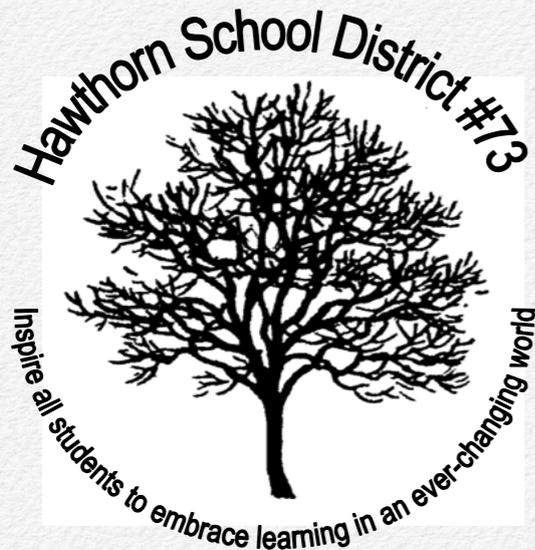

Second Edition

Hawthorn District #73 Handbook of Curriculum, Assessment and Instruction for Parents

2016



Hawthorn's History

Our local schools owe a debt of gratitude to Mr. Samuel Insull, who in the early 1900s was one of the nation's most well-known and powerful businessmen. As his wealth grew, Mr. Insull purchased land along Milwaukee Road, which eventually became home to the estate and mansion that was completed in 1914, and which is now known as Cuneo Mansion.

When Mr. Insull's holdings encompassed the property of John Locke, Libertyville's first Village President, he also took possession of a deteriorating Locke School. Mr. Insull took it upon himself to build the first Hawthorn School on land near the family's home. Some say the school's name came from Hawthorn trees he imported to remind him of home in England. Most of the first Hawthorn students were from families who worked the estate's fields. Mr. Insull sent a horse and wagon to collect the children who lived farthest from the school. Classes were taught in English and German. That school was torn down in the 1990s.

In 1924, local voters from three separate one-room schools (Coon, Butterfield and Hawthorn) decided to consolidate their resources into Hawthorn District 73, forming one of the oldest districts in the state. Mr. Insull also donated the land for the new Hawthorn school building, a state-of-the-art four-room brick building constructed along what is now Route 60. At that

time, the school served about 30 students in first through fourth grades.

That building was well used for nearly 80 years. After numerous modifications and additions, the building was torn down in 2004 to make way for Townline Elementary and the Hawthorn School of Dual Language. As the wrecking ball was poised to demolish the building, members of the Hawthorn Preservation Committee recalled the existence of a WPA mural in one of the classrooms. The 1937 mural, entitled “Children’s Stories,” was saved, restored and reinstalled in Townline building.

Today’s Hawthorn is comprised of seven different school buildings serving approximately 4000 students attending pre-kindergarten through 8th grade.



Hawthorn 73 Strategic Plan



Mission:

Inspire all students to embrace learning in an ever-changing world.

Vision:

In partnership with our community, Hawthorn 73 will:

- support and sustain high expectations for growth and achievement.
- foster creativity, collaboration, communication and critical thinking.
- develop the social, emotional, and intellectual growth of the whole child.
- create an environment that supports joyful learning.
- promote global awareness in each child.
- recognize and celebrate success.

In this strategic plan, our state mandated outcomes and our expectations for students to be prepared for the 21st century are integrated into one document. The following pages outlines how this will look in our classrooms.

Hawthorn will support and sustain high expectations for growth and achievement.

We believe students must become self-directed, responsible learners within a rigorous, globally-aware learning setting. Therefore, we commit to guiding students to make responsible choices for their lives and the learning process.

In the classroom, this looks like:

Students	Teachers
demonstrating mastery and application of a rigorous curriculum, designed with outcomes and understandings that will remain with them for their lives	exhibiting mastery of the curriculum and how to diagnose and address every student's learning needs
choosing learning experiences based on their interests and abilities	learning about their students and acknowledging student differences through differentiated learning activities and assessments
taking ownership of their learning, their responsibilities and respecting the rights of others	providing a culturally responsive environment, reflective of our diverse community of learners

Hawthorn will foster creativity, collaboration, communication and critical thinking.

Hawthorn will create an environment that supports joyful learning.

We believe in providing motivating and engaging learning opportunities that inspire joyful learners. Therefore, we commit to engaging students by utilizing student interest, critical thinking, creativity, collaboration and communication to create challenging learning opportunities.

In the classroom, this looks like:

Students	Teachers
engaging in learning experiences that require them to be creative, collaborate with their peers, communicate their new learning and think critically about the world around them.	seeking opportunities to engage students in challenging and authentic tasks which require them to utilize the skills of creativity, communication, collaboration and critical thinking.
communicating to their families and teachers that school is a place they want to be, because learning is an enjoyable process for them in which they experience success and failure on the way to achieving their goals.	working with students to set goals for their learning that are challenging but attainable and celebrate the learning that comes from success and failure throughout the process of reaching those goals.

Hawthorn will develop the social, emotional, and intellectual growth of the whole child.

We believe each student can learn and achieve at his or her own high level. Therefore, we commit to meeting the academic, social, and emotional needs of all students.

In the classrooms, this looks like:

Students	Teachers
engaging in goal setting for growth in all areas of their development.	facilitating goal attainment for students in all areas of their development.

We believe building strong, collaborative school communities are critical to the learning success of our students. Therefore, we commit to building strong, trusting, collaborative relationships within and across all of our schools and the community.

In our schools and community, this looks like:

Our Schools	Our Community
collaborating with each other and community to leverage all the resources available to us to improve student achievement.	supporting our schools to reach high levels of student achievement and will benefit by making our community a more attractive place to live and work.

Hawthorn will promote global awareness in each child.

We believe our diverse community enhances student learning. Therefore, we commit to integrating our community's diversity within educational opportunities.

In our classrooms, schools and community this looks like:

Our Classrooms	Our Schools	Our Community
celebrating the diversity of our community by creating opportunities for our community to share in and help develop educational experiences that occur in our classrooms	showcasing the Hawthorn community by making evident the connection between a culturally relevant instructional environment and increased levels of student achievement.	supporting and engaging in the learning of our students by sharing unique cultural perspectives and demonstrating not just tolerance and acceptance for others, but a desire to engage with all members of our community.

Hawthorn will recognize and celebrate success

In our classrooms, schools, district and community, this looks like:

Our Classrooms	Our Schools	Our District	Our Community
<p>celebrating the individual successes of each child, not just focused on achievement, but also on growth in all areas of her or his personal development.</p>	<p>recognizing and celebrating the successes of not only individual students, but also groups of students, and teams of teachers who demonstrate excellence in goal setting and achievement.</p>	<p>analyzing all aspects of the organization and recognizing individuals, teams and schools who have demonstrated innovation and creativity in order to increase student goal setting and achievement.</p>	<p>engaging with us in the process of recognition and celebration and communicating pride that Hawthorn serves its children.</p>

A Guaranteed and Viable Curriculum



A guaranteed and viable curriculum, according to [Robert Marzano](#), is inclusive of two components: Opportunity to Learn and Adequate Time. In order for a curriculum to meet the criteria of being guaranteed and viable, first all students have to have access to the curriculum. This does not mean that all students must experience school in the same way, or even grade level content in the same way. However, it does mean that the identified essential information for students to know, or the essential skills for students to be able to demonstrate are taught explicitly so that all children can learn them, and are measured so that teachers, students and parents know when they have been mastered.

Additionally, the curriculum must be viable or in other words, realistic. The essential knowledge and skills must be able to be taught in the amount of time that is prescribed for that curriculum set. Throughout the course of one grade level, students and teachers should have enough time for experiences that will support mastery of one grade level of material, as defined in the curriculum documentation.

How do we know what students should know, understand and be able to do?

At Hawthorn, we believe that [Understanding by Design](#) is the framework for determining those things.

INTERACTIVE 3.1 Cube



Like a cube, “understanding” has 6 facets in the UbD framework: Explain, Interpret, Apply, Perspective, Empathize, Self-Knowledge

MOVIE 3.1 Jay McTighe - UbD Basics



One of the authors of UbD describes the basic tenets of the framework.

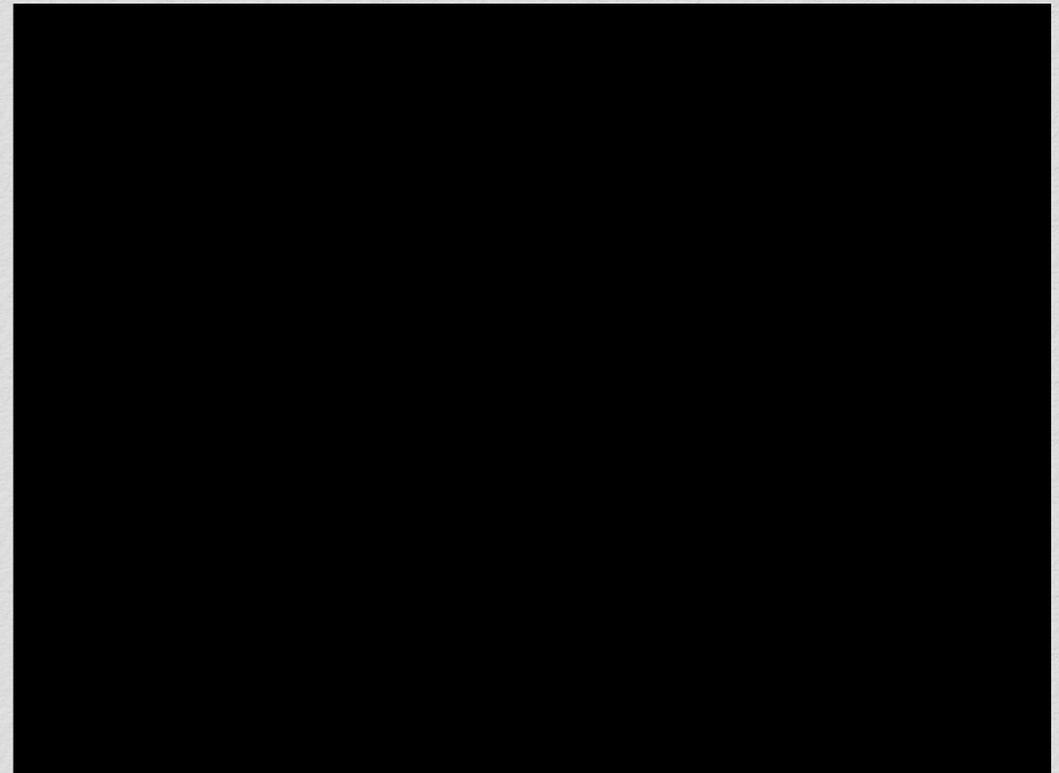
What is worth knowing for life?

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

No matter what we are accountable for teaching according to our state and federal agencies, we are responsible to ensure that our students can survive and thrive in the world they will face upon finishing K-12 education. The concepts listed above are the skills that are needed regardless of college or career choice.

Information is at our fingertips and will become increasingly available to our students as the years go by. The competencies here can only be obtained and mastered through practice and

MOVIE 3.2 Tony Wagner (Harvard University)



Tony Wagner explains why schools need to provide a different learning experience for our children than we received in the past.

patient guidance and support in our environment, rich with all kinds of learners from all parts of the globe.

Our challenge is integrating authentic practice and expectations for these into our daily work flow and finding ways to assess whether our students can demonstrate these in measurable ways. This will be a focus of our work for years to come as it is essential to our community of learners.

Creating Engaging and Joyful Units of Study

A companion to the UbD Framework is the [Bernstein Artful Learning Model](#). Developed by Leonard Bernstein and adopted into the Hawthorn District in 2001 alongside UbD, Bernstein Artful Learning is aligned with our philosophy of educating the whole child. This model of unit design adds to the UbD template components that emphasize the importance of the arts and human innovation and creativity.

This model of unit design is not required of any teacher, however, is highly encouraged.

[Fanfare for the Common Man](#)

A large, stylized handwritten signature in black ink, which reads "Leonard Bernstein". The signature is fluid and expressive, with a large, prominent 'B'.

An Ever-Changing Curriculum

Working Together

At Hawthorn, our teachers work together to write our curriculum utilizing the Understanding by Design Framework. Staff members from each grade level and department come together multiple times throughout the school year and the summer to work on identifying rigorous outcomes and to draft and refine our common assessments.

Staff members from our learning center also assist grade level teams in this work. Teachers from the ELL/Bilingual department and special education department offer valuable insight on how to write assessments which are accessible to all students and which truly measure the outcomes we are expecting to see for all students.

Constantly Evolving

We understand that curriculum is a fluid process. Our community of learners evolves and we expect that our expectations will

continue to adjust to reflect those changes. Our expectations will remain rigorous for all, however, as the needs of our community change and our resources improve, we will be able to adjust our curriculum to ensure that our students receive just what they need to prepare them for the next step in their academic career.

We not only work in collaborative groups within Hawthorn, but in order to prepare our students for their futures, we articulate regularly with surrounding K-8 districts and the high school districts which receive our students.

Through this process of continual review and revision, we are confident that our students will have what they need to be successful in the future.

Please visit [our website](#) to see all of our Core Academic Units of Instruction.

Standards

What Are Standards?

1. [Language Arts](#)
2. [Mathematics](#)
3. [Science](#)
4. [Social Studies](#)
5. [Physical Education](#)
6. [Fine Arts](#)
7. [Social Emotional Learning](#)
8. [Technology](#)

Standards are the foundation for all learning at Hawthorn. We reference the work of many organizations in the determination of the standards on which we will base our curriculum. The state of Illinois has adopted the New Illinois Learning Standards for [English Language Arts](#) and [Mathematics](#). The state has also adopted the [Next Generation Science Standards](#) and [New Illinois Standards for Social Studies](#).

In [Physical Education](#) and Health, [Music](#), [Art](#) and the area of [Social Emotional Learning](#), we also utilize the standards which have been developed by the state of Illinois. We reference the [NETS from ISTE](#) to inform our work in Technology for students and teachers.

The standards, however, are just the beginning. From these, we build our units of instruction to be culturally responsive to our community of learners and reflective of the understandings that we would like to ensure they carry with them for years to come.

Clicking on the links embedded above will take you to the complete lists of standards, and their corresponding webpages. What is listed in the following pages are the anchor standards that are the same for students in grades K-8 and an overview of how we utilize each set of standards.

For a condensed version of ALL standards organized by grade level, please take a look at these [Standardsbooks](#).

[National PTA Resources for Parents to help them understand the standards.](#)

Language Arts:

Common Core Standards for English Language Arts

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these English Language Arts standards by the time they leave Hawthorn. In these standards, there are Anchor Standards that cross all of the grade levels taught at Hawthorn in the areas of Reading, Writing, Speaking and Listening:

Reading:

Read closely, make inferences, cite evidence to support conclusions.

Determine central ideas or themes, analyze their development and summarize key details.

Analyze how characters, events or ideas develop and interact over the course of a text.

Interpret words and phrases and analyze word choice.

Analyze text structure and how parts relate to the whole text.

Assess and analyze point of view and its impact on text meaning.

Understand and evaluate different presentations of content.

Analyze and evaluate an argument over the course of a text and the sufficiency of the evidence presented.

Compare two or more texts on the same concept and evaluate their impact.

Read and comprehend complex literary and informational texts independently and proficiently.

Writing:

Write arguments to support claims using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to convey information clearly and accurately.

Write narratives to develop real or imagined experiences or events effectively.

Produce clear and coherent writing appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology to produce and publish writing and to interact and collaborate with others.

Conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

Draw evidence from literary or information texts to support analysis, reflection and research.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening:

Prepare for and participate effectively in a range of conversations and express own ideas clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Present information, findings, and supporting evidence effectively, appropriate to task, purpose and audience.

Make strategic use of digital media and visual displays of data to express information effectively.

Adapt speech to a variety of contexts tasks, demonstrating command of formal English when indicated or appropriate.

Language:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Determine or clarify the meaning of unknown and multiple meaning words and phrases effectively.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level.

Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

[Literacy at Hawthorn - Parent Guide](#)

ELL/Bilingual

For our students for whom English is not their first language, or is only one of their primary languages, there is another set of standards which should be used in the planning for their English Language Arts time. Many of these standards are similar to the CCSS for ELA, however, these address the transition to English from another language very specifically. The use of these and the supporting documents found here can also be helpful in determining specific skills already acquired and skills needing attention for individual students.

[English Language Development Standards for ELLs in all ELL/Bilingual Programs](#)

[WIDA Can-Do Descriptors](#)

For our students who are actively learning Spanish, either through our Dual Language program, or within the context of a bilingual program, the Spanish Language Arts standards are necessary for planning. **Research into best practice for ELLs supports the notion that students benefit when they have foundational literacy skills in their first language and when schools incorporate their primary language and culture into the classroom.**

[Spanish Language Arts Standards for ELLs in Dual Language or Spanish Bilingual Programs](#)

Mathematics:

Common Core Standards for Mathematics

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these Mathematics standards by the time they leave Hawthorn. In these standards there are Math Standards of Practice that cross all of the grade levels taught at Hawthorn:

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.

- Look for and express regularity in repeated reasoning.

Science:

Next Generation Science Standards

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these Science standards by the time they leave Hawthorn. To the right is a graphic which details the intersection of the ELA/Math/Science standards as they exist now:

FIGURE 3.1 The Intersecting Components of NGSS, CCSS ELA and Math

Standards of Mathematical Practice	Practices for Science Classrooms
Make sense of problems and persevere in solving them.	Asking Questions (science) Defining Problems (Engineering)
Attend to precision.	Planning and Carrying out Investigations
Reason abstractly and quantitatively.	Analyzing and Interpreting Data
	Using Mathematics and Computational Thinking
Construct viable arguments and critique the reasoning of others.	Engaging in Argument from Evidence
Look for and express regularity in repeated reasoning.	Constructing Explanations (Science) Designing Solutions (Engineering)
Model with mathematics.	Developing and Using Models
Use appropriate tools strategically.	Obtaining, Evaluating and Communicating Information
Look for and make use of structure.	
Anchor Standards for Reading	
Close reading, determining explicit meaning, make logical inferences, cite evidence to support conclusions.	
Determine central ideas and themes and analyze their development. Summarize.	
Analyze how and why ideas develop and interact over the course of a text.	
Interpret words and phrases, determine meanings, and analyze impact.	
Analyze structure of texts and how part relates to whole.	
Assess how point of view or purpose shapes content.	
Integrate and evaluate content presented in diverse media and formats.	
Evaluate argument and claims.	
Analyze how two or more texts address similar themes or topics.	
Read and comprehend complex texts independently and proficiently.	

Social Studies:

College, Career and Civic Life (C3) Framework for Social Studies State Standards is the foundation on which the New Illinois Standards for Social Science were designed

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these Social Studies standards by the time they leave Hawthorn.

The Framework is designed in these 4 Dimensions:

- Developing questions and planning inquiries
- Applying disciplinary concepts and tools
- Evaluating sources and using evidence
- Communicating conclusions and taking informed action

Physical Education/Fine Arts/SEL:

National Standards and Grade Level Outcomes for K-12 PE

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these physical education standards by the time they leave Hawthorn.

Fine Arts:

National Coalition for Core Arts Standards

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these fine arts standards by the time they leave Hawthorn.

Social Emotional Learning:

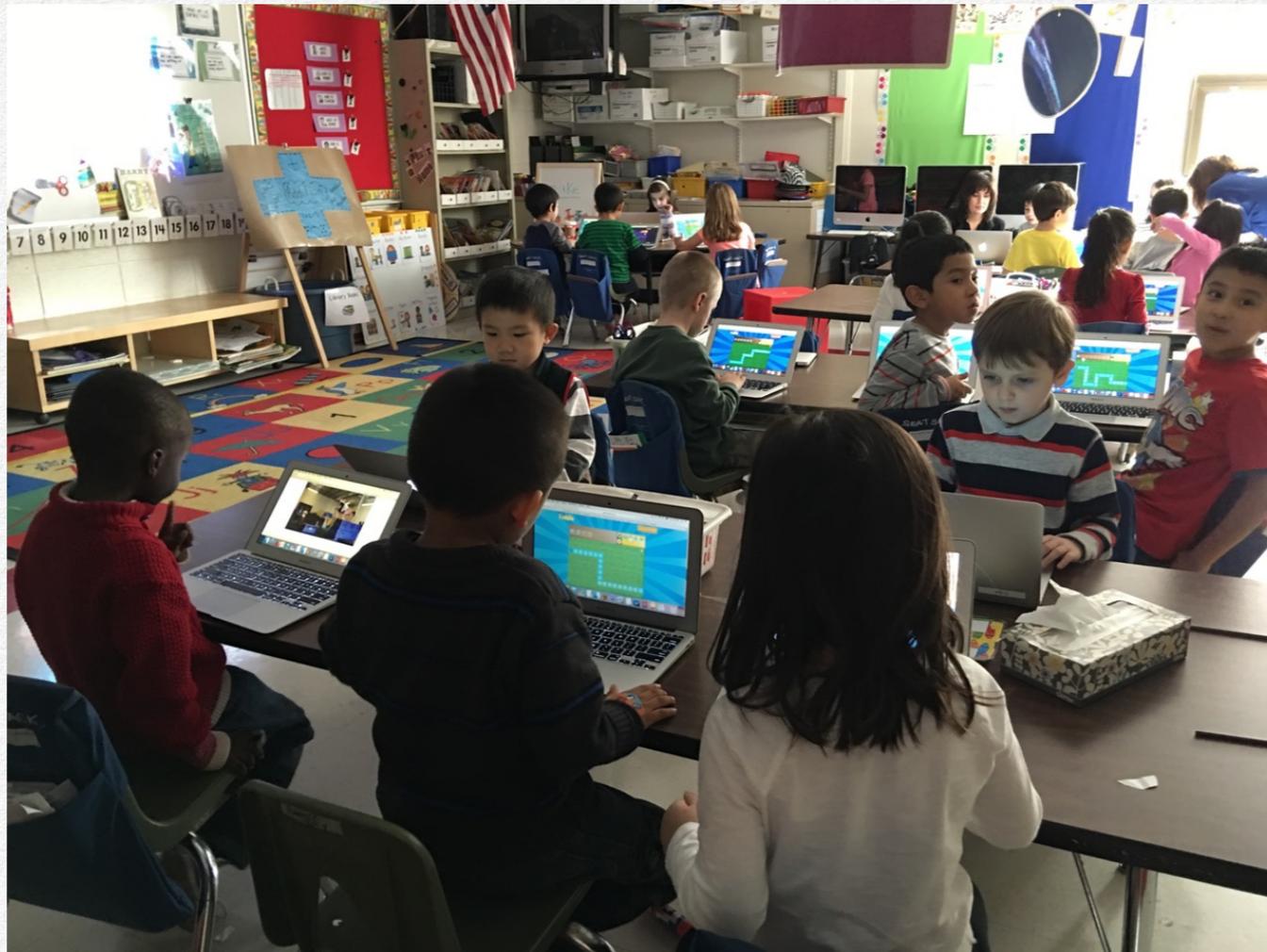
Social Emotional Learning Standards for Illinois

No matter the program of instruction (special education, bilingual, ELL, etc.), all of our students must master these Social Emotional Learning standards by the time they leave Hawthorn.

Technology:

International Society for Technology in Education Standards for Students

At Hawthorn, we believe in technology as a tool for learning and expression. We will focus in the years to come on creating a common scope and sequence for the standards referenced below.



Instruction at Hawthorn

Programming For Student Success

1. [Differentiation](#)
2. [Elementary V. Middle School Philosophy](#)
3. [Standards-Based Reporting](#)
4. [Homework](#)
5. [Language Acquisition Programming & Strategies](#)
6. [Enrichment](#)
7. [Rtl](#)
8. [Technology](#)
9. [Special Education](#)
10. [Summer Learning Opportunities](#)

We serve a richly diverse community at Hawthorn. Our students and families represent many parts of the world in terms of language, culture, ethnicity and socioeconomic status. Our philosophy is that every child in our district can and will meet the high expectations that we have for their growth and achievement.

With that in mind, we offer programming that is designed to meet the needs of this diverse group of learners. As an administrative team, we continue to research and learn what works for our students and adjust our program to reflect the latest educational research. We strive to provide our teachers with learning experiences and coaching that will support their work every day with our students. It is our goal to close the “knowing/doing gap” and ensure that teachers have the support they need to implement sound pedagogy in the classroom, every day for every child.

As our outcomes and unit assessments are common, meaning the same for all students in a given grade and course, the learning experience is also guaranteed. It is guaranteed to meet the needs of each individual learner, which means that it will rarely look identical in each classroom. Our students are different, therefore instruction must be designed with their specific needs in mind.

Differentiation

Our teachers differentiate instruction on a daily basis for all students in order to ensure growth. Hawthorn believes there are many ways to differentiate and supports every teacher's efforts in this area. We expect to see teachers differentiating student experiences in multiple ways throughout the school year based on:

- Ability
- Previous learning experiences
- Interests
- Learning Gaps
- Learning Styles

We also expect that teachers are differentiating:

- Process of learning
- Products of learning
- Content (based on student interest where possible)

Flexible Grouping

One way that many teachers and teams choose to differentiate instruction is to work with flexible learning groups. This entails assessing a student's knowledge of or interest in a given topic, assigning them to groups based on that information and then instructing each group according to their needs or interests. This can be done by one teacher in their own classroom working with multiple groups, or it can be done by a team of teachers switching students according to their pre and post test information. This process can be helpful only if it is **flexible**. **At no time should a student remain in one type of homogenous learning situation for more than 8 weeks of the school year.**

Compacting

Another way that some teachers choose to differentiate is called Compacting. This is when a teacher identifies the core knowledge that ALL students should master, instructs their heterogeneous group in a set amount of time on these skills, concepts and understandings, assess the students and then either remediates and re-teaches students or enriches them based on their individual student data. This typically makes for more of a flexible approach to differentiation.

Both of these models are acceptable at this time.

For more information on differentiating instruction please read the work of [Carol Tomlinson](#).

Elementary School Philosophy

At our elementary buildings we serve students in Pre-K through 5th grade. Our philosophy is to ensure an education that is as seamless and aligned as possible. All of our staff work together to build a curriculum and schedules as teams. We strive to create an environment where students can connect with their building administrator, homeroom teacher, related arts teachers and special service teachers in a caring and nurturing environment. Our elementary teachers prepare our students for the middle school experience by focusing on a strong foundation in literacy, number sense, problem solving and communication. They support students in building their work habits and a sense of responsibility through meaningful work and homework opportunities that do not exceed more than 10 minutes per night/per grade. Departmentalization (the practice of assigning instruction of one content area to one teacher for more than one section of students for the whole school year) is not part of our instructional philosophy at the elementary level, although, we encourage our teachers to co-teach and plan lesson opportunities together to maximize learning for our students. Our staff at the elementary schools build strong teams with parents and commu-

nicate regularly through many outlets so that our students feel supported on all levels.

Middle School Philosophy

At our middle schools, we serve students in 6th-8th grade. Our philosophy is to ensure an education that is as seamless and aligned as possible. All of our staff work together to build a curriculum and schedules as teams. We strive to create an environment where students can connect with their building administrator, core academic teacher team, related arts teachers and special services teachers in a caring and nurturing environment. Our middle school teachers prepare our students for the high school experience by focusing on critical thinking skills and problem solving skills in all areas of our curriculum. They continue building their work habits and sense of responsibility through meaningful classwork and homework opportunities that do not exceed more than 10 minutes per night/per class. Our staff at the middle schools builds strong teams with parents and communicate regularly through many outlets so that our students feel supported on all levels. We offer many extracurricular athletic opportunities and clubs for our students in order to support them in learning more about themselves and their personal interests. We articulate regularly with our high school districts: [Community High School District #128](#), [Mundelein High](#)

[School District #120](#), and [Stevenson High School #125](#), to ensure a smooth transition to the next level of education, as well.

For more information on Middle School Philosophy please visit the [Association of Middle Level Education](#).

Standards-Based Reporting

Hawthorn is a standards-based district where student achievement is evaluated based on a child's understanding of the standards outlined in the Hawthorn Instructional Handbook. We do not measure students against other students. The standards "grades" on our report cards reflect what a student knows and can do in relation to those grade level standards. Progress made toward the standards is reported separately from the student's behavior, completion of homework assignments and other work/study habits.

[Research](#) has shown that letter grades do not motivate students to try harder. On the contrary, research has found three consistent effects of using - and especially, emphasizing the importance of - letter or number grades:

1. Grades tend to reduce students' interest in the learning itself.
2. Grades tend to reduce students' preference for challenging tasks.
3. Grades tend to reduce the quality of students' thinking.

Intrinsic motivation is the most powerful kind of motivation - when a student is involved in the learning process by knowing their strengths and where they need to improve, the student can work with their teachers and parents to set meaningful goals of excellence, strive to achieve the goals and experience success.

Report cards are sent home at the end of each trimester and are reflective of academic and work habits. **Midterms** are sent home in the middle of each trimester, however, in grades K-5 the midterms in Trimester 2 and 3 are optional. Only students who are struggling or students who's parents have specifically requested midterms will be receiving them. The midterms at elementary are only reflective of work habits and will contain academic information if necessary. In grades 6-8, parents and students have access to their grades and homework information through the [Powerschool Parent Portal](#) at all times.

Hawthorn Academic Descriptor Explanations

A "4" indicates the student has advanced understanding and exceeds grade level expectations. A student receiving a "4" demonstrates academically superior skills in that specific area. This student applies learning and concepts in new and varied ways,

challenges him or herself to think deeply to make connections, and demonstrates advanced knowledge at school.

A “3” indicates the student has proficient understanding and meets grade level expectations. We want all of our students to reach a level “3.” A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated!

A “2” indicates the student has basic understanding and is partially proficient at meeting grade level expectations. A student receiving a “2” understands the basic concept or skill, but has not yet reached the proficient level. A “2” should indicate that the student’s performance varies in consistency with regard to accuracy, quality, and level of support needed.

A “1” indicates the student has minimal or no understanding of a given concept or skill and does not meet grade level expectations. Performance is inconsistent even with guidance and support. Students receiving “1” will need additional support and/or intervention to learn the materials and progress toward meeting standards.

Hawthorn Work Habits Descriptor Explanations

A “4” indicates the student consistently demonstrates the grade level expectation for the work habit in question. The student is

able to independently organize their thinking and make decisions that support these habits.

A “3” indicates the student meets the grade level expectations for the work habit in question. Many times the student is able to independently exhibit the behavior, but sometimes requires minimal reminders and assistance. A “3” is something to be celebrated!

A “2” indicates the student has not yet learned to independently exhibit the behavior on a consistent or frequent basis. Often, the student needs re-teaching, redirecting or assistance to reach the expectation.

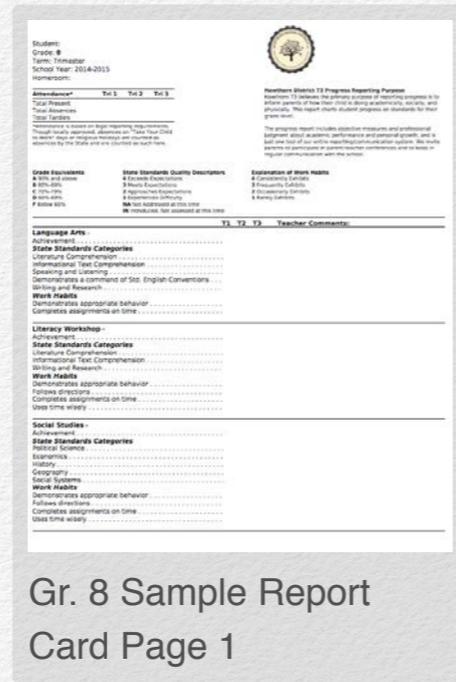
A “1” indicates the student needs consistent redirection or assistance with the behavior. It indicates that even with assistance, the student’s performance in this area is inconsistent.

Achievement Grades at the Middle School Level

Hawthorn’s middle school report cards include not only standards grades, but also overall achievement grades in every course. The formula for these grades is at the discretion of the teacher team. All teachers on a middle school team should agree on the criteria for the achievement grades and should specifically address how these grades are determined with parents in writing and in person at the beginning of each school year. The achievement grades are included in the formula for



Gr. 3 Sample Report Card
Page 1



Gr. 8 Sample Report
Card Page 1

the GPA at the middle school level.

Teachers enter grades into our online student information system, Powerschool. At the elementary grades, parents cannot see the student grades through their Parent Portal. At the middle school level, parents can see grades entered from the middle of the first trimester in 6th grade through 8th grade. *For this reason, grades at the middle school level should be updated in Powerschool a minimum of once every three weeks.*

For more information on Report Cards at Hawthorn please visit our [website](#).

Homework

Hawthorn teachers give students work to do at home that is meaningful practice of the skills and concepts learned in school. This work is meant to promote deeper understanding of our curriculum.

[Hawthorn Homework by Design Parent Guide](#)

For more information on effective uses of Homework please read the work of [Alfie Kohn](#).

Philosophy of Bilingual Education and Programs of Instruction

Hawthorn believes in the value of native language development for all students and encourages families with another home language to foster native language use at home whenever possible. Hawthorn believes in providing an additive bilingual model of education which values the assets that children of all cultures and languages bring to the classroom while striving toward high achievement in both content and the English language. Research is clear that students who are literate in their home language experience more success in the academic areas and learn English more quickly and at a deeper level. Around the

world, bilingualism is recognized as a highly valued skill and research shows that learning two languages improves cognitive functioning in many areas of the brain. Due to this research, Hawthorn also offers the opportunity for English dominant students to learn a language.

Elementary Programs of Instruction

Dual Language: Spanish-English Immersion Program (DL or TWI)

Hawthorn's [Dual Language](#) program provides a path to dual proficiency in English and Spanish. This program is recommended for any English Language Learner whose home language is Spanish. We also highly recommend this program for any others students whose families embrace the benefits of a bilingual education.

The goals of the Dual Language program are Bilingualism, Biculturalism and Biliteracy. The Hawthorn Dual Language Program offers daily opportunities for students to interact in their native language with English dominant and Spanish dominant peers as homerooms are comprised of students with both language backgrounds. Content area instruction takes place in English and Spanish for all students within the homeroom setting. In the Dual Language program, students continue to learn bilingually even after English proficiency has been established. Currently, Dual Language is offered in grades K-5 at the School

of Dual Language. Students take advanced Spanish coursework in grades 6-8 at the middle school level.

Transitional Bilingual Education (TBE)

In the schools where there are 20 or more English Language Learners of one language (as defined by the state of IL), a transitional bilingual education program must be offered. Currently, we have bilingual programs for select language in all of our schools. These students are provided native language support inside and outside of the homeroom classrooms until they reach English proficiency and can be transitioned to an English only program. When English proficiency is established, students in a TBE program will no longer receive native language support at school. The goal of the TBE program is to utilize the home language to guide and support acquisition of English.

In certain schools, students may also be placed in a self-contained transitional bilingual classroom in which the homeroom teacher provides instruction in both the home language and English. Students in these classrooms are integrated with their peers for their related arts classes.

Transitional Program of Instruction (TPI)

For students attending a school in which a bilingual program is not required for their home language (less than 20 English Language Learners in a language group), Hawthorn provides Eng-

lish language support in the content areas and literacy as needed and determined by each student's educational team. This support helps students to progress in the content areas and literacy while acquiring English. Students may receive this support in small groups or using a push in model in which the English Language Learning teacher collaborates with the home-room teacher to provide sheltered English instruction.

Although students in a TPI program may not be receiving native language support through a bilingual education program at school, we encourage parents to continue to foster literacy skills as well as discuss academics in the native language at home.

Middle School Programs of Instruction

Newcomer Language Arts

Newcomer Language Arts is offered to those students who are new to the US within the past year or who have been recommended by their teachers for an intensive language support. This class takes the place of the regular Language Arts class for the student's grade level. The class focuses on the [Common Core ELA standards](#) along with the [WIDA English Language Development standards](#). The goal is English proficiency in the areas of reading, writing, speaking and listening. This class is taught in English.

TBE/TPI Resource

These resources classes are offered to students who are English Language Learners. The purpose of this class is to support the core content areas using sheltered English and the native language when necessary. The goal of this course is to support core content curricula so that students experience success in their math, science and social studies classes.

Spanish Literacy

Spanish Literacy is offered to all students whose home language is Spanish and who are struggling in English because they have been taught in Spanish until middle school. Spanish Literacy focuses on the [WIDA Spanish Language Arts standards](#) with the goal of developing literacy skills in the Spanish Language and connecting it to the English Language. This course is in addition to the student's English Language Arts class and is not a replacement.

Advanced Spanish

Students who have gone through Hawthorn's Dual Language program or who have a high level of literacy in Spanish will be offered Advanced Spanish in place of Spanish Literacy. Students in this course will be a combination of native English speakers and native Spanish speakers working toward the goal of high levels of biliteracy as a continuation of the Dual Lan-

guage elementary program. This course is taught in Spanish and will focus on the [WIDA Spanish Language Arts Standards](#). This course is in addition to the student's English Language Arts class and is not a replacement.

For more information on the Dual Language Philosophy

[Hawthorn School of Dual Language](#)

[National Dual Language Consortium](#)

For more information on Bilingual Education

[National Association for Bilingual Education](#)

[Illinois Resource Center](#)

[The Center for Applied Linguistics](#)

[Colorin Colorado](#)

Essential Strategies for ELL/Bilingual Students

1. Sheltered Instruction Observation Protocol (SIOP)

a. The essential elements of this strategy are:

- i. Lesson Preparation
- ii. Building Background

iii. Comprehensible Input

iv. Strategies

v. Interaction

vi. Practice/Application

vii. Lesson Delivery

viii. Review and Assessment

For more information on SIOP visit the [Center for Applied Linguistics](#).

2. Total Physical Response (TPR)

This strategy is based on the idea that memory is enhanced with physical movement. Teachers use physical cues and movements to help solidify ideas for students and help them to gain and retain new vocabulary.

More information on [TPR](#)

3. Front-loading Vocabulary

This strategy involves pre-teaching vocabulary to all students to enhance comprehension when reading a new passage.

For more strategies for ELL/Bilingual Students:

[Illinois Resource Center](#)

[The Center for Applied Linguistics](#)

Enrichment Philosophy/Programming

Every Hawthorn teacher is expected to differentiate instruction based on students' individual needs. However, we do offer formal enrichment opportunities for students beginning in the 4th grade. In each elementary building, there is a learning center teacher dedicated to and trained in supporting 4th and 5th grade students who need enrichment Math and Language Arts instruction.

In the 4th grade, the enrichment teacher, along with the rest of the 4th grade team identifies students based on MAP scores and common assessments to participate in enrichment opportunities for 40 minutes of the Language Arts block and the entire core 60 minute math block. These groups of students are fairly consistent, with flexibility to move students in and out if necessary. Students in math enrichment in 4th grade will receive the 4th grade math curriculum and half of the 5th grade curriculum.

In 5th grade, the enrichment teacher, along with the 5th grade team identifies students based on performance in 4th grade enrichment classes, MAP scores and common assessments, to

participate in enrichment opportunities for 40 minutes of the Language Arts block and the 60 minute math block. These groups of students are fairly consistent, with flexibility to move students in and out if necessary. Students in math enrichment in 5th grade will receive the rest of the 5th grade curriculum and the 6th grade curriculum.

In 6-8 grades, we offer two levels of Language Arts and Math. In the Advanced Language arts classes, students are expected to move at an accelerated pace, read more novels and discuss literature and text at a deeper and more critical level. The 6th grade Advanced Math class addresses 7th grade math curriculum, the 7th grade Advanced class addresses 8th grade math curriculum and the 8th grade Advanced class addresses the pre-requisites for students to enter the high school ready for Geometry.

Response to Intervention (Rtl)

The fundamental purpose of this process is to offer students support when they need it. Our current achievement data indicates that our most struggling population is the group of students learning English simultaneous to their home language. As a district, we strive for a Culturally Responsive Rtl process which addresses the specific needs of these students.

PowerRtl is the current system Hawthorn uses to guide data gathering, intervention design, monitoring and documentation of team communication and outcomes for the students involved in the process. This system is utilized to organize our process, data and communication regarding the Rtl process. Building administrators articulate how best to utilize this system in a consistent manner to enhance the effectiveness of our Rtl process.

Tier 1, core instruction for all students, is the foundation of the Rtl process. Without a solid foundation of at least 80% of students meeting or exceeding our expectations in the general education classroom, we cannot expect that Tier II and III interventions will be effective for our system.

All schools undergo a School wide Data Review at various times throughout the school year to ensure that Tier I is effective.

Universal Screener and Identification/Problem Solving

Our universal screener is NWEA/MAP and it is administered Fall, Winter and Spring for grades K-8.

We have a cut score of <21% Nationally Reading/Math on the NWEA assessment in order to be eligible for Tier II or III Interventions.

Students who are below the 21% nationally on NWEA/MAP are identified by the school's data team (led by the principal) and

their progress is monitored bi-weekly using an AIMS web probe appropriate to the grade level skills (benchmarks). ROI (Rate of Improvement) is calculated using the AIMS web program and progress is compared to like-peers and tracked by the interventionist or classroom teacher. At 6 weeks post-benchmark, the team reconvenes to look at the trend data. Any student not showing adequate growth or a trend line close to the ROI, is assigned a Tier 2 intervention.

Universal Screener/Monitoring of Tier 1

In reviewing the school wide data, if a grade level is identified as having less than 80% of Non -LEP students at or above the national 21st percentile according to MAP, the building principal will facilitate the problem solving process for the grade level PLC in order to identify adjustments needed to the core academic program and ensure that progress is monitored for all students. This process will be implemented in collaboration with the District Curriculum, Assessment and Instruction department and documented in the School's Improvement Plan.

If a building is identified as having less than 80% of a subgroup at or above the national 21st percentile according MAP, the building principal must collaborate with the District Curriculum, Assessment and Instruction department in order to compare the data to like peers and possibly develop a plan to adjust the core academic programming for that group of students. This process must be documented in the School Improvement Plan.

Frequently Asked Questions

- What is considered Tier I programming?
- What is the purpose of the intervention block at Elementary?
- What instruction should occur during the intervention block for students who are not involved in Tiered interventions?
- How long should a student be in the Rtl process?
- What is the appropriate data to use for Rtl?
- Is Rtl a special or regular education initiative?
- Should special education staff be delivering interventions?
- How should Rtl meetings be organized?
- What is the difference between interventions and accommodations?
- Is this a referral process anymore?
- How should students be identified for special education?
- What types of assessment data should be used in reviewing student progress during Tiered interventions?

- What are roles and responsibilities during Rtl meetings?
- What are special considerations for ELLs in the Rtl process?

Resolutions:

What is considered Tier I programming (What we want ALL students to understand, know and be able to do)?

Tier I Instruction Defined:

Tier I or core instruction is defined as the instruction that ALL students receive, differentiated to meet individual learning needs in order to acquire the common outcomes, understandings, knowledge and skills defined in our Guaranteed and Viable Curriculum documentation (common units of instruction) and based on the New Illinois Learning Standards and measured by our universal screeners and other state and local common assessments. For English Language Arts, this represents a balanced literacy approach (see glossary for definition).

Tier 1 Instructional Minutes Defined:

Elementary School

Literacy Block: 80 minutes per day/Math: 60 minutes per day

Middle School

Language Arts : 50 minutes per day/Math: 50 minutes per day

What is the purpose of an intervention block at elementary (What do we do when students do not acquire the common understandings, knowledge and skills of our Guaranteed and Viable Curriculum)?

ELA Intervention Block: 40 min. per day

Math Intervention Block: 20 min. per day

The intervention blocks are designed to provide time outside of core (Tier I) instruction for those students who have been identified for Tier II and III interventions through our universal screeners and teacher and Rtl teams' review of their data. Teachers plan and provide targeted interventions and progress monitor students bi-weekly (Tier II) or weekly (Tier III) with AIMSweb and additional progress monitoring tools including: observations, collection and evaluation of student work (digital, written, recorded, performed), common language and academic achievement assessments, conferences with students, teacher anecdotal and field notes, checklists, rubrics, rating scales, portfolios, performance tasks, paper-pencil tasks, student self-assessments, surveys, and questionnaires, among others.

All decisions about students' instructional services should be based on multiple measures that capture the complex nature of the learning process. Progress monitoring measures determine

a rate of improvement and this data should be compared to like peers in order to make decisions throughout the problem solving process. Tier II and Tier III interventions must be designed to address specific gaps or academic deficiencies of individual students, but should ultimately support the outcomes of Tier I or core instruction.

What instruction is occurring during the intervention block for students who are not involved in Tiered interventions (What do we do when students are meeting the current expectations of Tier I or core curriculum or have mastered the Tier I or core instructional outcomes)?

Ideally, the intervention block provides a time for all students to be engaged in instruction to meet their particular needs driven by data from our assessment process and the learning needs of our students. Teams of teachers will identify areas of strength and challenge for their students and plan for extension of those skills where students are excelling and remediation for skills which need additional support.

How long should a student be in the Rtl process?

No student should remain in Rtl for more than half the year without, bi-weekly progress monitoring at minimum AND then:

-
1. movement to the next tier or continuation in current tier with a new intervention program after a review of classroom data and standardized data as compared to like-peers or
 2. a documented team-based decision to remain in the current tier based on the same review of data as listed above or
 3. special education evaluation comparing data to like-peers/ placement

Reading Recovery is not an exception to this rule, as it includes the progress monitoring outlined above and should be inclusive of data reviews, as well.

* A Note about Placement into Special Education

Nationally normed assessments must be considered in cases of special education eligibility. A student that is identified for Special Education Services in one of our buildings should also qualify in any of our buildings.

What student performance data/evidence should be used in the Rtl process?

In a culturally and linguistically responsive multi-tiered system of support, it is essential that the assessment procedures used with students are as responsive as the instructional approaches used.

When school teams monitor students' progress, this should include gathering information from a comprehensive set of authentic assessment procedures that emphasize assessment for learning (Chappuis et al., 2012) including: observations, collection and evaluation of student work (digital, written, recorded, performed), common language and academic achievement assessments, conferencing with students, teacher anecdotal and field notes, checklists, rubrics, rating scales, portfolios, performance tasks, paper-pencil tasks, student self-assessments, surveys, and questionnaires, among others. All decisions about students' instructional services should be based on multiple measures that more readily capture the complex nature of the learning process.

When assessing ELLs' performance in school, a distinction must also be made between their academic achievement and their academic language proficiency. Academic achievement measures ELLs' content area knowledge, skills, and processes independent of their academic language proficiency. In contrast, academic language proficiency measures an ELL's competence in processing (listening and reading) and producing (speaking and writing) academic language across the content areas. ELLs' performance in school is always influenced by their academic language proficiency. School teams must take into account students' level of English language proficiency when selecting assessment measures and interpreting data.

Tier 1 Performance Data/Evidence to be used in team meeting and problem solving process:

- *Student classroom performance material (student work)
- *Teacher Observations
- *Classroom Assessments
- *Universal Screening Data

Criteria for entrance into Tier II:

Universal Screener Identification: Students who are below the 21% nationally should be identified to the school's Learning Center team (led by the principal) and their progress should be monitored bi-weekly using an AIMS web probe appropriate to the grade level skills (benchmarks) or to the academic deficiency demonstrated. ROI should be calculating using the AIMS web program and progress should be compared to like-peers and tracked by the interventionist or classroom teacher. At 6 weeks post benchmark, the team should reconvene to look at the trend data. Any student not showing adequate growth or a trend line close to the ROI, should be assigned a Tier 2 intervention.

*A note about the ECRIS Report/ECRA Data

Hawthorn 73 utilizes ECRA for creating data reports and maintaining our data. These reports combine the PARCC and MAP

tests to provide us with a wealth of information that is tailor made for our district.

Within this data warehouse are reports on Reading and Math Propensity scores that can be used as local norm information. It is broken down by math and reading listed as PARCC and MAP. We can see this report in two formats: one is in a graphic form and the other lists the scores from highest to lowest. In either report, the numbers are the same and can guide our decision making process.

Students that are below the propensity score of 84 should be closely monitored as very strong candidates for RTI. Students that fall below the 84 propensity score and fall below the ISAT cut score are the next strongest candidates for consideration. Students that fall below the 84 propensity score and above the PARCC cut score should be monitored as they may be receiving RTI interventions and are being successful. This group of students may highlight some good practices for us to consider. These reports will be used to help us screen students and identify local norm data for our problem solving process. Students should not be excluded from the problem solving process if the teachers and grade level see a need, but this information in these reports can help us identify severe needs as compared to our students.

or

Teacher Referral: If any two pieces of evidence listed above show a discrepancy between the child and at least 80% of peers, student should be assigned to a Tier 2 intervention for at least 6 weeks with review of progress at 6 week intervals.

Tier II Performance Data/Evidence to be used in team meeting and problem solving process:

**Progress monitoring data (AIMS web) gathered bi-weekly

*Student classroom performance material (student work)

*Teacher Observations

*Classroom Assessments

Criteria for entrance into Tier III

Student remains at or below the 21% nationally on winter universal screener after participating in Tier II intervention for at least 6 weeks.

AND

Student has completed at least one Tier II intervention cycle implemented with fidelity

AND

Student is not making adequate progress on Tier II intervention based on PM data

AND

Student appears to team to require more intensive intervention than currently provided. Tier III Performance Data/Evidence to be used in team meeting and problem solving process:

**Progress monitoring data (AIMS web) gathered weekly

*Student classroom performance material (student work)

*Teacher Observations

*Classroom Assessments

*These data are reviewed and considered to be as valid and reliable as the CBM data, specifically with regard to students learning a second language.

** These data are reviewed and compared to data of the most closely related students or like-peers. The definition of like-peers will need to be determined more specifically by the District RtI committee, however, criteria will most likely include: Race/Ethnicity, SES, Gender, other at-risk factors

Is RtI a special education or regular education initiative?

RtI is an ALL education initiative and all staff are responsible for the success of ALL students. A student's grade level team should be the child's core problem solving or RtI team. When deliberating whether to move a child from Tier I to Tier II or into Tier III, other appropriate personnel should be invited into the meetings by the core team, including the building principal. The

principal then becomes the leader of the process and final decisions on interventions and conclusions should rest with the principal.

Should special education teachers be giving interventions?

Special education teachers will not deliver Tiered interventions to students in the general education program within special education classrooms. These staff may “push in” to a regular education classroom and support students on their caseload alongside students receiving an intervention.

Regular education teams should be delivering Tier II interventions when possible, and in collaboration with reading specialists in the building.

How should Rtl meetings be organized?

The Rtl or problem solving meetings should be organized in a way where the teams are focused on answering the questions in the PowerRtl system in reference to one student at a time. Only the necessary personnel, professionals working with the child in question or who could potentially work with them in the future, should be invited into the room by the child’s core Rtl team. When a child could potentially be moving into a Tier III intervention, the child’s parent or guardian should also be invited

into the meeting. The focus of these meetings is problem solving, not problem telling.

What is the difference between interventions and accommodations?

Accommodation: Any support a child is given to reach the given standards for the grade level. In an accommodation, the child’s goals are not different from the rest of the class, they are only given additional support and guidance to reach those goals.

Intervention: Targeted Tier II interventions consists of small groups of students (usually three to five) who do not respond sufficiently to the most effective Tier 1 instruction and curricula. Approximately 10-15% of students may require the targeted intervention provided in Tier 2. Tier 2 support is viewed as supplementary support because it is delivered within the classroom setting in addition to the core content instruction. Students are progress monitored using a variety of authentic assessment data, which includes data from classroom observation, student work samples, performance on common assessments as well as standardized measures.

Tier 3 of a Response to Instruction model is referred to as Strategic or Intensive Intervention. This is the most intensive level of support within the general education setting. In this document, Tier 3 instruction does not represent referral for special

education or special education services. Tier 3 represents strategic or intensive individualized support designed to meet the specific needs of the smallest percentage of students who did not make adequate progress in Tiers 1 and 2. Support at this level is provided by a highly qualified teacher, generally outside of the classroom setting (but not always) and may be of a longer duration. The strategies may be the same as in Tier 2 but they are more intensive and individualized.

The District Rtl team will support the learning of all teachers in the area of defining goals for Rtl and “targeted instruction.” We will focus on utilizing the tools that we currently have for assessment purposes. MAP/NWEA offers DesCartes in order to support the development of individualized goals for Rtl, for example. Professional development continues at all levels for this.

Is Rtl a referral process anymore?

There is room in the process for teacher referral, as well as, intervention placement based on universal screening and progress monitoring data, as outlined above.

The district Rtl team will continue to more clearly define the issue of like-peers with regard to placing second language learners into interventions and making conclusions about their progress in those interventions. They will determine the most appropriate assessments to gather the information necessary to make those decisions, as well.

How should students be identified for special education?

Utilizing national norms would preclude inconsistencies in the process between buildings. At this time, we will begin using national norms for MAP in order to determine at-risk status or eligibility for Tiered interventions.

However, if a student who is not meeting the requirements in terms of the universal screeners (<21% nationally) but the classroom teacher still has concerns regarding the student’s progress as related to his or her peers, other data should be considered in the problem solving process. Specifically, classroom performance data on unit tests and quizzes, writing samples, teacher observations and checklists, etc.

If it is determined by the team that based on a review of all the pertinent data, and a comparison to like-peers has been conducted, then the classroom teacher would need support in developing a plan which would include best practice strategies for the specific learning difficulties of the student and possibly coaching in content and pedagogy.

What types of assessment data should be used in reviewing student progress during Tiered interventions?

In a culturally and linguistically responsive multi-tiered system of support, it is essential that the assessment procedures used with students are as responsive as the instructional approaches

used. When school teams monitor students' progress, this should include gathering information from a comprehensive set of authentic assessment procedures that emphasize assessment for learning (Chappuis et al., 2012) including: observations, collection and evaluation of student work (digital, written, recorded, performed), common language and academic achievement assessments, conferencing with students, teacher anecdotal and field notes, checklists, rubrics, rating scales, portfolios, performance tasks, paper-pencil tasks, student self-assessments, surveys, and questionnaires, among others. All decisions about students' instructional services should be based on multiple measures that more readily capture the complex nature of the learning process.

When assessing ELLs' performance in school, a distinction must also be made between their academic achievement and their academic language proficiency. Academic achievement measures ELLs' content area knowledge, skills, and processes independent of their academic language proficiency. In contrast, academic language proficiency measures an ELL's competence in processing (listening and reading) and producing (speaking and writing) academic language across the content areas. ELLs' performance in school is always influenced by their academic language proficiency. School teams must take into account students' level of English language proficiency when selecting assessment measures and interpreting data.

What are roles and responsibilities in Rtl meetings?

Level 1 The child's core Rtl team consists of his/her grade level team of teachers. This team problem solves for the child comparing his or her data to the rest of the grade level peers.

Level 2 Directed by the principal in collaboration with the General Education Teachers/Grade Level. Possible other attendees at the meetings:

Psychologists - Advisory Review evidence being presented and confirm the determination if students is progressing or not progressing.

Special Education Staff - Instructional Intervention Advisors Interventions Share data collected about interventions

Level 3 Directed by Principal in collaboration with General Education Teachers and Psychs

Required meeting attendees:

Parents

Psychologists

Review all data with team Special Education staff

Interventionists

RTI Considerations for English Language Learners

*Services/ interventions for students are determined based on individual needs on a case by case basis. There is no one “blanket” statement to address the needs of all students.

Intervention Beliefs/ Best Practices

Dual Language programs and late exit bilingual programs are research based and proven to be the best programs of tier 1 instruction for English language learners to learn English and maintain their first language.

Dual Language and late exit bilingual programs TAKE TIME. It takes 5-7 years to learn a language. • Transfer is likely to occur when teachers use similar methods to teach reading in both languages.

Students who are transitioned to English before developing high levels of proficiency in their first language, have not built an underlying proficiency that can transfer to the second language. Students need to develop a certain threshold level of proficiency in order to gain the benefits of bi-literacy. (Cummins 2000)

“When viewed superficially, ELLs in the normal process of learning English and students with diagnosed LD may appear to be experiencing the same process. For example, while ELLs often exhibit what look like language disfluencies associated with dis-

ability, disfluencies are a natural part of second language development.” (Cloud, 1994)

“The decision to shift instruction to English exclusively is usually based on lack of knowledge of the research, ignorance of the students’ native language, or convenience. Developing the native language can help students with SLI (speech and language impairment) make better progress in the second language.” (Hamayan, Marler, SanchezLopez, Damico, 2007)

“For ELLs with severe disabilities, it is especially important to maintain the home language.” (Hamayan et al, 2007)

The question of whether an ELL’s academic difficulties are due to second language learning process or to a disability is no longer useful formulation. The answer is rarely neat enough to be useful. The cause of some difficulties in English will, for a great part of the ELLs’ school careers, be due to the normal process of learning academic content in a non-proficient language. (Hamayan, 2007) Important to Keep in Mind while Determining Interventions

“The acontextual language use [in pull out interventions] makes it more difficult for ELLs to understand and retain information.” (Gersten and Woodward, 1994)

Interventions tend to target a “narrow selection of skills to enable mastery, and discrete skills are often practiced out of con-

text. This complicates the learning process for ELLs since they need a meaningful context in order to comprehend the language that surrounds them. In addition, these interventions often use reading materials with controlled vocabulary which reduces the meaningfulness of the text. This constricts language usage and makes it more difficult for ELLs to understand and retain information.” (Genesee 2006, Westby and Vining, 2002, Damico and Damico 1993)

“It is never acceptable to establish remedial literacy programs [in English] for ELLs or those that reduce reading to its smallest elements, graphemes, and phonemes.” (Hamayan et al, 2007)

For more information on RtI

[Center on Response to Intervention](#)

[What Works Clearinghouse](#)

[Intervention Central](#)

[Hawthorn RtI Parent Guide](#)

Technology at Hawthorn

At Hawthorn, all certified staff are provided with a laptop upon their employment and once they have signed their Network User Agreement. We believe that this tool is essential to every certified employee’s participation in our learning community.

For students, our philosophy is that technology should be utilized as a tool to support and enhance learning in ways that make it more effective and efficient for students and teachers. The Hawthorn Board of Education has given the administration a directive to prepare for a Personalized Learning Environment in Grades 6-8 by the fall of 2017. We are excited to plan for this opportunity for our students. Here is some basic information on technology at Hawthorn currently.

Basic Classroom Presentation Package

All core academic teachers are provided a classroom iPad, iPad stand, LCD projector and Apple TV with a speaker system. This basic package is designed to promote the use of technology and to support teachers in presenting to students instruction in a more engaging and effective way. All other classrooms will also be provided with an LCD projector, speakers and document camera. Our ultimate goal is that every teacher have the same basic package, so as the document cameras need replacing, they will be replaced with the iPad stand and set-up.

Other Technology Available

Some classrooms are equipped with Promethean or Smart Board technology. These classrooms have belonged to lead teachers who in the past have volunteered to learn new technology and teach others. All buildings have carts of laptops available for check out to classrooms. ELL and Special Education

teachers also have laptops and iPads for use with their students. These resources, as well as, older desktop computers are allocated at the building administrator's discretion.

Tech Facilitators

Every building has a full or part time tech facilitator assigned to the staff as a support for technology use in our classrooms. This person will help with troubleshooting or fixing equipment, network and password issues, and other technical difficulties. To submit a request for help from a Tech Facilitator please visit discover.hawthorn73.org, and fill out a tech ticket through Zen Desk.

Special Education at Hawthorn

To ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

Hawthorn Philosophy of Special Education

Hawthorn believes that all students can learn given the appropriate supports and services. Each child deserves the educational environment in which he or she can be most successful and independent. We strive to educate students with unique and di-

verse learning needs in the least restrictive environment and believe that all of our students deserve a respectful, positive environment where they can achieve academically, socially and emotionally, while on their journey to become contributing and successful members of our society.

Through our participation with the [Special Education District of Lake County \(SEDOL\)](#), Hawthorn offers a full continuum of services with supports, modifications and accommodations.

Special Education programs and services are overseen and directed by the Special Services Department. Students must meet eligibility requirements to receive special education services. A team of school professionals determines a student's eligibility for special education according to the guidelines of the Illinois State Board of Education. The identification, placement and provision of special education services are governed by federal and state regulations and are provided with the input of the professional staff, the student's parents, and the student.

When eligible for special education services, an Individual Education Program (IEP) is written, which is designed to meet individual learner needs and address any exceptional characteristics that interfere with learning.

If you have concerns about a student and think that they may need special education services, please contact your building Response to Intervention Team.

In District Programs

Itinerant/Resource Services

Itinerant services are designed to assist students with academic, organizational, emotional, behavioral and/or speech needs within the framework of regular education classroom programs. Students enrolled in an itinerant service program typically are seen in one-to-one or small group sessions on a regularly scheduled basis based on student needs. The primary goal of the itinerant program is to establish an intervention system that offers the students an opportunity to remain in their regular education program while receiving any required special education support. Itinerant services are provided at every building within Hawthorn.

Early Childhood Special Education

Early Childhood Special Education Program is a cross-categorical instructional classroom for children aged 3 through 5 years who need significant support in pre-academics, speech, motor, and/or social-emotional skills. This program is housed at Lincoln School in Mundelein.

Learning Opportunities Program (LOP)

The Learning Opportunities Program is a cross-categorical instructional classroom for children who need support in all core academic classes. These students require a modified curricu-

lum and classrooms are often multi-grade. This program serves students in Kindergarten through 8th grade and is housed at Elementary North and Middle School South.

Programs provided through SEDOL

Educational Life Skills (ELS)

A program for students who have moderate to severe cognitive needs and who require a curriculum that focuses on functional life skills and adaptive behaviors.

Language and Social Skills Opportunities (LASSO)

A program for students who exhibit characteristics generally associated with autism spectrum disorders and need a highly structured environment which focuses on communication, social skills, sensory needs, functional academics, and self-help skills.

Social Enhancement Program (SEP)

A program for students who exhibit characteristics generally associated with high functioning autism spectrum disorders and need a smaller classroom with specialized instruction with focuses on language comprehension, pragmatics, social skills and sensory needs. Students typically have cognitive skills in the average to above average range with academic skills at or above grade level.

Teaching Appropriate Behaviors (TAB)

A program for students whose behavioral or emotional needs are to such a marked degree that they adversely affect their educational performance and/or the learning of others. The program is intended to teach appropriate behaviors, teach new academic skills and reduce inappropriate behavior. This is housed at a separate special education day school managed by SEDOL.

Gages Lake School

Public therapeutic day school for students with significant emotional and behavioral needs. The focus of the program is to provide therapeutic interventions to help students manage their social, emotional needs and develop their academic skills. This school serves Preschool through 8th grade.

John Powers Center

Serves students who are deaf and hard of hearing who rely on sign language as their main mode of communication or use it to supplement their auditory and oral communication skills. This school serves Preschool through 8th grade.

Laremont School

Serves students who exhibit severe to profound cognitive disabilities and/or multiple disabilities who need extensive care.

Specialized staff so that students' intensive medical, personal care and educational needs can be met in a school environment. This school services Preschool through age 22.

Summer Learning Opportunities

Hawthorn Enrichment Institute

In order to expand the educational horizons of our students in the summer, Hawthorn offers an enrichment experience where students and families can choose classes which interest them and will allow them to explore new areas of study. Our teachers survey our families and design courses based on that feedback. Some are academic and some focus on the related arts, but all are a lot of fun.

Principal: Mr. Robert Collins

Summer Scholars

Designed for our at-risk students, the Hawthorn Summer Scholars program is an invitation-only summer session that supports our K-3 students who need additional, targeted literacy instruction through the summer months in order to be fully prepared for the next school year. Invitations go out in the spring of each school year.

Principal: Dr. James Tohme

Band and Orchestra Camp

This intensive two-week summer experience allows our students to continue practicing their instruments, while having fun learning from each other, our teachers and former Hawthorn musicians. It culminates with a concert and students always rave about what a great time they have in Band and Orchestra Camp.

Principal: [Mr. Robert Natale](#)

Extended School Year

This program is designed to support our students with Individualized Learning Programs (IEPs) in the summer and help them keep their skill development on the right track. It is housed right alongside HEI and Summer Scholars and these students are able to take advantage of some of those classes and experiences, as well.

Principal: [Mrs. Renee Ullberg](#)