I. Charter School Mission

A. Mission Statement

Through intellectual rigor and high academic standards, all students will have the opportunity to develop into bilingual, critical and compassionate thinkers, lifelong learners and become responsible citizens by relating the experience of the classroom to the realities of a globalized world.

B. Statement of Need

The target population will be comprised of 50% of the students whose native language is Spanish and the other 50 percent native English speakers. The total student body population will be comprised of a minimum of 65% of the population that research shows scores significantly lower on the MCAS and/or has a higher drop-out rate. This target population will be minority students and children from families with low income. According to statistics from the Massachusetts No Child Left Behind Report Card a significantly higher proportion of minority students score in the Needs Improvement and Warning/Failing categories of the MCAS test. Of this minority population Hispanic/Latino students consistently score lower on the MCAS test than other race/ethnicity groups. Statistics for the 2003 MCAS report that for Hispanic children in Grade 3 Reading 69% either fall into the Needs Improvement or Warning Failure categories. This number increases in Grade 4 to 75% falling into the Needs Improvement or Warning/Failure categories in Language Arts and 85% fall into these categories in Mathematics. The trend continues right up to Grade 10 with statistics reporting that in Language Arts 73% and in Mathematics 77% of Hispanic students are in the Needs Improvement or Warning/Failure categories. African American/Black students in Grade 3 Reading score 61% in the Needs Improvement or Warning/Failure categories. In Grade 4 Language Arts 70% and in Mathematics 86% of African American/Black students fall into these categories. Asian and Native Americans also score significantly higher in these categories.

Children of families with low income also struggle to succeed. The MCLB Report Card shows that in Grade 3 Reading 62% of low income children fall into the Needs Improvement/Warning Failure categories. Grade 4 statistics in Language Arts report 69% and 81% in Mathematics fall into this category. By the time this target population reaches grade 10 statistics report that in Language Arts 69% and in Mathematics 73% are in the Needs Improvement/Warning Failure categories.

The 2003 MCAS results report that 57% of the Grade 10 students in the Lynn Public Schools are in the Needs Improvement or Warning/Failing categories in English and 67% fall into these categories in Mathematics.
The NCLB Report Card indicates that since 1999 there continue to be 9 schools within the Lynn school district identified for improvement in Language Arts and Mathematics. The Lynn Public Schools are performing at or below the state MCAS average and is considered a targeted area by the Department of Education.

Demographics for the city of Lynn show a cultural diverse urban setting. Nearly 20% of the population is Hispanic or Latino and over 12% of the population is African American/Black.

The Hathaway School, which presently operates as a preK-K program in Lynn, proposes to develop a PreK-12 school to serve this need. Beginning with a Two-Way Immersion kindergarten program, students will progress into a Partial- Immersion program through grade 6 and then transition into a sequential foreign language study through grades 7-12. The overall goals of the school are to develop students’ communicative and academic proficiencies not only in their target language but also in English. In addition, students will develop multicultural awareness and a more enhanced global perspective.

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II. How will the school demonstrate academic success?

A. Educational Philosophy

The benefits of effective foreign language instruction focus on the role of the individual in a multilingual, global society. In 1999, Secretary of Education Richard W Riley delivered is Annual Back-to School Address. In his address, he stated one way to raise standards is for “every high school student be close to fluent in a foreign language when he or she graduates….We should begin teaching foreign languages in our elementary schools….Learning a foreign language exposes young people to new cultures and new horizons and helps them understand English better.” As far back as 1996, The American Association of School Administrators identified knowledge of foreign languages as one of the most important skills that kindergarten through grade 12 students will need to develop to prosper in the 21st century.

Children in foreign language programs have tended to demonstrate greater cognitive development, creativity, and divergent thinking than monolingual children. When children are adequately exposed to two languages at an early age, they are more flexible and creative and reach higher levels of cognitive development at an earlier age than their monolingual peers. Studies show that learning another language enhances the academic skills of students by increasing their abilities in reading, writing, and mathematics. A study of the impact of magnet schools in the Kansas City Public Schools showed that students in the foreign language magnet schools had significantly boosted achievement.
Students in the language magnet’s kindergarten, had surpassed national averages in all subjects by the time they had reached fifth grade.

During the elementary years, children are open to ideas of global understanding. According to many child psychologists, children reach an important developmental stage at the age of ten. At this time, children are in the process of moving from egocentricity to reciprocity, and information introduced before the age of ten is eagerly received. Piaget believed that cognitive development takes place when a child is faced with an idea or experience that does not fit into his or her realm of understanding. The cognitive conflict becomes the catalyst for new thinking. Foreign language study becomes the catalyst for cognitive and psychological development in young children because of the conflict that such study presents. The study of foreign language has also been shown to have positive effects on memory and listening skills.

If education is a means by which to prepare children for the complicated world in which they live and give them the tools with which to understand new challenges, then the educational system should offer an expansive curriculum as early as possible. Research has shown that through foreign language study, elementary school children receive the opportunity to expand their thinking, to acquire global awareness to extend their understanding of language as phenomenon, and to reach an advanced proficiency level in that foreign language.

The United States has a weak language policy and may be the only nation in the world where it is possible to complete secondary and postsecondary education without any foreign whatsoever. Current research confirms overwhelming evidence in favor of foreign language learning beginning in the elementary schools and continuing through grade 12. Research shows that studying a language other than one’s native tongue can enhance problem-solving skills, creativity, and general cognitive development and may even aid in sharpening native language skills.

The uniqueness of an immersion program is that the foreign language is not taught as a subject. Instead, the foreign language becomes the language of instruction for part of the curriculum. Children then acquire the foreign language through interesting and meaningful activities in the language as they learn the concepts of the various subjects included in the elementary curriculum. During the first stage of Immersion kindergarten the students who speak English learn literacy skills that are currently taught in English as well as literacy skills taught in Spanish. Through this exposure, they acquire the Spanish language. And, the students whose native language is Spanish acquire English literacy while learning literacy skills in Spanish as well, allowing them to strengthen their skills in both languages. Research studies show that learning a second language at an early age has a positive impact upon intellectual growth and leaves the students with more flexibility in thinking, greater sensitivity to language and improved listening skills. Students will transition into the Partial Immersion Program for grades 1-6; half of the day, they will learn mathematics, science, and health through the medium of Spanish. Students will then receive instruction in English for language arts and social studies during the other half of the day. Math, science, and health were chosen for the beginning
years of development of Spanish because these subjects use manipulatives and concrete, hands-on activities, both of which help with the natural second language acquisition process.

B. Curriculum

The curriculum which is built upon the State Frameworks will link with the curriculum of the International Baccalaureate Organization for grades Kindergarten through 12. This organization, through intellectual rigor and high academic standards, places strong emphasis on the ideals of international understanding and responsible citizenship and requires that all students be bilingual. The IBO program’s curriculum links to but does not replace local educational requirements. Information on the school curriculum and IBO program has been provided in the appendix section.

The Mass Insight Education Massachusetts Standards Map was used as a framework to ensure that school curriculum was aligned with the Massachusetts Curriculum Frameworks.

The target population for the proposed school is 50% native Spanish speakers with the other 50% of the student body having English as their native language. The students will be in a two-way immersion kindergarten program and will progress into a partial immersion program through grade 6. This provides the opportunity for all children involved in the school to be engaged in and benefit from the curriculum. Students with disabilities and IEP’s will be fully integrated when possible and as mandated by their service plan.

C. Assessment

School will utilize the Iowa Tests of Basic Skills because it is an annual achievement test that measures year-to-year growth in academic skills; compares the student’s achievements with others in the same grade/level and shows the student’s academic strengths and weaknesses. This information will be shared with parents and the student’s teacher. The Iowa pinpoints strengths and weakness of the individual student so this tool can be used to help remediate if necessary or used as tool to indicate if the student is on track.

Twice yearly report cards will be issued to parents and quarterly progress reports will be issued. Each student will develop an annual portfolio of their work. Teachers will develop an electronic portfolio of each student’s work that will be added to each year as a record of the student’s progression.

D. School Characteristics

The school will be in session for 212 days. There will be a 4 week summer vacation during the month of July, 17 holiday days, and a week vacation in December, February and April. The school day will run from 8:00 a.m. to 5:00 p.m.
Students will be involved in main subject areas, physical education, health, music and the arts until 3:00 p.m. After 3:00 p.m. there will be enrichment activities which will include tutorial assistance, homework sessions, organized activities, clubs and sports.

The approach to curriculum and teaching will be to transform current grade-level, self-contained classroom structures to accommodate multi-age formats in grades K-1, looping for grades 2-5 and team clustering for middle school students. All high schools students will have the opportunity to participate in the IBO advance degree program.

Classes will have a low student:teacher ratio and there will be approximately 70 students assigned to each grade level. A small population that has been together since PreK up to graduation will develop a strong identity to the school and to those who are part of the school family. This approach will reduce apprehension, increase continuity and develop greater relationships with teachers and peers. Families will also feel more connected to the school community.

Parents/Guardians are also required to participate in the school process by volunteering to serve on a committee, volunteer in the classroom, run an enrichment activity, coach or serve in a capacity that meets the school’s need and is at the comfort level of the parent/guardian. Having families visible within the school helps create an atmosphere of “we are all in this together”. Parental support is vital for the success of this school program.

Typical example of a student’s day at school:
I am in kindergarten and my mom drops me off on her way to work. She talks to my teachers and some parents and then kisses me goodbye. I already know what to do because I was in the preschool program (the little, little kids) that my school has. I am amongst friends and family and teachers shout out greetings to me as I go to my locker. Spanish and English is everywhere! The sign on over the door in my school says “People are different, expect it, respect it!” Mom says that is a good. I am greeted by my best friend’s father who volunteers every morning to help set up for breakfast. Teachers sit with students, talking and visiting with everyone who comes into the cafeteria. Classes are fun. Learning to read in both Spanish and English is very special and I love to try to speak my new language all the time. I have friends in my class who speak the new language easier than me but they help me when I get stuck and I get to help them when they don’t know the words in English. Many of my teachers know both Spanish and English (some just know a little Spanish so I help them out) and sometimes there are 2 teachers and someone’s mom or dad is in the room to help so we can understand the languages. We get to work together a lot with our friends and I like being with the kids in first grade. They are the big kids and know a lot and next year that will be me and then I can help out the little kids too. The work is hard but I can ask so many people for help it doesn’t make me mad. We learned about Mexican Independence Day in social studies. We have computers in our classroom and we use them to help us learn and sometimes we can use them just to have fun. We have art class and we are making special things about Mexico to show out in the display case. Lunch is one of my favorite times. I get to visit
with other friends and the food at school is good because I get so hungry even with a
snack during the day. My mom likes it too because she says she knows I am eating good
food because sometimes we can’t get to the grocery store. On nice days we get to go
outside on the playground and play. It is nice to stop being in the classroom learning all
the time. Sometimes during science class we get to go outside too. We caught bugs and
looked at them under the microscope. I know the words for each bug in both languages!
My teachers showed us a Mexican Jumping Bean—it was so funny! We get to leave the
classrooms a lot to learn about things. Math is easier for me but my friend hates it and the
first grade friends in class help her out. After our afternoon snack we get to do a lot of
fun things but first my mom says I have to make sure all my homework is done. There
are all kinds of teachers and moms and dads at the school to help me finish my
homework. After homework I like all the new clubs like learning how to play soccer and
on some days I go to the club where I learn about my best friend’s home in Mexico. My
mom picks me up after work and she says she is happy that I am safe at school. Mom
knows all the teachers and a lot of the other parents who are there too. She says she is
proud of me for knowing how to speak two ways and we practice new words on our drive
home. She is coming to school tonight to be with other parents to make it so we can have
a Thanksgiving Day party at our school. School is fun.

E. Special Student Population and Student Services

The Hathaway School is specifically developed to serve an LEP target population.

Students in need of Special Education services will be identified by teachers using a pre-
referral process. A committee of teachers and building administrators will meet to
discuss students identified as experiencing difficulties meeting with success in the
classroom. A pre-Referral packet is given to each teacher during a work shop explaining
Special Education and IDEA. The process and the importance of pre-referral is
explained. Teachers must include in the pre-referral classroom accommodation and other
interventions used. This packet is presented to the pre-referral committee for review.
The referring teacher is also present. Discussions about how best to address the child’s
needs take place. Parental involvement has occurred from the onset. All parents are
made aware of their rights under special education. If the student was not referred to
special education the team will decide upon other interventions or may decide as a team
to refer to special education. Assessment may take place internally or the school may
choose to contract outside for these services depending on the individual circumstances.

The principal of the school is certified as a Director of Special Needs with teaching
certification in Moderate Special Needs. It will be the principal/Director of Special Needs
to comply with all state and federal mandates. The school will always look to the least
restrictive environment in providing services for the youngster when appropriate. All
staff will be trained on how to implement an IEP and be provided the resources to do so.

To ensure that the school delivers a nutritional lunch program the person assigned to this
task will be the school business manager. He is a CPA and also holds a degree in dietary
technology. He has experience operating a school lunch program that meets FDA
requirements. The school will provide breakfast, lunch and snacks that all meet the FDA requirements.

III. How will the school demonstrate organizational viability?

A. Capacity
The founding group began with Mark Hathaway and Joanne Civitarese. They married and embarked on a career change in 2003. They opened a nonprofit PreK-K school in Lynn. Parents began expressing the desire to expand the program beyond kindergarten and the idea to apply for a charter began. Parents wanted a bilingual program that was academically rigorous with extended hours beyond the traditional school calendar. Joanne Civitarese recruited many of her colleagues from the Ipswich and Haverhill school districts to act as consultants and began working with parents from the Hathaway School and community members to map out what this proposed school would look like. The group met twice weekly over the summer and each member was assigned a task according to their expertise.

Joanne Civitarese would serve as principal of the school. She has a doctorate degree in Educational Administration with extensive experience working in urban school settings as a teacher, school administrator and at the central office level. Mark Hathaway who will serve as the school business manager is a certified public accountant, has experience operating a school lunch program and also has experience working with at risk children. Consultants to the project: Cynthia Welch-Philippino who has strengths in curriculum development; Karen Ferris lends her expertise in foreign language studies; Joyce McNeill has been a guidance counselor for 35 years with an area of expertise in assessment. She is also an attorney and a member of the Massachusetts Bar Association; Jacqueline Barlow holds a degree in elementary education; Heather Brings is an early childhood educator and resident of Lynn, Anthony Dean, technology and several parents from the Hathaway School who are also residents of Lynn.

1. Governance Structure

**Board of Trustees**
(set policy, evaluate the principal, approves teacher contracts, approves budget)
1

**Building Principal**
(responsible for all aspects of the day to day operation of the school, hires and evaluates all staff answers to the Board of Trustees, )
1

**School Business Manager**
(keeping the school fiscally sound, grants, federal/state funding school lunch program answers to the principal)
1

**Teachers**
Board members will be recruited from parents of the school and community members including members from the Lynn school systems.
Executive Summary of the Hathaway School

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The founding group of the proposed Hathaway Charter School has the professional credentials, experience and desire to provide all children enrolled in the school the opportunity to reach their highest potential.
Public Statement

The Hathaway School proposes to develop a PreK-12 school in which all children become bilingual. Beginning with a Two-Way Immersion kindergarten program, students will progress into a Partial-Immersion program through grade 6 and then transition into a sequential foreign language study through grades 7-12. The overall goals of the school are to provide a rigorous curriculum that promotes students’ communicative and academic proficiencies not only in their target language but also in English. In addition, students will develop multicultural awareness and a more enhanced global perspective.