

TEAMING EFFECTIVENESS

Teaming Effectiveness recommendations focus on aspects of staff interaction like collaboration, team meetings, and all those things that can contribute to meeting student needs in a middle-level environment.

1. Team Leader: Each teaching team has a team leader to facilitate the work of the team and provide communication with the administration, with other teams and with parents. Team leaders would have a job description, receive training and receive a stipend to be determined.

Under study by the Steering Committee

2. Team planning: Every team is guided by a set of expectations about how they utilize team planning time. **Under study by the Steering Committee**

- As recommended by the research, at least half of team planning time would be devoted to issues of curriculum, instruction and assessment
- The remainder of weekly team planning time should be used for student management issues, for team operational issues and for working with special services personnel (ELL, Special Education, school psychologist, math and literacy specialists, school counselors)

3. Each team has a set of beliefs and annual goals aligned with the school's mission and goals.

Potential implementation beginning school year 2009-2010

SCHOOL-HOME COMMUNICATIONS

This study group is focused on all aspects of communications, particularly that between Hadley and its families, and how communication can support student learning and the Hadley Mission.

Recommendations will be forthcoming once they are fully developed.

DECODING HADLEY—SOME HELPFUL DEFINITIONS

Academic Support: A class that will be introduced in 2008-2009 in place of Large Group for those students who are performing below grade level in Math and/or Language Arts. A curriculum will be written for this class.

Closed Campus: Hadley is a closed campus, meaning all students remain at school for lunch.

Core Classes: Literacy, Science, Social Science. These are the courses taught in a team setting.

Core curriculum: Math, Literacy, Science, and Social Science.

Core Extensions: Classes that HNH is proposing for 2009-2010 that would be based in the core curriculum and further develop aspects of it. (See Exploratory definition below.)

Exploratory: A rotation of courses at Hadley that provide exposure to the arts, life skills, foreign language, communication, technology, and health. HNH has expanded the definition to include Core Extensions, Band and Orchestra and PE.

Guided Study: An interim step for 2008-9 that replaced Large Group for those students who are not in Academic Support or foreign language. In 2009-2010, Guided Study will go away as the expanded Exploratory courses are implemented.

Block: A length of time greater than a normal class period. Literacy is taught in a 90-minute block; next year it is proposed that math be taught in a 60-minute block.

Large Group: Large Group was replaced by Academic Support and Guided Study this year. In past years, it provided a semi-structured setting for activities and study.

Student Activity Nights: Regular grade-level nights for students to socialize and have fun in a safe and supervised setting.

Teams: Hadley students are organized into three teams at each grade. The teams have most of their classes together and strive for a sense of unity and identity. The teams help make Hadley a "smaller" environment by reducing the number of teachers and students the children interact with on a daily basis.

Third Thursday: Parent visitation day. Parents are free to spend the day at school, following all or part of their child's schedule.

January 9, 2009



DRAFT UNTIL APPROVED

Summary of HNH Recommendations

Hadley Mission Statement

The purpose of Hadley Junior High School is to prepare our students intellectually and emotionally for their high school years and the future by providing a safe and supportive learning environment that meets the unique needs of our adolescent learners, while developing respectful relationships among students, staff, families and community.

Hadley New Horizons (HNH) is an organizational improvement effort that began in summer of 2007 with the goal of improving the academic, social and emotional experience for all Hadley students. The HNH recommendations fall into five main areas:

- Exploratory courses
- Time and Organization of the school day
- Respectful Relationships
- Teaming Effectiveness
- School-Home Communication

Submitted on behalf of
Steering Committee Members

Jill Amrhein	Gia Kunkel
Karen Carlson	Christine Marcinkewicz
Marge DeLaRosa	Matt McDonald
Chris Dransoff	Mimi Paull-Binette
Beth Ewoldt	Barb Oczkowicz
Diane Fanning	Julie Odom
Cheryl Hagerty	Ann Riebock
Heidi Hann	Emmah Welsh
Kim Hefner	Julie Worthen
Michelle Kasper	Ron Williamson

The HNH Steering Committee is confident in the recommendations and optimistic about the future of Hadley New Horizons. We thank the Board of Education and the Administration for providing the setting, support, time and resources that allowed us to delve deeply, dream productively, plan innovatively and collaborate resourcefully. We especially thank middle school expert and consultant Dr. Ron Williamson, who facilitated and supported our work with skill, constancy and wisdom.

Please send questions and comments on HNH to horizons@d41.org.

Exploratory: Target date of implementation beginning school year 2009-2010

These recommendations are intended to provide courses that align with learning standards and student interests and provide choice for students. Exploratory is defined as any class outside the core curriculum, including the newly recommended Exploratory courses, Core Extensions, Physical Education and Health, Academic Support, Foreign Language and Band and Orchestra.

1. Choice: Students have some focused choice in the Exploratory experiences at 6th grade, with greater choice in the 7th and 8th grades. Exploratory courses include topics currently offered at Hadley, plus instrumental music, performing arts, fine arts and a range of subjects from investing to military history to Lego robotics. A range of academic support opportunities have been developed to serve identified students and provide special education resource time and/or additional support skills.
2. Requirements: Sixth graders continue to have a required sequence that includes Art, Applied Technology, Life Skills, and Health. All Hadley students take PE every day. The State's Health requirement will be divided between the sixth and seventh grade.
4. Focus on learning: To eliminate pulling students from other classes for music lessons and to maximize learning time, Band and Orchestra become scheduled classes during the school day. HNH recommends that pulling students from class for non-academic reasons be reduced or eliminated in order to maximize instructional time and has created a schedule that supports this aim.
5. Exploratory Schedule: An A/B schedule is recommended for all Exploratory courses except PE. This means that 9-week courses would be offered every other day over an 18-week period (2 days during week one, 3 days during week two, or vice versa). The A/B schedule will provide flexibility and support the HNH goal of providing greater choice to students.

TIME AND ORGANIZATION

Time and Organization recommendations are intended to maximize learning time for students and provide greater flexibility in meeting student academic, social and emotional needs.

1. Schedule: Target date of implementation beginning school year 2009-2010

- 15-minute scheduling blocks (27 in total): Building the schedule using 15-minute increments allows flexibility in meeting student needs.
- Lunch: 30 minutes; lunch start times may be staggered every 15 minutes.
- Language Arts: 90-minute uninterrupted block, same teacher in the same room
- Mathematics: 60 minutes. This increase of 15 minutes per day in conjunction with scheduling Math apart from the team helps teachers better meet student learning needs.
- Teams include Literacy, Science and Social Studies. These teachers will have a common plan time to allow for team collaboration, as well as individual plan time.
- Mathematics and Exploratory classes may be multi-grade (7th and 8th) when appropriate.

2. Starting and Ending Times: No change recommended

Starting and ending the school day 30 minutes earlier (at 8 a.m.) was investigated as a way to minimize the need for students and teachers to leave early for extracurricular activities and to provide more opportunities for co-curricular activities. Due to complications created by changing times, mixed opinions of parents and staff and the high cost of providing transportation outside the existing bus schedule that links with Glenbard West, the idea is not recommended.



Respectful Relationship recommendations are meant to help Hadley develop and sustain positive relationships and connections between adults and students.

1. Establish an Encore (Encouraging Relationships) program:**Under study by the Steering Committee**

Encore would be an interest-based program to build connections between students and staff. The program would be organized around student interests and provide for student choice, involve all teachers and school staff and possibly consist of multi-grade groups. Program goals would mirror Illinois Learning Standards for Social Emotional Learning (SEL) Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. Encore would:

- Foster meaningful adult/student relationships through shared interests
- Let teachers and students get to know each other well
- Include lots of conversation while involved in the activity
- Promote greater student voice

Building and maintaining positive relationships with others is central to success in school and life and requires the ability to recognize the thoughts and perspectives of others. Establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others (From SEL Goal 2). There are a number of ways this program could be incorporated into the week.

2. Houses and Looping: Under study for potential implementation in 2010-2011

Research shows that long-term relationships have a positive impact on both student learning and school climate, and Houses and Looping are ways to support those relationships. The recommendations below have the flexibility to ensure that students experience a range of connections with students and teachers. Compared to the current Hadley structure, students will have more opportunities to develop relationships with peers outside their grade-level team; for example, although assigned to a House, students would be mixed with others in their grade level for Exploratories, Foreign Language, PE, Math and lunch. Looping would be voluntary for 7th and 8th grade teachers; the students of those teachers who choose to loop would not loop in the same class sections, but would be assigned in different groupings as they move to 8th grade. Regardless of what structures are implemented, processes will be in place to address problems between teachers and students or between students.

- Houses: Organize into three multi-grade Houses, each House consisting of three teams—one 6th, one 7th, and one 8th. Students would typically remain in their house for all three years for instruction in the content areas of Literacy, Science and Social Studies.
- Looping: The staff in each House would be encouraged although not mandated to adopt a looping model for 7th and 8th grade. This means that students moving to 8th grade would be assigned to the same teacher they had in 7th grade, although mixed into different class sections. This is similar to what already occurs with Exploratory and instrumental music.

3. Mentoring: Under study by the Steering Committee

Implement a mentoring program characterized by the following:

- For identified students (counselor and teacher identified)
- Throughout the year (variable start and end)
- Start with teacher-to-student mentoring; evolve to include student-to-student mentoring
- Include training for the volunteer teacher mentors (and ultimately for peer mentors), and an assessment or monitoring component

