

FREE

School News

Education + Communication = A Better Nation

Covering the Hawthorne School District



Volume 12, Issue 63

January / February 2022

Hawthorne School District Revisits Strategic Plan



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**Every child deserves a chance to succeed!
¡Cada niño merece la oportunidad de triunfar!**

Preschool Program

HSD Preschools offer early childhood educational programs for children who are three and four-years old. Families must meet State income requirements.

Programa de Preescolar

Las Escuelas Preescolares de HSD ofrecen programas educativos de primera infancia para niños de tres y cuatro años de edad. Las familias deben cumplir con los requisitos de ingresos del Estado.



Hawthorne School District Preschool



The Benefits of Preschool

The most important years of a child's development is in the first five years of life. Children who receive a high-quality educational experience, in their early years, develop the skills necessary to succeed in life.

Children who are involved in preschool:

- Develop pre-reading, early writing, and math skills
- Enhance critical thinking and problem-solving skills
- Develop emotional behaviors and social skills

Los Beneficios de la Educación Preescolar

Los primeros cinco años de vida son los más importantes en el desarrollo del niño. Los niños que reciben una experiencia educativa de alta calidad, en sus primeros años, desarrollan las habilidades necesarias para triunfar en la vida.

Los niños que participan en la educación preescolar:

- Desarrollan habilidades en matemáticas, escritura y lectura temprana.
- Mejoran el pensamiento crítico y habilidades en resolución de problemas.
- Desarrollan habilidades sociales y comportamiento emocional.



HSD Preschool

13928 Kornblum Ave., Hawthorne, CA 90250
(310) 970-7550 Phone | (310) 970-7555 Fax



A New Year, A New Strategic Plan

It is hard to believe that it has been over ten years since we worked with school and community partners to develop a new strategic plan. This plan was a new concept for the Hawthorne School District. It was a single page that would guide all of the work we do. It included core values and goals for the next five years.

At the conclusion of those first five years, we brought a new group of school and community partners together to revisit the plan and make any required updates. We found that only minimal changes were required. This was an indication that our plan, from its inception, was a well-written road map for the work we were doing for the students in the Hawthorne School District. We recently reached the end of this five-year cycle, which meant it was time to reevaluate the document and make any necessary changes to guide us for the next five years.

Dr. Markarian, Associate Superintendent of Human Resources, once again led a group of school and community members through the process of evaluating all aspects of the plan to see what changes might be required. Again, we found that the document only required minor alterations. Most of these were made apparent by the circumstances of educating students through a world-wide pandemic. As we have found in many parts of our lives, the effects of the last two years and beyond will have an impact on all of us. As a school district that understands the important role we play in our students lives, the strategic plan reflects the additions we need to address to provide our students with the supports they need to be successful.

Once again, our plan will be posted in all offices and classrooms throughout the District. It is and will continue to be the roadmap for the work we do. I would like to thank all of our partners who participated in the development of this, and our previous plans. We cannot do this work alone. Our school and community partners are an integral part of the important work we do.



Dr. Helen E. Morgan
Superintendent

Un Nuevo año, un Nuevo Plan Estratégico

Es difícil creer que han pasado más de diez años desde que trabajamos con los socios de la escuela y de la comunidad para desarrollar un nuevo plan estratégico. Este plan fue un nuevo concepto para el Distrito Escolar de Hawthorne. Era una sola página que guiaría todo el trabajo que hacemos. Incluía los valores fundamentales y los objetivos para los próximos cinco años.

Al final de esos primeros cinco años, reunimos a un nuevo grupo de socios de la escuela y la comunidad para revisar el plan y hacer las actualizaciones necesarias. Descubrimos que sólo se necesitaban cambios mínimos.

Esto fue una indicación de que nuestro plan, desde su inicio, un plan a seguir para el trabajo que estábamos haciendo para los estudiantes en el Distrito Escolar de Hawthorne. Recientemente llegamos al final de este ciclo de cinco años, lo que significaba que era el momento de reevaluar el documento y hacer los cambios necesarios para guiarnos durante los próximos cinco años.

El Dr. Brian Markarian, Superintendente Asociado de Recursos Humanos, dirigió una vez más a un grupo de miembros de la escuela y la comunidad a través del proceso de evaluación de todos los aspectos del plan para ver qué cambios podrían ser necesarios. Una vez más, comprobamos que el documento sólo requería pequeñas modificaciones. La mayoría de ellas se hicieron evidentes por las circunstancias de educar a los estudiantes durante una pandemia mundial. Como hemos encontrado en muchas partes de nuestras vidas, los efectos de los últimos dos años y los que siguen tendrán un impacto en todos nosotros. Como un distrito escolar que entiende el importante papel que jugamos en la vida de nuestros estudiantes, el plan estratégico refleja las adiciones que necesitamos abordar para proporcionar a nuestros estudiantes los apoyos que necesitan para tener éxito.

Una vez más, nuestro plan se publicará en todas las oficinas y salones de todo el Distrito. Es y seguirá siendo plan a seguir para el trabajo que hacemos. Me gustaría dar las gracias a todos los socios que han participado en el desarrollo de este plan y de los anteriores. No podemos hacer este trabajo solos. Nuestros socios de la escuela y de la comunidad son una parte integral del importante trabajo que realizamos.

Strategic Plan
Hawthorne School District

Please see page 14

2022 - 2027



Plan Estratégico
Distrito Escolar de Hawthorne

Please see page 15



Kay Coop
Founder/Publisher



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Neta Madison
Netragrednik

Happy New Year!

More than ever before we are all looking forward to a new year and hopes of a healthier year for everyone.

This is our 12th year publishing the Hawthorne School District *School News*. Even during a pandemic there is always good news. Dr. Morgan is always forward thinking and positive. Her message on page 3 highlights the forward thinking with focus on a strategic plan for the success of students. (The Strategic Plan is on pages 14 & 15)

In this issue you will read articles about Coffee with Coaches,

Spacecraft Engineers, a Bookmark Contest, a Friendship Foundation, and so much more.

We included our popular student book reviews on page 13. If your child would like to review favorite books and have the experience of being a columnist, please email me for information. Children love to be published and it is an excellent experience to learn to meet deadlines and write a review that will interest others to read the book without giving away the ending.

Happy Valentine's Day!

Our next issue is March 1.

School News

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Covering the
HAWTHORNE SCHOOL DISTRICT

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Bedwetting: Why It Happens and What You Can Do



Elias Wehbi, M.D.,
pediatric urologist,
MemorialCare
Miller Children's &
Women's Hospital
Long Beach

Most children become potty trained between 2- and 4-years-old. However, every child is different. Nighttime bedwetting commonly affects school-aged children and even some teens.

Bedwetting can be stressful for the entire family, especially your child. Help combat bedwetting and support your child with these tips:

- Reassure your child that bedwetting is normal and won't last forever
- Have your child drink during the day and less at night

- Use a motivational system to celebrate dry nights, such as stickers or prizes
- Don't punish your child for wetting the bed; praise them after dry nights

Bedwetting is usually not a serious medical issue, but it's important to figure out the underlying cause. Common causes include:

- A smaller bladder, or one that is not fully developed yet
- Deep sleeping or inability to recognize a full bladder
- A family history of bedwetting
- Other urologic conditions

Fortunately, most children outgrow bedwetting on their own. But if your child still wets the bed after 7-years-old, it may be a sign of a urologic condition that needs medical attention. Talk to your child's pediatrician about potential treatment options.

Whether a child has a common urological condition, such as bedwetting, or a more complex condition, the Larry & Helen Hoag Foundation Pediatric Urology & Nephrology Center at MemorialCare Miller Children's & Women's Hospital Long Beach has a team of specially trained pediatric urologists who received additional training to understand a child's growing body.

To learn more, visit millerchildrens.org/UroNeph or find a pediatric specialist at millerchildrens.org/providers.



2801 Atlantic Ave., Long Beach, CA 90806
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Bud Carson *Middle School*

13838 S. Yukon Ave., Hawthorne, CA 90250 • 310/676-1908 • www.budcarsonmiddle.org



LaTima Jones
Principal

Young Spacecraft Engineers!

Bud Carson Middle School was invited to attend a special engagement with NASA's Diana Trujillo. This was made possible by the collaboration and community outreach with Columbia Memorial Space Center and a local credit union.

Bud Carson's students were able to interact and ask Ms.

Trujillo questions about her career and her work with NASA. Students learned about the importance of design and the impact engineering had on spacecraft. Prior to designing their spacecraft, the students were educated on heat shielding and air resistance. Students designed and built their own heat shields. They were given the flexibility to select from a sorted list of materials. Each student tested their shield by measuring the temperature prior to exposure to heat and after. Students

inserted a bar of chocolate inside their craft, hoping their design would withstand the heat. Students that managed to protect their candy bar from melting were ecstatic about their accomplishment!

BCMS students enjoyed the presentation and hands-on experience. They look forward to our next STEM presentation!



Eucalyptus *Elementary*

12044 S. Eucalyptus Ave., Hawthorne, CA 90250 • 310/675-3369 • euc-hsd-ca.schoolloop.com



Mike Goldstein
Principal

Back in Action on the Playground!

This year at Eucalyptus we've made it a priority to get our students outside and moving during recess and lunch. Due to Covid lockdowns and restrictions during school closure last year, it was evident that most of our students had not been as active as usual when we returned to full day instruction this year. Our goal has been to get back in action, while maintaining health and safety protocols. To support active

recess, we've purchased new equipment including pickleball courts, cornhole sets, hoola hoops, jump ropes, 2 sensory paths, new soccer goals, a portable/adjustable basketball court, and 100's of balls for soccer, dodgeball, tetherball, basketball, prisoner (volleyball), kickball and bucketball. Every day at recess and lunch, you'll see playground supervisors and staff members including teachers, our dean of students and security officer playing games with students and supervising active recess. So far, recess and lunch have been a huge success and we look forward to adding additional areas and games to the playground in the spring.



Students love pickleball, one of our new playground activities!

Hawthorne *Math & Science Academy*

4467 W. Broadway, Hawthorne, CA 90250 • 310/973-8184 • www.hawthornemsa.org



Esau Berumen
Principal

Back on Campus!

By Alisha Khan, 12th-Grade HMSA Student and Chief Editor of HMSA's Aviator News

After receiving the news that the 2020 softball season would be canceled, my teammates and I learned from our assistant principal, Mrs. Castellanos, while sitting on the benches inside the cafeteria, that HMSA would be closing as well. She explained the change was temporary and that we'd return after spring break. The year was 2020, and I was a sophomore. Now, it's 2022, and I'm back on campus, but as a senior. Where did all the time go?

The junior year was entirely spent in front of a computer, where I was merely represented as a small rectangle on Zoom. Despite finding myself with plenty of free time, especially since classes were shorter, the cons

of online learning tremendously outweighed the pros. My neck was strained from staring at a screen all day, and I missed interacting with my classmates and friends: staring at my peers through a screen was not the same as talking face-to-face. Everything was a blur, and I only remember the repetitive routine of logging on to Zoom and listening to my teachers' lectures.

Luckily, we're back on campus, despite HMSA looking a little different: we're no longer allowed to eat in the cafeteria, there haven't been any pep rallies, and we're unable to share snacks and treats on our birthdays. Nevertheless, HMSA's atmosphere remains the same: tests are still being taken, friends are still hanging out, and sports are still running, including softball, albeit with weekly COVID-19 testing. So, although adjusting to this new "post-pandemic life" has been challenging, I'm grateful to be back!

Hawthorne *Middle School*

4366 W. 129th St., Hawthorne, CA 90250 • 310/676-0167 • www.hawthornemiddle.org



Akila Jones
Principal

Coffee with Coaches

HMS hosted the 3rd Annual Coffee with Coaches parent meeting. Literacy Coach, Alicia Cardenas and Math Coach, Nira Turquand hosted the meeting by explaining their roles on campus and provided parents with resources and tools that will help their student succeed. Although it was a rainy day and the meeting was held outside, it did not stop parents from attending. In fact, this was the largest parent

participation turnout HMS has seen since Coffee with Coaches was introduced 3 years ago. Parents were able to introduce themselves, their child, and share one fun fact about themselves. Parents were asked to hold a piece of string as they shared out, which in the end, demonstrated how we are all connected as learning community and must support one another. Hawk parents were able to walk away with a postcard filled with important dates for the remainder of the year pertaining to Math and Language Arts. Parents were appreciative of the information and enjoyed the social aspects of the meeting.



HAWTHORNE SCHOOL DISTRICT



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Jefferson *Elementary*

4091 W. 139th St., Hawthorne, CA 90250 • 310/676-9423 • www.hsdjefferson.org



Josh Godin
Principal

Gratitude Notes

The spirit of the holidays was alive and well at Jefferson

During the holiday season, Jefferson students and staff showed their school and holiday spirit. Spirit week was a time that students could show their holiday spirit and the students had a blast dressing up. Students also were able to show their holiday

spirit by writing gratitude notes to students and staff at school. Also, in this time of need, Jefferson's staff members stepped up for the students and families that were in need. Our staff members at Jefferson were able to sponsor over 20 families and help provide some assistance with making the holidays as special as possible. Jefferson Elementary is a family and we do everything we can to support each other and the community at large. Kindness and gratitude go a long way these days and our students and staff stepped up to make this a wonderful holiday season for all.



Kornblum *Elementary*

3620 W. El Segundo Blvd., Hawthorne, CA 90250 • 310/970-4294 • www.hsdkornblum.org



Marisa Stewart
Principal

The Season of Giving

This past holiday season was unique to say the least. Some of our families have been struggling since this pandemic began. However, when difficult times come it is an opportunity for charity and love.

The Kornblum Needy Families have had a generous anonymous community donor. This donor provided Kornblum Needy Families with a meal for Thanksgiving. Families were able to come into the school and pick up a Turkey and all the fixings the day we left for Thanksgiving Break.



Our anonymous donor decided they would like to continue to support families for the Winter Holidays as well. Ten needy families were provided with a meal and wrapped gifts personally selected for the children in the household. Below please see the photo of the wonderful Holiday baskets and gifts that were donated.

We thank our anonymous community partner. The Kornblum Family is so blessed to have you looking out for us!

Prairie Vista Middle School

13600 Prairie Ave., Hawthorne, CA 90250 • 310/679-1003 • www.prairievistamiddle.org



Wendy Ostensen
Principal

PVMS and PIQE!

PVMS was honored to partner with PIQE “Parent Institute for Quality Education” to bring parent workshops that educated, empowered, and inspired families to take an active role in their childrens’ education.

The parents participated in an 8-week program, once a week for

about 75 minutes where they were engaged in the “Signature Parent Engagement Program” that encouraged fostering a positive educational environment at home and at school to increase academic success. For 8 weeks the parents met virtually with a PIQE instructor and participated in sessions that included: Supporting Academic Achievement through Adolescence, Connecting Academic Success and Positive Self-Esteem, Social and Emotional Learning,

Digital Literacy Components, Overcoming Obstacles in School, Understanding how to Navigate the School System, and GPA and College Admission Requirements. There were 18 families who participated and 15 families graduated from the program with almost perfect attendance. Congratulations to our PIQE families.



Virtual PIQE Participants

Ramona Elementary

4617 W. 136th St., Hawthorne, CA 90250 • 310/675-7189 • www.hsdramona.org



Dr. Patricia Ray
Principal

Bookmark Contest

I am proud to announce that two Ramona Elementary School students have won Hawthorne Library’s bookmark contest. They are Shelora Sorrell (Grade 2, Ms. Ambriz) and Juliana Manzo (Grade 5, Mrs. Tellez). They have received prizes and certificates

from Hawthorne Library and will now have their bookmarks competing in the Second Supervisorial District for the LA County Library Bookmark Contest.

We had well over thirty entries just from Ramona, and the competition was tough. According to the contest judges, “It was extremely difficult to judge Hawthorne’s winners because all your students displayed artistic merit.”

Shelora plays the guitar, and she drew a picture of herself reading a book about guitars. Juliana took a more global approach, and her bookmark shows a tree full of books. Both girls are



proud of themselves, and so are we! Good luck to both of them in the next round of competition.

Washington Elementary

4339 W. 129th St., Hawthorne, CA 90250 • 310/676-3422 • www.hsdwashington.org



Maritza Cruz-Brown
Principal

Social/Emotional Needs

This fall, Ms. Selsor, our school counselor, began hosting many small groups to help meet the social and emotional needs of our students. Each group was created with students of similar ages and specifically focused on developing social skills.

The students were led in various games and activities that helped teach them the tools they need to work together, such as using kind words, sharing, asking questions and being good sports. Every meeting began with an icebreaker to remind students that they are safe and all working toward a common goal. The groups then played games like go fish, old maid and charades. Each game

taught the students something new about how to be a good listener, communicate, and play fairly.

At the end of every meeting, students had a debrief about what they learned and how they can implement these skills in their day-to-day lives. The students had a lot of fun working together and forming friendships outside their classrooms.



York Elementary

11838 S. York Ave., Hawthorne, CA 90250 • 310/675-1189 • www.hsdnyork.org



John Paterson
Principal

New Year and New Beginnings

An amazing group of York students from Mrs. Reed's 4th and 5th grade SDC class were delighted to lend helping hands in an effort to revitalize the York garden. Our garden was in much need of care and attention,

and these conscientious students stepped in to give it new life. The starter plants were generously donated by Hawthorne Fine Arts Commissioner, Danielle Marquez who also provided a hands-on lesson in environmental studies. The students learned valuable lessons about the benefits that plants add to our environment and also about civic duty and community involvement.

Thanks to these students, York will be an even more beautiful and special place. We are excited to watch the garden prosper and grow, just like our students do here at York Elementary School each and every day!



Zela Davis *Elementary*

13435 S. Yukon Ave., Hawthorne, CA 90250 • 310/679-1771 • www.hsdzeladavis.org



Matt Rohrer
Principal

Friendship Foundation

Zela Davis would like to welcome the Friendship Foundation to our campus! The Friendship Foundation began 13 years ago with a handful of students with special needs and peer volunteers. They have since expanded and now have clubs in 36 schools and work with over 1800 students. Zela Davis is proud to be added to this list!

Zela Davis hosted our first event, a pizza party, to introduce students from our

medically fragile program to their partner class of 5th-grade students. The group participated in ice-breaker activities and then played games together. Pizza was provided by the club and everyone had a great time.

All of the students were so excited to participate in the inaugural meeting. The Zela Davis Friendship Club will meet monthly to participate in fun activities and build lasting friendships. Zela Davis is proud to add the Friendship Foundation to its growing list of activities that support the socioemotional development of our students.



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Daniel's Review



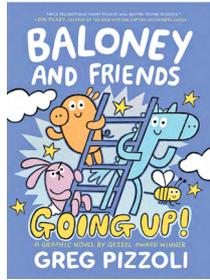
Daniel H.

Funny Friends!

Title: *Baloney and Friends: Going Up!*

Author: Greg Pizzoli

Baloney the pig and his friends Peanut the horse, Bizz the bee, and Krabbit the crabby rabbit do funny things and have fun in the many



short stories of this second book of the Baloney and Friends series! You'll laugh about the things they do, like finding a lost sneeze, using a ladder, and appreciating trees. My favorite story is when Baloney and his friends make up a silly theme song for their group and everyone helps out in their own way. Baloney is my favorite character because he is a good friend. I felt happy when I read this book and I think you should read it too!

Daniel is in second grade and he likes to spend time with his family playing board games, reading, and playing sports like tennis, soccer, and basketball.

David's Review



David H.

The Aliens

Title: *We're Not From Here*

Author: Geoff Rodkey

We're Not From Here is about a kid named Lan and his family who travel from their human colony on Mars to a faraway planet Choom



to start a new human population. Unfortunately, once they get there, the aliens on Choom tell them to leave immediately. Now they have a big problem that they have to figure out because they don't have enough fuel in their spaceship to go back to Mars. What do they do? Read and find out! I really liked this book and I recommend that you should read this book too if you like action, suspense, and humor.

David is in fourth grade and he loves to read and play piano. He likes math and outdoor activities such as rock climbing, tennis, and basketball.

Kailani's Review

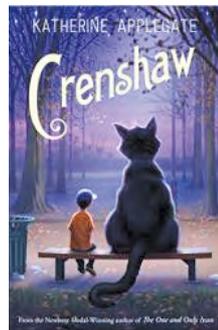


Kailani T.

Do You Have An Imaginary Friend?

Crenshaw by

Katherine Applegate is about a family with very little money for rent and even less money for food and toys. When Jackson's



dad lost his job, his sister, mother, and the family dog have to move from place to place. When there was no more money for rent, the family has to live in their minivan. Jackson has an imaginary friend named Crenshaw. Crenshaw is a huge fluffy cat. Crenshaw always comes into Jackson's life whenever Jackson needs help.

The story is full of excitement and sadness. I learn more about homelessness and friendship from this story. Reading this book makes me understand why my parents always tell me to appreciate everything we have, to share when we can, and not to take anything for granted. This book also shows how important it is to have a good friend, even if they're imaginary. I give this book 5 out of 5 stars.

Kailani is a 4th grader who loves to read. When not playing with her brother, Kailani likes to listen to music, ride horses, and play board games. Hope everyone stays well and healthy.

Katie's Review



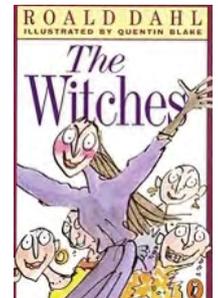
Katie C.

Witch is Which?

Book Title: *The Witches*

Author: Roald Dahl

Think of a group of women, gathering to speak at a convention in a hotel. Nothing out of the ordinary-- except they wear wigs



and gloves, don't have toes, and turn children into rats. That is the premise of "*The Witches*," by Roald Dahl. In this fantastical story about witches who hate children, there is no end to your imagination. From the drawn out, shrill voices of the vicious women to the very magical potions they concoct, there is no doubt that you will find the missing piece to all the supernatural myths of the world. A grandson is warned from a very young age about these mystical, mysterious women--but can he face the dangers that creep upon him? If you like a suspenseful story, "*The Witches*" is a perfect book for you.

Katie is a senior in high school. She likes reading and writing. She loves to read to younger kids. She provides book reviews to kids who want to find more good books.

Hawthorne School District Strategic Plan 2022-2027

Mission Statement

To maximize each student's potential to achieve educational excellence and social and emotional well-being.

Vision Statement

A diverse community of lifelong learners who excel and positively contribute to an advancing global society.

Core Values

We believe...

Students are the focus of all decisions.

All students, parents, staff and community members are empowered, supported and held accountable for their role in the educational process.

A personal commitment to excellence is expected of all students, parents, staff and community members.

A safe, innovative and supportive learning environment is maintained where resources are allocated to support social-emotional well-being, student learning, technology and collaboration.

Local businesses, private and public agencies and the entire community are integral partners in the educational process.

All individuals are valued and treated with dignity, courtesy, equality and respect.

Student Achievement

All students will meet or exceed grade level standards.

Use evidence-based instructional strategies, materials and technology to engage, support and challenge all students for academic success.

Foster consistent and timely two-way communication with students and families regarding student progress.

Encourage, support and recognize students for academic, social and emotional growth, success, citizenship and attendance.

Engage parents in activities that will empower them to assist their children with identified needs.

Educational Environment

Provide a safe and healthy learning and working environment to maximize student learning.

Further implement the Facilities Master Plan to ensure a safe and well-maintained physical environment.

Refine and implement the Technology Master Plan to support innovation and foster the use of technology as a tool to enhance and personalize instruction and improve learning.

Work with community partners in developing and implementing plans for emergency preparedness, health and safety.

Establish and maintain inclusive learning environments that are physically, academically and emotionally safe.

Fiscal Responsibility

Prioritize the District and site budgets to meet the needs of students while maintaining fiscal solvency.

Efficiently allocate resources (i.e. facilities, equipment, supplies, staff, etc.) to support student learning.

Conduct periodic budget review workshops with staff, labor organizations, community and the School Board to maintain transparency and support a collaborative process.

Continually monitor all district staffing levels, enrollment, revenues and expenditures.

Ensure alignment with local, state and federal spending plans, minimize deficit spending and maintain the legally-required reserves.

District Culture

Students, families, staff and community will foster respect, trust and a sense of integrity and inclusion.

All stakeholders will be respected, valued and treated as integral and equal partners in the organization.

Build trust through collaborative relationships with constructive interactions and positive behaviors.

Foster a climate where open communication and innovation are valued, encouraged and supported.

Parent and Family Involvement

The District and schools will maintain an equitable atmosphere where families are supported, valued, engaged and respected.

Maximize the use of parent centers at all school sites to increase parental involvement.

Effectively utilize school and district websites, social media and other forms of communication.

Maintain and maximize a strong home-school connection through professional development and family outreach.

Maintain a partnership with families to ensure student success through the implementation of formal agreements involving staff, students and parents.

Community Outreach

The Hawthorne School District community will continue to strengthen existing partnerships while establishing new relationships.

Promote our strengths through communication and participation in local and regional events to recruit and retain students and partnerships.

Embrace the community by maintaining an open-door policy to foster trust and confidence in the District.

Empower parents, students, staff and other representatives to promote district accomplishments throughout the community.

Maintain and further develop partnerships with community leaders for the benefit of our students.

Distrito Escolar de Hawthorne Plan Estratégico 2022-2027

Misión: Maximizar el potencial de cada estudiante para lograr la excelencia educativa y el bienestar socioemocional.

Visión: Una comunidad diversa de aprendices de por vida que sobresalen y contribuyen positivamente a una sociedad global que avanza.

Valores Fundamentales: Creemos que:

Los estudiantes son el enfoque de todas las decisiones.

- Estudiantes, padres, personal y miembros de la comunidad son apoyados, apoderados y considerados responsables del papel que juegan en el proceso educativo.
- Se espera un compromiso personal hacia la excelencia educativa de todos los estudiantes, padres, empleados y miembros de la comunidad.
- Se mantiene un ambiente educativo de apoyo, seguro e innovador en donde se asignan recursos para apoyar el bienestar social-emocional, aprendizaje del estudiante, tecnología y colaboración.
- Negocios locales, agencias privadas y públicas, y la comunidad entera son parte integral en el proceso educativo.
- Todos los individuos son valorados y tratados con dignidad, cortesía, igualdad y respeto.

Logros del Estudiante: Todos los estudiantes cumplirán o excederán las normas del nivel de grado.

- Utilizar estrategias de enseñanza basadas en la investigación, materiales y tecnología para involucrar, apoyar y retar a todos los estudiantes para el éxito académico.
- Promover una comunicación bidireccional consistente y oportuna con los estudiantes y las familias con respecto al progreso de los estudiantes.
- Alentar, apoyar y reconocer a los estudiantes por el crecimiento académico y socioemocional, el éxito, la conducta cívica y asistencia a clases.
- Involucrar a los padres en actividades que los capaciten para ayudar a sus hijos con necesidades identificadas

Ambiente Educativo: Proveer un ambiente de trabajo seguro y saludable para maximizar el aprendizaje del estudiante.

- Seguir implementando el Plan Maestro de Instalaciones para garantizar un entorno físico seguro y con un mantenimiento apropiado.
- Perfeccionar e implementar el Plan Maestro de Tecnología para apoyar la innovación. Fomentar el uso de la tecnología como una herramienta para mejorar y personalizar la instrucción y mejorar el aprendizaje.
- Trabajar con los socios de la comunidad en el desarrollo y la aplicación de planes de preparación para emergencias, salud y seguridad.
- Establecer y mantener entornos de aprendizaje inclusivos que sean física, académica y emocionalmente seguros.

Responsabilidad Fiscal: Priorizar los presupuestos del Distrito y de las escuelas para cumplir con las necesidades de los estudiantes asegurando solvencia económica.

- Asignar eficientemente los recursos (es decir, planteles escolares, equipos, material escolar, personal, etc.) para apoyar el aprendizaje de los estudiantes.
- Realizar periódicamente talleres de revisión del presupuesto con el personal, las organizaciones laborales, la comunidad y la mesa directiva para mantener la transparencia y apoyar un proceso de colaboración.
- Supervisar continuamente todos los niveles de dotación del personal del distrito, inscripciones, ingresos y gastos.
- Asegurar el alineamiento con los planes de gasto locales, estatales y federales, minimizar el gasto deficitario y mantener las reservas legalmente requeridas.

Cultura del Distrito

- Los estudiantes, las familias, el personal y la comunidad seguirán manteniendo fomentar el respeto, la confianza, la integridad y un sentido de integridad e inclusión.
- Todas las partes interesadas serán respetadas, valoradas y tratadas como parte integral y equitativa en la organización.
- Construirá la confianza a través de relaciones colaborativas con interacciones constructivas y comportamientos positivos.
- Fomentar un ambiente en el que la comunicación abierta y la innovación se valoren, promuevan y apoyen.

Participación de Padres y Familias: El Distrito y las escuelas mantendrán una atmósfera equitativa donde las familias sean apoyadas, valoradas, involucradas y respetadas.

- Maximizar el uso de los centros de padres en todos los sitios escolares para aumentar la participación de los padres.
- Utilizar eficazmente los sitios web de la escuela y del distrito, los medios sociales y otras formas de comunicación.
- Mantener y maximizar una conexión más fuerte entre el hogar y la escuela a través del desarrollo profesional y la divulgación familiar.
- Mantener una colaboración con las familias para asegurar el éxito de los estudiantes a través de la implementación de acuerdos formales que involucren al personal, los estudiantes y los padres.

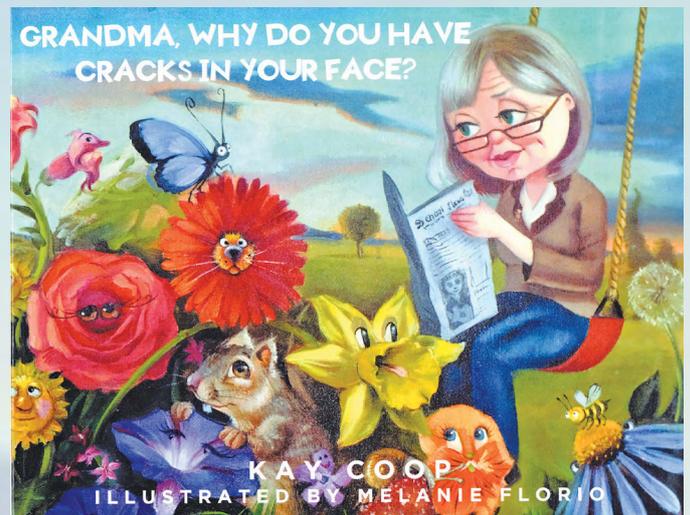
Lazos Comunitarios: La comunidad del Distrito Escolar de Hawthorne continuará fortaleciendo los lazos existentes mientras establece nuevas relaciones.

- Promover nuestras fortalezas a través de la comunicación y la participación en eventos locales y regionales para reclutar y retener a los estudiantes y las asociaciones.
- Recibir a la comunidad manteniendo una política de puertas abiertas para fomentar la confianza en el Distrito.
- Capacitar a los padres, estudiantes, personal y otros representantes para promover los logros del distrito en toda la comunidad.
- Mantener y desarrollar aún más las asociaciones con los líderes de la comunidad en beneficio de nuestros estudiantes.



Grandma, Why Do You Have Cracks In Your Face?

By Kay Coop
Illustrated by Melanie Florio



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Grandma, Why Do You Have Cracks In Your Face? Is a question many grandmothers have heard from their grandchildren. When a grandchild finds her beautiful lost doll, she understands beauty is more than skin deep.