

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Becky Sorenson

(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 550 Hiberta Street

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

Missoula MT 59804-1139
City State Zip Code+4 (9 digits total)

County Missoula

Telephone (406) 542-4025

Fax (406) 542-4027

Web site/URL https://www.mcpsmt.org/Page/4366 E-mail bsorenson@mcps.k12.mt.us

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. Robert Watson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail rwatson@mcps.k12.mt.us

District Name Missoula County Public Schools District Tel. (406) 728-2400

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 Marcia Holland
(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 16 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	31	73
1	40	37	77
2	36	35	71
3	30	28	58
4	39	25	64
5	39	37	76
6	0	0	0
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	226	193	419

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 10 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 0 % 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 2017 – 2018 school year: 13%

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, 2017 until the end of the 2017-2018 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2017	405
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 2%
9 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Eritrean, Congolese, Hmong, Salish, Blackfoot, Spanish

7. Students eligible for free/reduced-priced meals: 70%
 Total number students who qualify: 293

8. Students receiving special education services: 15 %
62 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>6</u> Autism | <u>17</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 9
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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school 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 0:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	95%	94%
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 2018.

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.

At Hawthorne Elementary School, we believe that every child can learn and succeed as a productive, confident member of society.

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

PART III – SUMMARY

We know the past paves the way for the future and the future reflects the past. Hawthorne School is 108 years young. We say that because our school continues to grow and evolve, while the Tradition of Excellence remains at the core of our instructional program.

Hawthorne Elementary School is part of the Orchard Homes community on the once rural, west side of Missoula. Hawthorne currently serves students in kindergarten through grade 5, but started out as a K-8 school. In the early years, the Orchard Homes Country Life Club was a hub of influence on the west side. In the 1920's they worked to get the city of Missoula to send a motorcycle policeman to protect Hawthorne students as they walked along Third Street to school. In recent years, the traffic on Third Street has become a concern again and Hawthorne parents have petitioned the city and county to build sidewalks.

During the early years, the Country Life Club set up a program to provide milk to Hawthorne students. In the 1960's the teachers at Hawthorne belonged to the club and walked down once a month to enjoy a potluck lunch. Club members and the PTA served hotdogs for school lunch three times a year. Now we have federally funded breakfast, lunch and snack available daily to all Hawthorne students.

Until the fifties, Hawthorne didn't have a gym. Physical activity occurred on the playground at recess. Students participated in playground games such as baseball or ice skating on the flooded field. When the new gym was constructed, formal physical education classes were introduced along with our mascot, the Hawthorne Hawk. Today, our Health Enhancement program is a hub for students. They learn a variety of sports and lifelong activities such as rock climbing, golf, movement/dance, and bike riding. We have a playground cart filled with balls, jump ropes, and play equipment. The play field has soccer nets and basketball hoops. Students can earn tokens for running at the recess Mileage Club. We offer a before school Run Club for students and parents. In addition, our afterschool program, Flagship, offers sports, games, drama, and art classes. Our school community understands the link between physical activity and achievement.

In 1978, the original Hawthorne School building burned down on New Year's Eve. Students moved to another facility for a little more than a year and returned after the district completed the new building. Community support continued into the late 1990's when Missoula County Public Schools (MCPS) discussed school closures. The community banded together to take Hawthorne off the possible school closure list. A nearby school was closed instead, and its students came to Hawthorne. This change added diversity to our population, which is still evident today. Hawthorne students come from a wide range of backgrounds and family structures. Some live with parent(s), grandparent(s), or a guardian. A few live in nearby therapeutic group homes. Some students have physical and learning disabilities. The Hawthorne community and staff are committed to preparing all students to be active citizens and problem solvers. To accommodate student population and needs, our facility is changing again. Currently, we are in the midst of a remodel and expansion. The new spaces will accommodate flexible grouping, arts and science instruction, and promote collaboration.

Due to the rural influence, nearby rivers and the open spaces, the Hawthorne community has always valued outdoor education and the sciences. The old Benson's Farm, and local nurseries have all provided materials and experiences to Hawthorne students over the years. Today, we have a new farm family continuing the tradition. Turner Farms provide incubators and eggs for hatching to primary classes each year. They host field trips and science activities connected to the Next Generation Science Standards. Partnerships with Turner Farms, Garden City Harvest, Montana Natural History Center and Clark Fork Watershed Education Program help students connect learning to the real world. Science Technology Engineering and Math (STEM) instruction is offered in all grade levels. In 2018, we were named a Project Lead the Way Distinguished School for our STEM program.

Traditionally, the Orchard Homes community set high expectations for their children. Hard work and perseverance are embedded into the Hawthorne curriculum and mindset. Students practice behavior expectations and social skills as they learn and play together. Hawthorne parents model hard work and

community spirit as they volunteer for special projects such as the construction of our Outdoor Learning Center and natural play area.

When homesteaders from Wisconsin planted a small oak tree on the playground 108 years ago, they connected their past to their future. Today, their tree provides shade, protection, and a connection to the past. The acorns students collect are a symbol of growth and potential for the future. Carrying school pride into the community and continuing a Tradition of Excellence makes Hawthorne Elementary School a wonderful place to work and learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Using the Professional Learning Community (PLC) model of collaboration, teaching teams answer the following questions: What do we want students to learn? How will we know they are learning? How will we respond when they don't learn? What do we do if they already know it?

Teaching teams review the adopted standards and identify essential learnings for each unit of study. Next, they unpack the standards into learning targets written in student friendly language. Using the standards and targets, teachers create proficiency scales, rubrics, or checklists and come to an agreement regarding what proficiency looks like. They also identify academic vocabulary needed for the unit of study. After gathering materials for instruction, teams develop common formative and summative assessments that will measure student progress toward meeting the unit learning targets/standards. Prior to beginning the unit, data is reviewed so teachers understand what students already know. Finally, the team determines a starting point and timeline for the unit of study.

During the past five years, we have worked to create a collaborative system of planning, instruction and assessment to meet the needs of all students. We include a tier two period in the schedule for WIN (What I Need) time to provide intervention and enrichment. PLC's have studied engagement strategies and ways to involve students in the learning process.

Teachers at Hawthorne use a workshop model to teach Reading/English Language Arts (ELA) in each grade level. They have been trained in the Daily 5/Café which provides the structure and management for the ELA block. Using this approach, teachers can meet a wide variety of learning needs in small groups while students are given some choice and a voice as they practice skills. Between each focused mini lesson, students work independently for short periods and build reading and writing stamina. They apply phonics and vocabulary through word work. In this model, students are able to work on areas of interest. In small groups they participate in rich discussions as they learn the skills they need to become better readers, writers, and communicators.

Because of the rigorous state standards and our data, writing instruction has been an area of focus for the past four years at Hawthorne. All teachers have completed professional development through book studies, courses, and work with instructional coaches. To implement new understandings and teaching strategies, grade level teams and vertical PLCs have reviewed and shared writing samples and rubrics. As we have grown as writing teachers, we ensure daily writing practice by providing students with the opportunity to write in all content areas.

Rather than assign worksheets, students write to share ideas, answer questions, and document observations or new learning. Using exemplars and feedback, students revise their writing. They learn through revision and then set learning goals.

1b. Mathematics:

Three years ago, some Hawthorne fifth graders conducted a math survey. They asked students in each grade level if they liked math and if they thought they were good at it. The results showed that 80% of students in grades K-5 liked math and 85% thought they were okay or good at it. Why do Hawthorne students like math? They like it because our teachers are confident, competent math teachers who provide 60 – 75 minutes per day of mathematics instruction.

Hawthorne teachers use specific strategies to keep students actively engaged during math classes. Students have white boards that are used during whole class and small group instruction. As they work problems, the teacher gathers formative data for next learning steps. Students can easily revise their work on white boards.

It can be shared or used as a model. Math vocabulary is introduced, taught, and practiced daily. Teachers facilitate math talk and discussion by posing a variety of questions using frameworks such as Solve and Discuss, Pass the Pen, or Turn and Talk.

Because our data indicated problem solving as an area in need of improvement, the Hawthorne Leadership Team created a common language and protocol for teachers to use in instruction. The protocol, called CUBS, is a method we use to understand word problems. First, students must read the problem. Next, we reread each sentence and circle (C) the numbers, underline (U) words that signal which operation to use, and bracket (B) the question or questions we need to answer. Finally, we squiggle (S) a line under the label. Using a common approach to solve word problems helps provide teacher clarity and streamlines instruction.

1c. Science:

Like all content areas, science instruction is based on the adopted standards. At Hawthorne, each grade level includes a minimum of two Science Technology Engineering and Math (STEM) units. Students build simple machines, design structures, and program robots to perform a task. Using the Engineering Design Process, they learn problem solving strategies and perseverance when something doesn't work the first time.

We strive to connect science instruction and concepts to real world situations. Some science lessons or units are taught in the Hawthorne Outdoor Learning Center where we have a garden and study area. In kindergarten, each class buries a jack-o-lantern in the fall and makes predictions about what they will find when they dig it up in the spring. First grade classes hatch chicken, duck and turkey eggs to learn about life cycles. Second graders study native plants and how food goes from local farms to our tables. In the flight unit, third graders visit a local flight museum and Smokejumper Visitor Center. The fourth grade teachers partner with the Montana Natural History Center to teach a yearlong study of local ecology and ecosystems. Our fifth graders learn about the Clark Fork Watershed and visit the site of the Milltown Dam Superfund and clean up. As students learn important content, they see, firsthand, how their learning connects to the world around them.

1d. Social studies/history/civic learning and engagement

Social Studies is often integrated with English Language Arts. In a fifth grade unit, students study the civil rights movement. As a part of the unit, they research and write an opinion piece related to civil rights or social justice. Students in all grade levels read biographies, historical fiction, and informational text related to social studies content. They write informational pieces, create slide shows, posters, or videos about what they've learned. By sharing new learning, students deepen understanding and often apply what they've learned.

Our specialists partner with grade level PLCs to teach specific social studies units. The school counselor teams with classroom teachers to present lessons and activities focused on being a productive member of the school community. This year, our librarian was able to check out a giant, interactive floor map of Montana and co-taught geography lessons with grade level teachers. Students practiced cardinal directions by moving north, south, east, west. They located mountain ranges, rivers, and reservations. Each year, our music specialist teaches history and citizenship through patriotic songs and flag etiquette. Then, she hosts a school sing-a-long during President's Day week. Our health enhancement teacher leads the Fuel Up to Play 60 team of student leaders. This year, they are providing community service by organizing school wide recycling.

As they learn to be responsible, respectful, safe and kind members of the classroom and school community, Hawthorne students actively build skills to be contributing members of Missoula, Montana, the United States and the world.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Finding ways to keep students engaged and learning is at the heart of our program. At Hawthorne, we understand that students can gain a deeper connection to content through the arts. We take a multi-pronged approach to arts education: Arts Instruction, Arts Integration, Arts Enhancement, Arts for Arts Sake.

Music instruction includes a carefully crafted sequence of skills and experiences. Students practice skills through songs, storytelling, music and movement/dance. They explore a variety of instruments as they learn. In kindergarten, students practice moving to the beat, playing the beat on a variety of classroom instruments, drawing the beat, and recognizing macro-beat and simple beat subdivisions. Children are guided in the use of their singing voice with material that gradually increases the range of notes used. Students not only reproduce material vocally, but with body movement and on melodic instruments. Third graders quickly increase skills as students sing, read, write, and play melodies using nine distinct pitches. Students are able to label tonality, meter, and form as well as play and sing in three pentatonic keys. Students increase their repertoire of dances and sequences. Rhythms studied include all simple divisions down to sixteenth notes as well as whole and dotted half notes. Fifth grade music is a culmination of the skills and concepts learned in the previous five years. All students have foundation necessary to learn a band or orchestra instrument and can have an additional music period to learn to play an instrument.

Certified art instructors provide at least ten art classes to all students in grades K-5. Students use a variety of medium and techniques including sculpture, painting, drawing, and print making. They learn art history as they examine pieces by noted artists. Recently, the fourth graders were introduced to American artist, Georgia O’Keeffe. As they viewed one of her paintings, they learned about how she used color and shape in her work. Then, they created a flower using what they’d learned.

Our district is working to expand arts programming by facilitating community wide partnership with local arts organizations and teaching artists. Every Hawthorne student has at least one high quality arts enhancement opportunity each year. Second graders travel to our local theatre, MCT Center for the Performing Arts, to witness folk tales and fairy tales come to life on stage. We partner with the Missoula Children’s Theatre Education Coordinator to visit each second grade classroom before the enhancement field trip to provide background knowledge on theatre and drama, as well as content and theme. Even then, students are in awe when they arrive at the theatre and they are able to see a live performance. This year, when students attended *Androcles and the Lion*, students were heard saying, "I've never been to a real play before!" and "Wow! The real people became characters from the story!!" One student loved it so much, he shared that he felt like the laughing emoji that laughs so hard it cries. Teachers reported that students had an authentic experience of being an attentive audience, as well as learned about character building and development, and the experience created motivation to express themselves through theatre.

Grade level teams partner with local teaching artists to ensure arts integration in at least one unit of study each year. Our kindergarten students are currently working with a professional dancer as a part of the Forces and Motion unit in science. Using creative movement, they are learning the academic vocabulary as they push, pull, roll and slide. Adding this level of instruction helps students learn and retain academic vocabulary, a key component for comprehension and building background knowledge. Other grade levels integrate photography, puppetry, drama, media arts and drumming into units of study.

Teaching healthy habits is the foundation of the Health and Physical Education (HPE) program at Hawthorne. Our HPE teacher introduces students to a wide range of sports and activities with a focus on lifelong fitness. They learn ball skills and games, practice loco motor movements, strength and agility in HPE classes held twice a week. Students are active for most of the period, but learn the health standards, too. Students study the heart and take their pulse before, during, and after movement. The third graders track their steps using pedometers. The HPE curriculum includes dance, rock climbing, jump rope, traditional sports, Native American games, and even a Taekwondo unit. Most importantly, students have fun as they learn and move.

The Hawthorne library is the center of our school and plays a central role in promoting a culture of literacy. Located right in the middle of the building, it is welcoming and easily accessible to all. It is used for parent and community meetings, after-school clubs, small-group breakout space, tutoring, and more. Programming includes reading celebrations, incentive events, as well as coding and maker activities. The collection offers a wide variety of appealing books and other media.

The librarian collaborates with classroom teachers to provide instruction in information and media literacy, and provides experiences to promote creativity and innovation. Students regularly create multimedia projects in the library computer lab, and have opportunities to experiment with a variety of electronic devices to share their learning with the community. An example are the book trailers students create about their favorite books. These multimedia presentations generate excitement about books and reading.

3. Special Populations:

The Hawthorne schedule is created to meet the needs of all students. We build in blocks of time for each content area and periods for a tiered system of support in English Language Arts and Math.

As PLC's develop yearly plans and units of study, they identify priority standards that they want all students to master. Priority is given to standards that have endurance, leverage, and provide readiness for the next level. The yearlong plan includes grade level standards, learning targets, and assessments. Throughout each unit of study, teachers collect formative data and use the information to create flexible learning groups. When students are not learning priority standards and targets, teachers reteach and reassess. If students are ready for enrichment or advancement, it is provided. The intervention, extension, and enrichment occurs in a tier two period called WIN (What I Need). Some students need more intensive teaching of basic skills. They attend a tier three group to work on basic skills or individual learning plan goals in addition to the tier one and two instruction. We strive to fill academic holes and close the gap by providing additional time and focused instruction. Enrichment is provided systematically to students as they need it through our tiered approach.

In addition to the K-5 Resource Room, Hawthorne has two special education center-based classes. Students in the center-based programs receive individualized supports based on their learning plan (IEP) goals and/or health needs. Some of our students have behavior support plans. Some students have specific sensory needs and use our sensory room as a part of their daily routine. If a student requires a visual schedule or instruction in short chunks, we provide it. Staff are ongoing learners as they work to implement strategies that will meet individual needs. Students in center-based programs are included in the general education classes and all school activities as they are important members of the school community.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our school climate is built around four expectations: Be responsible. Be respectful. Be safe. Be kind. Classroom and common area rules are connected to the expectations. Staff are trained to provide specific feedback related to the expectations and to make sure students receive at least four positives to each negative. The school behavior plan was developed by staff. It is revised and monitored by staff who set yearly goal areas. Our plan is grounded in Positive Behavior Interventions and Supports (PBIS) and a common language is used across all grade levels. Behaviors are specifically taught, practiced, and reinforced beginning the first day of each school year. We have learned that practice needs to occur as students work and play together. As we teach expected behaviors in this way, students are better able to transfer the skills in new or novel situations.

Classroom teachers provide reinforcements in a variety of ways, including handing out High Flyer coupons as they observe exemplary behavior. We draw from the bin of coupons each week during the video announcements and High Flyer winners receive recognition and a small prize such as a pencil or bookmark. Students look forward to hearing who the High Flyer winners are each week.

Classroom teachers incorporate team building activities into their lesson plans as building a community of learners is a critical component in the creation of a safe and supportive environment. Teachers explicitly teach skills for partner and group work. They help students learn to make learning choices and give students a voice in goal setting. Fifth graders have a goal setting notebook. After completing a project or assessment, they analyze the results using success criteria, rubrics, or a scoring guide. Students set learning goals and revisit the goals as they monitor progress. They are able to reflect on their progress as they work. Using success criteria and exemplars, they notice what they are doing well and what can be improved.

To showcase achievement, highlight areas of focus, or promote events, we select a cadre of fourth and fifth grade student reporters each semester. Reporters meet once or twice a week to discuss school happenings, share story ideas, and get assignments. They usually work in groups of two or three to gain background information, conduct interviews, take photos or videos, and put the segments together. Recently, a team of reporters attended a Naturalization Ceremony when one of the Hawthorne para educators became a US citizen. Currently, reporters are working to promote the upcoming STEAM night where families will come to experience science, technology, engineering, art, and math activities.

We have a system which involves all teachers in school goal setting, scheduling, and planning for the tiered system of supports. The Hawthorne Guiding Coalition is made up of teachers from grade level clusters and the specialist PLC. They collect school data to review and revise programs, procedures, and professional development to connect to school and district-level priorities. The Tier 1, 2 and 3 teams facilitate the implementation of a school wide behavior plan and tiered system of support for academics and behavior.

At Hawthorne, all staff members have a voice and a role in how the school community functions. The professional and supportive nature of the staff is evident each day. Staff promote safety and achievement on the playground, in the common areas, and in each classroom. Each staff member has a place and leadership role in the tiered system of support.

2. Engaging Families and Community:

Hawthorne families and community members are kept informed throughout the year through monthly newsletters, emails, text messages, and phone calls. Parents/Guardians can check the principal's YouTube channel to watch weekly video announcements and segments from the Student Reporters. We also, share messages and reminders via an electronic reader board.

In the fall, classroom teachers host a Meet-n-Greet in their classroom before the first day of school to enable parents and students to meet their teacher and familiarize themselves with classroom locations and

routines. Parents and students may then head out to the playground for ice cream and an opportunity to tour tables and learn more about school volunteering and community programs such as Scouts or hockey.

Teachers are in contact with families of their students through formal and informal conferences. All grade levels provide families with copies of learning targets twice a trimester. Portfolios, report cards, and assessment data are shared formally twice a year at parent/teacher conferences. At these meetings, parents may collaborate with their child and the teacher to set learning goals. Throughout the year, teachers check in on a regular basis with parents about the goals, grades, attendance, and behavior to offer congratulations or voice concerns.

Hawthorne has a Family Resource Center (FRC) and coordinator whose mission is to connect students, families, school and community. The FRC specialist provides outreach to families in need, coordinates the Empower Pack Backpack program with food for weekends, helps with Tier 2 meaningful work for students, and provides childcare during some school events. The FRC coordinator works with staff to promote successful, healthy and happy students. Last fall, the FRC partnered with Title I staff to host Student Achievement Information Sessions for parents by grade level. Over 130 parents attended the evening events where the agenda included strategies and games to help children learn at home as well as interpretation of local and state assessment data. Parents left with a better understanding of what their children were learning, how they were doing, and how to support achievement.

Hawthorne teachers took it upon themselves to form a committee to partner with staff, PTA and the FRC to coordinate school wide family events. This creative and energetic EventsTeam's mission is to create community through high interest and engaging school wide activities that promote student achievement and engagement. The team has planned and organized staff support and volunteers for events such as STEAM night, Health Fair, Read-and-Run-a-thon, Ice cream Social, Field day, Walk/Run Club, Grinch Day, and monthly School Spirit days. The events connect directly to our school goals and curricular programs. Evening and afterschool events are very well attended with between 200 and 400 participants. At the recent STEAM night, families rotated through activities such as slime making, marshmallow and toothpick design, and 100 cup structure challenge. They learned that math and science challenge can be fun, and that creativity is a critical component in the engineering design process.

3. Professional Development:

Teachers and Professional Learning Communities (PLCs) set goals which are connected to student data or curriculum implementation. Teaching teams often collaborate to identify professional learning that will impact achievement. They might choose to read a professional book to gain understandings. They might take an online course or attend a conference together. Following a study session, they collaborate to implement new strategies. After reflection, revisions are made to ensure fidelity. Our site based instructional coach often assists in this endeavor. Using a team based approach, we plan professional development to impact student achievement.

Shared leadership is a critical component of professional development at Hawthorne. In this model, teacher leaders gain a deeper understanding and come back to share their learning and teach instructional practices to others. This model has been used with several professional development initiatives including Professional Learning Communities, Science Technology Engineering and Math, Daily 5 model. Last summer, a team attended a training and conference on effective practices. They created an agenda, and invited staff to a day long workshop. Twenty two teachers attended. Throughout the year, teachers shared examples of how the strategies were implemented. This summer, a team will attend more extensive training to build upon what we started last year.

Hawthorne teachers understand that implementation takes time. After gaining new ideas, teachers collaborate to plan lessons or units using new strategies. Through vertical conversations, learning walks, coaching cycles, or scoring work samples together, teachers refine their practice as they reflect on new learning.

To personalize professional development, a site based instructional coach is available to support teachers.

The site based coach mentors new teachers, facilitates study sessions based on best practices, and offers short courses. Last year, a course was offered to new and non tenured staff. It focused on building a community of learners and classroom management. This year, the coach worked with veteran teachers using a coaching cycle focused on small group instruction and planning. The coach regularly facilitates Data Drive Dialogue with grade level teams to analyze data to plan for instruction, intervention, and enrichment.

4. School Leadership:

Hawthorne's leadership philosophy is based on mutual respect, collaboration and building staff expertise. Nine years ago, when our principal began her journey at Hawthorne, she led a team building exercise where staff stood in a circle and were encouraged to share their areas of expertise or interests. Many teachers struggled to contribute. They were proud of their work and were dedicated to teaching students. But some staff did not have a strong foundation of professional knowledge connected to the teaching and learning process or adopted standards.

Since then, our principal has encouraged and supported teachers to build on their strengths and expand their expertise. For example, we have a teacher who is a Master Naturalist and is our go-to Science person. Another teacher has a Master's degree in Fine Arts and shares ways to incorporate dance, music and movement into our curriculum. A third grade teacher is also a national Science, Technology, Engineering and Math teacher trainer. Two other teachers are taking courses on English Language Learners to help support staff with students new to the United States. We have teachers who love numbers and analyzing data. They have learned about our state and district assessments and how to navigate reports. Our Tier One and Two leaders are well versed in positive behavior interventions and supports. All teachers are encouraged to pursue a professional area of expertise because our goal is to have a range of experts to guide us as we strive for continual growth.

In addition, we are all learning about the reading process to become better reading teachers. We are working to fine tune math instruction. The Hawthorne team recognizes the importance of building a solid foundation in reading and math in all students. The staff continues to effective instructional practices to engage and motivate students, because engaged students achieve.

Today, staff can articulate what they are teaching, how their students are doing, and the next learning steps for students in class. When teachers are asked about their practice they can provide a confident and thorough explanation of what they are teaching and how it impacts student learning. They can identify experts on staff as they collaborate to provide students with a world class education.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Professional Learning Community model (PLC) has had the greatest impact on Hawthorne's success. As our staff worked to develop a collaborative PLC culture, our school's focus shifted from a focus on teaching to a focus on student learning. Grade level teachers, along with specialists, support staff, and the instructional coach, meet weekly to identify power standards that all students should learn in Math and English Language Arts. They develop common formative and summative assessments to monitor students' mastery of the standards and set proficiency levels. The team collects and analyzes data from these assessments and identifies areas of strengths and weaknesses. From there, students are grouped for enrichment or intervention and later reassessed.

As PLC's became deeply embedded in our school culture, the level of collegiality on teacher teams increased and teams became more united and developed more respect toward each other's abilities. Classroom doors opened and students began to flow between grade level classrooms. Teachers began to plan together and seek out advice of their peers. They had conversations about goals, strategies, materials, pacing, and best practice. Everyone became vested in student achievement. This powerful process united our staff and built a community of teachers linked through a common goal of student achievement for all.