



HNH Steering Committee members

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Many other teachers, staff members and parents are involved in Hadley New Horizons. The Steering Committee was established to help unify the work and guide communication around it.

Next year may be a transition toward change

*In this, the second issue of **HNH News**, I highlight our progress to date on the Hadley New Horizons improvement effort and share a graphic depiction of the decision-making process we are using. Although we are working on changes that may go into effect for the 2009-2010 school year, there may be some aspects we can implement in the 2008-2009 school year. As always, if you have questions or comments about the Hadley New Horizons work, or about Hadley in general, I welcome your calls.*

—Chris Dransoff, Principal, Hadley Junior High

Background: The desire to examine possible changes at Hadley originally surfaced through a review of the Exploratory program—a review that was triggered by the need to evaluate Hadley’s aging Exploratory equipment. The work began last summer with development of a Mission & Beliefs statement and has since become a larger project, called Hadley New Horizons (HNH). As issue #1 of **HNH News** noted, we have the help of middle school expert Ron Williamson, who is facilitating the work of study groups that are organized around Mission, Exploratory Programs, Time and Organization, Adult-Student Relationships, Home-School Communication, and Team Functioning.

What’s been done so far? Two study groups—Exploratory and Time and Organization—have developed preliminary recommendations. As we work toward meeting the needs of middle level learners, the HNH Steering Committee is reviewing these recommendations in light of their overall impact on students, staff and on Hadley as a system. These recommendations are intended to be implemented in the 2009-2010 school year, although some minor changes may be incorporated in 2008-2009.

Exploratory recommendations: Currently, Hadley students rotate through 7-week Exploratory modules in French, Spanish, Life Skills, Music, Visual Arts, Art Technology, Applied Technology, Communication and Health. Some of the changes that are being examined include aligning Exploratory courses with the 9-week marking periods, making band and orchestra designated classes instead of pulling students out of their other classes, and having the math department operate independently from the team structure in order to better serve students’ learning needs. Large Group would be replaced with academic support classes or core extensions. The Time and Organization study group is also creating recommendations regarding schedule and team structure.

The following are being discussed for implementation next year:

- Enhance the instructional benefit of the language arts block by scheduling it in a way that minimizes teachers sharing rooms and provides for each student to receive their LA instruction from one teacher.
- Treat math separately from the team to better serve learning needs.
- Restructure large group to provide more structured academic support for those students who need it.

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.

Communicating about HNH in words and images

In communicating about the Hadley New Horizons organizational improvement effort, it's important to let those interested know not only what is being worked on, but how. Below is an overview of the work to date, and a diagram that depicts how work moves through the discussion and decision-making process. This shows that the work is connected, organized and goes through a systematic, deliberative process that provides for stakeholder perspectives to be heard and considered.

Timeline of HNH work to date:

Spring '07: Consultant Ron Williamson reviewed Hadley's Exploratory Program. This project created awareness of the need for deeper organizational improvement work at Hadley, which the Board of Education approved.



Late summer '07: Hadley developed a Mission and Beliefs Statement to guide future work.

Early fall '07: Study groups identified for the areas of Exploratory, Time & Organization, Adult/Student Relationships, Home-School Communication, and Team Functioning. Members recruited from staff and parent community for Exploratory and Time & Organization groups.

Mid fall '07: Steering committee established to help keep work aligned and consistent, review study group recommendations and to establish a stakeholder communication plan. Members include staff and parents who are also on a study group in addition to administrative representation. The project named Hadley New Horizons and a logo created.

Early winter '07-'08: A subgroup of the steering committee developed a decision making process and began to lay out a calendar for tasks to be completed in order to implement study group recommendations.

Late winter '08: Recommendations from the Exploratory and the Time & Organization groups went to the Steering Committee. Solicitation of feedback from internal and external constituents began.

Spring '08: Adult-Student Relationships study group forming and will begin work in April.

