



Nurture. Empower. Inspire.



Changing Schedules, Changing Instruction

“Cooperative learning is most powerful after the students have acquired sufficient surface knowledge to then be involved in discussion and learning with their peers – usually in some structured manner. It is then most useful for learning concepts, verbal problem-solving, categorizing, spatial problem-solving, retention and memory, and guessing”

— **John A.C. Hattie**



Haddonfield Middle School: 6-8

We believe that all students should have a middle school experience that offers:

- Whole Student Development
- Authentic & Differentiated Instruction
- Technological Literacy
- Digital Proficiency
- Real World Experiences
- Creative Problem Solving
- Project-based learning
- Exploratory Program 6-8

Currently, a 6-day cycle only offers students 30 class periods over 180 days in most exploratory courses.

Each 47-minute period, to include a grade-level lunch/recess period, is designed to offer students a consistent and rigorous experience in all courses. All CORE courses will be offered on a M-F rotation.

Exploratory Courses: World Language, PE/Health, General Art, General Tech



The Seven Gears of the Future Ready Framework:

- Curriculum, Instruction, and Assessment
- Personalized Professional Learning
- Technology and Infrastructure
- Data and Privacy
- Community Partnerships
- Budget and Resources
- Use of Space and Time



New Courses

The **Accelerated Mathematics 6** course transitions students from the foundational skills learned in elementary grades through the preparation for Algebra 1 and beyond.

STEAM Courses: Introduction to Coding, Design & Modeling, Pre-Engineering, Introduction to Digital Design, Illustration Media, Film Production

Beginning in 2019, students in grade 6 will receive **90 days of art instruction and 90 days of technology education**. This offers students the opportunity to engage in instructional design that is student-centered as well as comprehensive.

There are plans to **explore the theatre arts for the 20-21 school year** as well, in addition to better articulation between the elementary and secondary high school models.

Techniques of Writing: added as a semester course **for all 8th graders** with a focus on the process of writing, as well as digital composition and research methods.



Social-Emotional Learning @HMS

Social-Emotional (SEL) Interventions will be developed in concert with our Counselors.

Intervention A days will allow us to implement groups (anxiety, relational groups, trauma/loss resilience, mindfulness, self-advocacy)

Intervention Models

Intentional, meaning they're aimed at a particular weakness.

They're specific and formalized. An intervention lasts a certain number of weeks or months and is reviewed at set intervals.

RTI is one approach to interventions based on a tiered model for academic interventions

Intervention may require reteaching or revising assessments

SEL Interventions



Introducing the Bulldawg Block

How to improve scheduling?

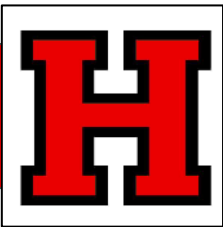
Bulldawg Block will replace Tutorial. Currently, all students are scheduled for an 8th period Tutorial period. During Tutorial, Chorus and Band meet which precludes our students from participating in Tutorial, limiting their ability to either receive intervention or assistance with homework.

Moving to the **Bulldawg Block** offers all students the opportunity to receive intervention on A days and enrichment on B days; consequently, each Bulldawg Block will be staggered to accommodate Chorus and Band which will finally be scheduled in the master thereby affording all students equal opportunity to engage in our performance art programs.

The Bulldawg Block will empower students.

The system supports organizing students and learning in such a way as to support asynchronous learning, whereas Tutorial is a period in the day that is scheduled simultaneously for all students to seek homework help.

A rotating A/B day allows educators to work with their students, to support student choice, to provide Response To Intervention Tier I-III strategies embedded into the curriculum, while also offering students the opportunity to design their instruction and engage in experiences meant to enrich each core area.



Why 2020?

Student Well-Being

Coping with stress and anxiety:

1 in 5 children have had a mental disorder that was seriously debilitating. Mood disorders including major depression are the third most common cause of hospitalization. Suicide is the second leading cause of death for individuals 15-34.

Target stress and anxiety within a high school environment.

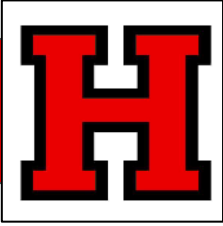
Possible services/areas to review:

Examine daily schedules and structure to address student stress and anxiety

Longer periods lead teachers to integrate social learning and collaboration

Block days provide more time for reflection and decreases transition

Hour lunch provides socialization and time to seek help and offer counseling programs without a loss of instruction.



Why change?

- **Optimize student experience**
- **Maximize instructional time across all departments**
- **Increase active learning and differentiation**
- **Increase use of various student-centered instructional strategies, 21st century teaching and learning**
- **Allow time to use multiple intelligences (highly effective but time-consuming)**



Focus Areas

Possible Modified Block

- What is it?
- 4 typical days (7 periods 43 minutes)
- 2 block days (4/3 periods 80 minutes)
- Hour lunch-currently 25 minutes
- Time for activities/clubs
- Structured study hall



Pros

- PD/PLC time for teachers
- Teachers available for office hours
- Clubs/Activities can meet during school hours
- Longer time for collaboration and cooperative learning
- Student Wellness
- Structured Study Hall



Cons

- Potentially less overall instructional time (TBD)
- Is a step toward student center/project based learning; PD will be needed as well
- One less period during the day (many students have SH and open campus in their schedule)
- Impact on electives is unknown



Next Steps into the Future

Current bell schedule committee: teacher from each department, two counselors, administration, adding parents and students to meet monthly.

- Brainstormed needs, reflect, set priorities
- Explore schedule options (observed Princeton)
- Design possible modified-block schedule unique to HF needs (mock schedule over spring break), make adjustments based on conflicts, etc.
- Professional Development: Pedagogy, 21st-Century learning skills, flipped classroom, student-directed learning, longer student engagement