Madison Metropolitan School District

Hawthorne Elementary School

State Report Card: Meets Expectations (3 star)

2025-2026 School Improvement Plan

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School Overview

Hawthorne Elementary School is a diverse learning community on the east side of Madison, serving students in 4K-5th grade. Programming for English language learners includes a 5K-5th DBE -Developmental Bilingual Education program for primary language Spanish speaking students and a strong English language learning support team for all English language learners. Hawthorne School is deeply committed to continuous improvement and the success of every child. Strong partnerships with Hawthorne parents, families and the greater Hawthorne and Madison community are integral to our shared success.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Word Recognition (Skills Block): Staff will implement the small group cycle lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement microphase aligned instruction in small groups with fidelity to increase student achievement.

Strategy 2

Word Recognition (ALL Block): Staff will implement the Teacher Guided Component, which is the small group cycle lessons for targeted practice with rigorous text and writing to achieve mastery by working with grade level teams to collect and analyze student work data three times per year. Instruction will intentionally focus on total participation protocols.

Strategy 3

ELI Reading Comprehension (Module Block): Staff will intentionally plan and deliver daily instruction using the read-think-talk-write cycles during their literacy blocks to increase student's engagement with rigorous texts. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).

Strategy 4

DBE: Word Recognition (Small Group): In Spanish and English, staff will implement the small group lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement Spanish and English microphase aligned instruction in small groups with integrity to increase student achievement.

Strategy 5

DBE: Reading Comprehension (Whole Group): In Spanish and English, staff will intentionally plan

and deliver daily instruction using instructional practices for language and content development during their literacy blocks to increase student's engagement and comprehension of rigorous texts. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F).

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Develop and strengthen collaborative teacher teams focusing on internalization of math units with attention to grade-level focus standards.

Goal 2 The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased the number of students with 90% or more attendance by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Provide clear, concise, and consistent communication about schedules and expectations for promoting and addressing attendance.

Strategy 2

Enhance and strengthen schoolwide Tier 1 and Tier 2 systems for supporting student mental health, social-emotional learning, and engagement.

Strategy 3

Increasing community engagement in the value of school.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge CBMreading (Grade 2)
Forward ELA (Grades 3-8)
ACT Reading (Grade 11)

Strategy 1

Word Recognition (Skills Block): Staff will implement the small group cycle lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement microphase aligned instruction in small groups with fidelity to increase student achievement. Data will be disaggregated and examined at regular intervals throughout the school year.

Strategy 2

Word Recognition (ALL Block): Staff will implement the Teacher Guided Component, which is the small group cycle lessons for targeted practice with rigorous text and writing to achieve mastery by working with grade level teams to collect and analyze student work data three times per year. Instruction will intentionally focus on total participation protocols. Data will be disaggregated and examined at regular intervals throughout the school year.

Strategy 3

ELI Reading Comprehension (Module Block): Staff will intentionally plan and deliver daily instruction using the read-think-talk-write cycles during their literacy blocks to increase student's engagement with rigorous texts. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F). Data will be disaggregated and examined at regular intervals throughout the school year.

Strategy 4

DBE: Word Recognition (Small Group): In Spanish and English, staff will implement the small group lessons with integrity (explicit, clear, correct) to increase student achievement by: (a) work with grade level teams to collect and analyze data three times per year, (b) use data to implement Spanish and English microphase aligned instruction in small groups with integrity to increase student achievement. Data will be disaggregated and examined at regular intervals throughout the school year.

Strategy 5

DBE: Reading Comprehension (Whole Group): In Spanish and English, staff will intentionally plan and deliver daily instruction using instructional practices for language and content development during their literacy blocks to increase student's engagement and comprehension of rigorous texts. Instruction will intentionally focus on total participation protocols , checks for understanding aligned to the learning target (indicators 4B - 4D) and meaning making through the use of protocols and student to student discourse (indicators 5E and 5F). Data will be disaggregated and examined at regular intervals throughout the school year.

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward/ACT.

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-8)
ACT Math (Grade 11)

Strategy 1

Develop and strengthen collaborative teacher teams focusing on internalization of math units with attention to grade-level focus standards. Data will be disaggregated and examined at regular intervals throughout the school year.

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Provide clear, concise, and consistent communication about schedules and expectations for promoting and addressing attendance.

Strategy 2

Enhance and strengthen schoolwide Tier 1 and Tier 2 systems for supporting student mental health, social-emotional learning, and engagement.

Strategy 3

Increasing community engagement in the value of school.