



**J. Lyndal Hughes Elementary
Northwest ISD
13824 Lost Spurs Road
Roanoke, TX 76262**

**Jessica McDonald, Principal
PI6 Participant
jmcdonald@nisdtx.org
817-698-1904**

**Person Nominating Hughes Elementary:
Yolanda Wallace, Principal
ywallace@nisdtx.org
817-215-0550
Prairie View Elementary
Northwest ISD
PI5 Participant**

Transforming Learning: Leading by Example the Hawk Way

Overview

Each morning, our entire community of over 700 learners at Hughes Elementary in Northwest ISD, pledge a commitment to making good character choices and robustly chant, “We are leaders! We are the future! Go Hawks!” We truly believe that the students at Hughes are the leaders of today and tomorrow. This mindset drives us to transform how we prepare our students because we want them to have the skillset to be successful in their ever-changing world and not just be able to pass a test. One of the driving forces behind this mindset is the visioning document. The staff embraces the ideas within this document and embed the beliefs into our culture.

Work

Our students come from a variety of ethnic and socio-economic backgrounds; each child deserves a rich learning environment where he/she can solve complex problems. Technology is one way that we enhance the learning for our students. Northwest ISD and Hughes ES allocate resources to provide 1:1 in grades 3-5 and 2:1 for K-2. Students play an active role in their own learning by collaborating with one another, teachers, parents, and sometimes have the opportunity to work with specialists from around the world using Google Classroom, Google Forms, Zoom, and a multitude of other applications. As early as kindergarten, students develop ePortfolios to showcase their learning. Links to the digital portfolio are displayed on the student report cards because grades are only part of the story whereas the ePortfolio really allows students to share what projects/learning is important to each of them. Another opportunity for student ownership and choice is streaming with the middle school for higher level math lessons or flex grouping to others classrooms/grade levels to meet their individual needs. Technology supports meeting the individual needs, but only part of how we develop our learners.

The staff has studied John Hattie’s work and know that feedback is a crucial component to learning, so specific, timely feedback to students is paramount. This feedback is used by the students to set individual goals and to track the growth. Teachers conference with students consistently to have students reflect on their goals, share celebrations, and set new goals. The staff also set personal, grade level, and campus goals. We track the growth of these goals over time during our weekly PLC meetings and celebrate successes together or go back to the drawing board on other goals. Instructional Rounds are conducted with every team member by capturing pictures from the classrooms that align with a campus focus. The images are added to a Google Slide presentation where each member has the opportunity to provide celebrations and next steps to help one another hone our craft. Ultimately, the main goal is always continuous improvement for every learner on our campus. The visioning document discusses how it is important to involve the community in student learning, so parents are invited to provide feedback too.

Because of our commitment to involving the community, we host numerous events such as an Expo showcasing student learning, a Jr. Entrepreneur Day, a Family Fitness Night, along with other varied events. We have also developed a volunteer group called *Mentoring Moms*. The purpose of this group is to provide specific support in assigned classes weekly. The moms are trained on how to teach student readers and act as a positive mentor in a child's life. Local businesses such as the Nestle Corporation have taken part in our student learning as well by volunteering time, serving on our campus improvement committee, or providing grants to our campus to allow for innovative projects. We truly believe in the idea that we are #bettertogether and use Twitter to communicate the learning taking place at Hughes.

The idea of working together and sharing ideas aligns with our beliefs to develop students that are emotionally and socially healthy. We know that relationships are instrumental in the learning process and that everyone needs to feel that they belong. Our campus has developed Character Cabins. Each cabin represents the character trait of responsibility, caring, respect, trustworthiness, citizenship, and fairness. The teachers and students spin a wheel at the beginning of the school year to sort the cabins. After the sorting is complete, we have vertical teams. The excitement about cabin placement is huge! Each member of the cabin remains in that specific cabin for their entire time that they are at Hughes ES which allows students and staff to feel connected year after year. Students earn Dojo points daily for positive behavior choices and teachers utilize Love & Logic strategies. Each cabin is also responsible for working together to develop a service learning project and character is a daily focus on the announcements. We meet each six weeks in a pep rally format to highlight positive behavior, celebrate students and staff modeling the character traits, cabins perform skits for the school, teachers play a game to a roar of students cheering, and finally announce the winning cabin for the most Dojo points. Each cabin has a chant, cheer, and motto that was developed together at the beginning of the year. This ownership of behavior choices and feeling part of a larger team has had a positive impact across our campus. Another success of this character development is that our office referrals have been lowered significantly.

Results

Hughes Elementary strives to provide a culture and climate that develops learners that think of others before themselves, know how to solve problems, possess GRIT, collaborate globally, and are ethical citizens. Some of our successes include 100% of our students utilize technology daily to enhance their learning, every student helps to design and participate in a service learning project each year, and we continue to receive positive feedback from students about classroom instruction. When students are home sick and request to Zoom into class because they don't want to miss out on the learning; that is the epitome of success because students own the learning which aligns beautifully with the visioning document.

Video link: <https://youtu.be/xu7AJIGEvls>