastern Studies, and one is in process of earning a doctorate in Educational Leadership and Policy. All of these endorsements have significantly empowered faculty to improve student achievement.

4. School Leadership:

The philosophy of shared leadership directs what we do at Hawthorne and in the community for our students. Mutual respect and support among faculty, parents, community volunteers, and administrators illuminate the positive impact all adults have in supporting student achievement.

The principal believes in the efficacy of teacher leaders and supports their initiatives. An example of teacher leadership in action occurred when faculty members proposed the creation of a math-science lab. The principal, a former science teacher, immediately supported this proposal. She dedicated a room for the lab and allocated funds to purchase the required equipment and materials. Students and teachers put the lab to good use daily. As a result of their inquiry-based experiences, students are excelling in math and applying science principles to the real world.

The importance of introducing students to a second language is another example of a teacher-led proposal. Faculty members and parents developed an innovative approach to teaching a second language twenty minutes a day. With the principal's full support, two hundred students are currently learning Spanish at Hawthorne. The principal encourages on-going, teacher-led professional development in all curricular areas.

The principal leads by being engaged and connected with the school community. She is a lunch supervisor, recess monitor, teacher when a substitute is late, and crossing guard. She greets students at the door every day and cares deeply about their well-being. Working in tandem with the school counselor and Student Services Committee (SSC), the principal addresses behavior issues, implementing restorative practices and policies to replace traditional discipline and consequences.

The school counselor approaches student social-emotional problems with innovative solutions and teaches skills to children who are shy, anxious, angry, or have poor self-images. They learn to navigate the school environment with confidence, becoming mentors to younger students, members of friendship groups, and recess buddies as they nurture social and leadership skills.

Parents are members and leaders on the School Community Council (SCC), ELP Steering Committee, and PTA. They provide valuable input, fund raise, sponsor school activities, develop emergency/safety plans, write grant proposals, represent the school at community meetings, and even substitute in classes. The principal listens and guides as the stakeholders build budgets and annual plans for school improvement, wellness, and spending State LAND Trust allocations.

In short, leadership at Hawthorne means that the principal believes it is her responsibility to nurture student success, empower teachers, build trust with families, and cultivate community pride in the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our approach to staff teaming defines the practice most instrumental to Hawthorne’s success in supporting student achievement. Teachers from Hawthorne’s three programs—Neighborhood, ELP, and C&A—form Professional Learning Communities (PLCs) both horizontally, in school-wide grade-level bands (K–2, 3–4, and 5–6), and vertically (K–6) with their program colleagues.

These two distinctive PLCs create strong staff relationships and teacher links, which eliminate teacher isolation and provide opportunities for faculty to think and learn together. Teachers gain understanding of each other’s work, instructional strategies, students, and the different programs. Teachers generate, share, and implement professional knowledge and expertise. This collective capacity in the horizontal and vertical PLCs facilitates school-wide change and improves student achievement.

For example, in a sustained effort over three years, both horizontal and vertical PLCs focused on developing strong student writers through better writing instruction. Teachers in horizontal PLCs shared best practices and grade-level curriculum materials inherent to each program. Faculty developed opportunities for new writing experiences, then explored and tested those ideas in classrooms. PLC members scored student work together using rubrics they generated, reflected on the effectiveness of their instruction, and planned for future instruction.

Teachers in vertical PLCs clarified the specific skills and knowledge students should master from year to year as developing writers. Teachers designed writing instruction to reduce repetition and encourage students to apply acquired knowledge and skills to new challenging writing tasks. Classroom studies of word roots and stems increased students’ understanding of language and enriched their writing.

One measurable outcome of our joint work to improve student writing can be seen in our students’ performance on state end-of-level tests in English Language Arts. Over a three-year period, whole-school student proficiency on tests improved 6%. Students of low socio-economic status improved 9%, both boys and girls improved 6%, second language learners improved 24%, and other sub-groups showed upward trends. In addition to state test scores, writing collected in portfolios show students becoming skilled and confident writers.

Another important dynamic of horizontal and vertical collaboration is that shared understanding and professional knowledge developed in one team transfers to the other, magnifying its positive effect.