



The Future of Hooker Oak: Will we remain a K-8 School or go back to K-6?

Proposal to Hooker Oak K-8 School's
Teachers, Parents, and Administration
January 2010

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- Jan 21 from 6-7 pm in the MPR.
- **January 28th: Parent Surveys due**

DRAFT

This is considered a draft, in that no decisions have been made about which option to follow yet.

Notes to parents

Dear Parents,

Hi, we are Mike, Denise and Kevin, the teachers that facilitate the 7/8 graders learning here at Hooker Oak. We are currently looking at if we will have enough 7th and 8th graders next year to remain a K-8 school. The 7/8 classroom currently has only 21 students, which puts Hooker Oak at risk of losing the 7/8 classrooms. This is strictly due to low enrollment making it financially unfeasible for the district to offer the program if the student enrollment drops below 30-35 students for the 2010/11 school year.

In response to this issue we have developed the following information that explores our options and allows teachers and parents to give input through surveys. This proposal was developed by a small independent committee that included us and a few Hooker Oak parents as well as input from the teaching staff.

This proposal has been presented to the teaching staff and Principal Sue Hegedus, and Joanne Parsley, Director of Educational Resources and provided to Superintendent, Kelly Staley. This proposal has only been reviewed by the district and Principal Sue to make sure we are not overstepping boundaries and to make sure that the options we now bring to you are plausible.

We appreciate your time in reviewing these proposals. Your input will be valuable in determining if Hooker Oak remains a K-8 school. Please take some time to review the proposal and submit the survey with your feedback.

Sincerely,

Denise Findlay

Kevin Barry

Mike Brooks

Dear Parent/s, and Caregiver/s of Hooker Oak Students,

I appreciate you taking time to help us determine the direction of our school. Hooker Oak K-8 is an Alternative School of Choice (ASOC) which is a status applied for by Chico Unified School District to the CA Department of Education for approval (see **Appendix A** for more information). Hooker Oak is unique in our school district because of its school-wide Open Structured Classroom Philosophy and because we are the only K-8 school. Hooker Oak is also one of two schools in the district with the ASOC status.

Through this process of deciding if Hooker Oak will remain a K-8 school or the configuration of that K-8 progression, it is important that we all understand the following:

1. *This proposal is not linked in any way to the Charter Committee.*
2. *This is a proposal that will only be implemented with approval from the district.* The process followed will be to compile an action recommendation from the teachers, parents and administration. This recommendation will be based on what is best for our students and our OSC community from the community's input regarding the options presented and what is the reality of implementing for the 2010-2011 school year. This is with the understanding that the final decision will come from the district based on that recommendation.
3. *Receivership from the state could affect/overrule any recommendation from the OSC Community/CUSD:* If the district should go into receivership with the state, all financial decisions are taken over by the state for Chico Unified School District. These decisions will probably not be based on what the OSC community desires or what is best for students necessarily. The decisions being made by the state will be based more on budget and would probably not give our 7-8 classes any strength of continuing if the numbers of students do not support the amount given by the state to pay for the staffing and housing of those classes.

Thank you for your help.

Sincerely,

Sue Hegedus, Principal

Purpose:

The purpose of this proposal is to help the Hooker Oak Open Structured Classroom (OSC) K-8 community make an informed and well-thought-out decision regarding the 7th and 8th grade classrooms. The proposal will show the pros and cons of the four options and give an overview of what will happen within each. The information in the proposal will allow the Hooker Oak OSC Community to make the decision by consensus. The goal is that the final decision will come from the teachers, parents and administration interacting, discussing and providing input on what they would like to see happen based on what is best for our students and our OSC community with the understanding that the final decision will come from the district based on the school community's recommendation.

The hope is that this be done in a positive and proactive manner.

Hooker Oak is a K-8 school; however, the 7/8 classroom currently has only 21 students, which puts Hooker Oak at risk of losing the 7/8 classrooms. This is strictly due to low enrollment making it financially unfeasible for the district to offer the program if the student enrollment drops below 30-35 students for the 2010/11 school year. This uncertainty of enrollment numbers happens *every* year. Some form of continuity needs to occur so that it is not an ongoing issue if possible.

The parents, teachers and administration are motivated to keep the 7/8 Open Structured Classroom. As a school we need to determine how we will sustain and expand our 7/8 classrooms or if we want to return to being a K-6 school. The efforts for continuance need to happen on a yearly basis. Please review the information below which includes four options. Parents will receive a survey in the mail and/or through email. **It is essential that parents return the survey in order for Hooker Oak K-8 School to make a decision based on everyone's input. Survey is on last page of this document.**

Current 7/8 Classroom

Hooker Oak became a K-8 school when the 7/8th grade classrooms were added in 2005. Parents, teachers, staff and the principal worked with the district to develop the 7/8th grade classrooms (See **Appendix A** for more information on the **History of the 7/8th grade classrooms**). These classes were implemented because the Hooker Oak OSC community wanted to see continuity in curriculum, faculty, staff members and program philosophy, therefore allowing a seamless transition from students' elementary learning to the students' secondary learning.

Hooker Oak provides a foundation of a familiar and supportive environment in order to prepare the students for the rigors of high school. The K-8 structure allows for students to be nurtured and supported for the first nine years of their academic life. This occurs in multi-age classrooms with personal and in-depth hands on learning. Junior high students from other schools are also welcome to become students at Hooker Oak in the 7/8 grade classrooms.

In May 2009, due to decreased enrollment projections for the 7th and 8th grade classes, staffing changes were made as there were projected numbers indicating only enough 7th and 8th graders for one classroom (the current 7/8 class has **21** students). Therefore, Denise became a 5/6 teacher, Beth Geise also became a 5/6 teacher (former 3/4 grades), and Mike Brooks continued as a 7/8 teacher and Linda Holm as a 5/6 teacher. A collaborative between the 5/6 grades teachers and the 7/8 grades teacher was formed.

The collaborative among these three teachers works in this way:

- Mike Brooks (or Mr. B, as his students call him) teaches 6th grade math for Denise's and Beth's students.
- Beth teaches 5th grade math for her own 5th graders and Denise's 5th grade students.
- Denise teaches 7/8th grade Science for Mr. B's students.

Mr. B has single subject credentials in English and Social Science and a supplement in Math. This rotation of the students ensures that the 7/8 graders have access to a science class, and see more than one teacher during the day. Mr. B and Denise are collaborating and working on ways to bring her 5/6 class together with his 7/8 class by exploring Cultural Universals (social systems, economic systems, political systems, religious systems and aesthetic systems) throughout the year, with the goal of having the classes work together on a big project (a museum or living history display) to present to the community and other schools near the end of the year. For more information about what is currently happening in the 7/8 classroom see Mr. B's blog at www.academicblingsociety.blogspot.com.

The collaboration also includes the enrichment classes and includes all three 5/6 grade classes and the 7/8 grade students. Instead of the 7/8 graders having elective classes at Hooker Oak, students participate in Enrichment classes.

These classes take place on Fridays for the last hour of the day. The enrichment classes are taught by volunteer parents with oversight by the teachers. Enrichment classes are five weeks long throughout the year and are extracurricular classes such as: scrapbooking, cooking, choir, basketball, business, and tutoring younger students (there was even one mom who taught a Thriller Dance class). This has been a great addition for the 5th, 6th, 7th and 8th grade students working on projects and in enrichment classes together.

To help the OSC community make a decision about which option to move forward, we need parents to participate in the school wide survey with as close to 100% participation as possible of the families.

Overview 7/8 Grade Classroom Options

Option 1: Offer OSC 7/8 Classrooms at one of the junior high school campuses.

Option 2: Restructure the classrooms with two teachers teaching 6th, 7th, and 8th with the goal that we recruit enough students to have three classrooms within two years (i.e. 105 students).

Option 3: End the 7/8th grade classrooms and turn Hooker Oak back into a K-6 school.

Option 4: Continue with one classroom with the goal to eventually fill two classrooms.

Input from Teachers

Only certificated staff completed the survey. Of the 16 certificated staff (15 teachers and 1 principal) 13 turned in their survey. Hooker Oak classified staff and the two special day class teachers did not participate in the survey. Below are the **Survey Results:**

Option	Option 1: Offer 7/8 classrooms at junior high	Option 2: Restructure to have two 6,7,8 classrooms	Option 3: Go back to K-6 School	Option 4: Continue with one 7/8 classroom
# of certificated staff who support option	2	6	2	3

Most of the support went to Option 2: Restructuring the multi-grade levels.

Details of Options

Although these options are being presented to the Hooker Oak K-8 community, it is on the basis that the school's parents and teachers come to a consensus on what option we would like to recommend to Chico Unified School District (CUSD). Once we decide what option we would like to move forward with, then we present our recommendation to CUSD, and once it is approved then we will need to determine how it will be implemented. One of the main issues that will need to be addressed is recruiting enough students. As it is *now* the time to recruit and maintain students for these grades, the urgency of this determination is to be considered at the same time as not rushing into anything without planning.

Option 1: Offer OSC 7/8 classrooms at one of the junior high school campuses.

If this option is recommended and approved by the district then the 7/8 grade teachers and representatives from the OSC community will explore moving the 7/8 classrooms to a junior high school campus. The goal would be that the 7/8 grade classes would be moved to physically be on a junior high campus, possibly Chico Junior High School. The OSC students would stay together as a *school within a school*, much like what currently exists for the Spanish Immersion Program at Chico Junior High and the ACT program and WEST program at Chico High School. The idea would be that the students would remain together for a morning (for instance) integrated/OSC content block and then would join the rest of the junior high population for PE and the one period of electives and possibly advanced math, such as Algebra II or Geometry.

Recruitment Issues for Option 1: If this option was implemented then we would need to recruit students from Hooker Oak to attend the junior high campus on which the OSC classrooms were located. In order for the program to be feasible as a *school within a school* we would need to recruit the current eight students going on to 8th grade to move into the new school setting and recruit an additional 22 to 27 students.

Teachers' Reasons for Choosing Option 1:

Two teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. **See Appendix B** for Teachers Input and Pros and Cons.

1. This would allow much of the OSC philosophy to continue and would also allow the students to have electives. Would also give them additional opportunities to make more friends their age.
2. No reasons given.

Option 2: Restructure the classrooms with two teachers teaching 6th, 7th, and 8th grades in 2010-2011 with the goal of a third teacher the next school year.

If this option is recommended and approved by the district then the Hooker Oak teachers would decide on the restructure of the multi-grade classrooms if needed. For more information about how the 6, 7, 8 grades classrooms would be set up, see section OSC Upper Grade Classroom on starting on page 8. Since this option is the only one that requires a new combination of upper grades, it is expanded upon by Hooker Oak teachers in the Appendix to give a perspective about the possibilities it would present for instruction.

Recruitment Issues for Option 2: Currently the 7/8th grade is made up on one classroom of 21 students. The restructure would allow there to be two classrooms with the goal of a third being added within two years. There are typically 45 6th grade students each year. If you combine those 45 students with the current 8 students who would be going into 8th grade, we would need to recruit approximately 7 to 12 students to make two classroom (ideally 7th graders). If a quarter of the incoming 7th graders stayed at Hooker Oak for junior high, we would have two classrooms in the upcoming school year (2010/11). In order to expand to three 6,7,8 classrooms half of the 6th grade students would need to stay each year for 7th and 8th grade making the 6,7,8 grade student body 90 to 105 max.

Teachers' Reason for Choosing Option 2:

Six teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. **See Appendix B.**

1. Many researchers (Vigotsky, Piaget, Eriksen) have included the ages 12-18 as one stage of childhood development: the age of adolescence. Students in 6th grade are around 12 years + and fit better with this stage—they begin to develop higher level thinking here. Also the flow of 6, 7, 8, would provide stability for the 7/8 program.
2. Many parents of this year's K classes choose HO because it is a K-8 school. They are excited to see the K-8 move into a more cohesive program. They want to see consistency and cooperation through the grades. Some restructuring is necessary if this is to happen.
3. I think that this option will be best for the kids at Hooker Oak. Well, better after the transition is complete—it will be tough to restructure and get everyone on board.
4. Allows concentration @ 1st grade on strengthening the reading-math foundations. 5/6 developmentally is not a good mix. 6-7-8 is shown in more current research to be better (developmentally, cognitively, emotionally, socially) for student learning and thinking skills similarly.
5. The configuration also allows single-grade K and 1st, which could be a great improvement over 1-2 as it is presently.
6. I think the present combinations are developmentally inappropriate. 3rd graders belong with primary age. Second and third graders are good for one another. The concepts in math, language and reading can flow easily into a 2 year cycle.

Option 3: End the 7/8th grade classrooms and turn Hooker Oak back into a K-6 school.

If this option is recommended and approved by the district then the Hooker Oak would go back to a K-6 school.

Recruitment Issues for Option 3: Hooker Oak would no longer be a K-8 school, therefore, no need to recruit.

Teachers' Reasons for Choosing Option 3:

Two teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. **See Appendix B.**

1. This program (the 7/8) I feel at this time is giving the OSC program a bad rap. I don't feel with one class and the 7/8 requirements, that any teacher can really teach with in the OSC philosophy.
2. I feel like some families have had success for their child here in the 7/8, but I feel like the students coming into the program now are not here for the "OSC Program"—and personally, I think there's been a lot more violence at our campus since the 7/8s have been here.

Option 4: Continue with one classroom with the goal to eventually fill two classrooms.

If this option is recommended and approved by the district then Hooker Oak would work towards continuing the 7/8 classrooms. Currently there are eight students who will be going on to 8th grade at Hooker Oak.

Recruitment Issues for Option 4: In order to keep one classroom we will need to recruit 22 to 27 students. If we were to retain half of the 6th graders then we can continue providing one classroom. If we want to grow to two classrooms, we would need to recruit 52 to 62 students. Even if all the 6th graders stayed at Hooker Oak, we need to recruit from other schools in order to have two classrooms.

Teachers' Reasons for Choosing Option 4:

Three teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. **See Appendix B.**

1. I would like to keep the 7/8 program at HO but have it be a continuation of an OSC classroom and part of our school – I feel very separate from the whole 7/8.
2. I like the way Hooker Oak is currently; that is a K-8th grade school. I really like having the 7/8th here. They are valuable members of the Hooker Oak atmosphere. I love their spirit, enthusiasm and their energy.
3. Keep it as it is (3 or 1 depending on what the parents want). Keep dream alive? Probably not possible now:(

6th Grade Survey: Why go to another 7/8 program?

Each school year Hooker Oak experience an up and down trend in 6th graders continuing at Hooker Oak for 7/8th grades. Below are the results of a parent survey conducted in January 2009 about why a family would not choose to stay at Hooker Oak for those grades.

Reasons 6th graders who were not staying at HO for 7/8 grades
6 - Family (other sibling or parents went there)
14 -Close to home
1 - HO doesn't prepare for High School
5 ½ -Friends there
1 ½ -Band offered
1 -Basketball offered
1 - Moving out of Chico USD
1 -Been here long time and want a different location
1 - Don't like HO
1 - Don't Know
33 responses from families with 6th graders in 2009

OSC Upper Grade Classrooms

The purpose of this section is to provide parents an overview of the upper grades and what they would potentially look like if the classes were restructured into 6,7,8th grade classrooms. This proposal has been expanded because it is the only one that is removed from keeping the status quo. It is important to understand what this would or could look like so that the option could be given some information about some unknowns. For the purpose of this proposal we will call the 6, 7, 8th grade students the Upper Grade Students. The Upper Grade Students at Hooker Oak are supported through the enriched environment that the Open Structured Classroom offers and is set up to meet their unique social and academic needs in order to prepare them for high school and beyond. The areas of concentration for the Upper Grades will be Academics, Technology and Community Service. This model is different than a junior high school model, because rather than being departmentalized like the junior high schools, Hooker Oak Upper Grade Classrooms allows for intimate learning community with close relationships to teachers, other adults and peers and students opportunities to make learning choices. The classrooms are also multi-grade with students learning from and teaching each other.

Social Needs

The Upper Grade Students' ages is one of the most challenging times in a student's life. Most of us can think back on our early teens and remember the social awkwardness, the need to fit in, the feeling of being between a young kid but not yet having the independence of a high schooler.

Peter Scales writes in his book, "Boxed In and Bored," about the difficulties junior high school students face. Many of them "often feel boxed in and bored. Too many young adolescents are lectured just when they need to explore and

interact in small groups. Too many are left without effective guidance and connections with caring adults just at the time when their physical, emotional, social, spiritual and cognitive selves are undergoing great changes. Too many are given curriculum that is less challenging and rules that are stricter than they experience in elementary school, just when they need more academic challenge and greater sense of participation in developing and enforcing the rules that regulate their behavior”.

In order to respond to these issues, Mike and Denise will use the Tribes Model as a way for students to discover their gifts through group learning. In Tribes: Discovering Gifts in Middle School, the author Jeanne Gibbs, describes young adolescents as “striving to achieve four developmental tasks... They are seeking autonomy and independence, social competency, meaning and purpose and the right to solve problems on their own” (Tribes: pg 14). The Tribes model focuses on youth development including intellectual, social, and emotional needs. The purpose of Tribes is to establish a positive culture for learning and is based on four agreements: 1. Attentive Listening 2. Mutual Respect 3. Right to Participate or Pass and 4. Appreciations/ No Put Downs. For more information about Tribes Learning visit www.tribes.com.

Academic Needs In order to present how the academic needs of the Upper Grade Students are addressed, the following questions will be answered:

- What will the students learn?
- How will the students learn it?
- How will we know the students learned it?
- What will we do if the students don't learn it?

These questions are from a model developed by Richard DuFour and colleagues in Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement by *Richard DuFour, Robert Eaker, and Robert Baker*.

The first two questions focus on the content of what the students will be learning and how the teacher will teach it. The second two questions focus on assessment.

Question One: What will the students learn?

The 7/8 grade students' core subjects are Humanities (English and Social Science), Mathematics (Pre-Algebra for the 7th graders and Algebra for the 8th graders), Science and Physical Education. They also participate in Art, Music and Enrichment Classes (explained earlier in section entitled “Current 7/8 Classroom”). The content for these subjects are based on the 20 Essential Standards determined and adopted by a collaborative effort of junior high school teachers within the district. Many people equate the standards to STAR testing; however, the standards are used to develop the units and projects. The standards are used for several reasons, including the fact that they provide a framework through students K-12 academic experience. The idea is that as a student moves up in grade level the standards address the student's academic and developmental needs. Another important component of the standards is they also provide a map for all teachers so that students aren't taught the same information year after year. (i.e. learning about China in 4th, 5th and 6th grades). The standards do not in any way define how the units /projects are taught or facilitated, just what the content is presented at which grades' levels. The Hooker Oak Upper grade classroom standards content will be rotated between the three grade levels 6, 7, and 8th grades using the Open Structured Classroom Philosophy. For a copy of the 20 Essential Standards visit the districts website at www.chicousd.org. Click on Teaching and Learning.

Question Two: How will the students learn it?

The Upper Grades (6, 7, 8) will be taught in three tiers: Year 1, Year 2 and Year 3. The following chart shows how the types of activities that will be incorporated into the classrooms and which OSC element is incorporated:

OSC Elements	Activities
Hands-on Projects	Science labs, simulations, traveling scientists, legacy literature, reword world application projects, community service, historians for hire.

Inventive Exploration	Real world applications, create your own science experiment, grade level projects, science fair, invention museum.
Mentoring Relationships with Kids	Teacher Aide opportunities, Tribes, Traveling Scientist, Historians for Hire, Legacy Literature
Multi-aged classrooms	6,7,8 (if restructure is chosen) or continue 7/8 grades
Strong academic achievement	Standards-based, assessment for learning, spiraling in curriculum, sequential curriculum, leveled.
Integrated curriculum through more than one content area	Mapped out curriculum of entire three years so teachers, students and parents know what child is learning and when.
Attention to student learning modes and preferences	Variety of project assessments, Project Menu, Portfolios, "Traditional" Assessment.
Individual and Social Responsibility	Team-based learning, grade level projects, community service, due dates.
Creative Arts	Fine arts teacher works with students, use of different mediums for projects, enrichment classes, legacy literature, Web 2.0, hands on humanities.
Communication Skills	Team-based learning, traveling scientists, Web 2.0
Self Concept Development which build Self Reliance and a Positive Learning Attitude	Team-based learning, tribes,
Problem Solving and Thinking Skills	Personal projects, team-based learning,

Questions Three and Four: How will we know the students have learned it? What will we do if the students don't learn it?

These questions address how students will be assessed on their work and participation and what the teachers will do if they are falling behind or just not understanding the content. Many people have a hard time with assessment and often equate it to grades and testing. Although those are ways to assess a students learning and are required by the state, the Hooker Oak Upper Grades School Classrooms are working toward implementing the Assessment for Learning Model. This is a method that has been developed through research and is proven to be effective and has been implemented in many schools in the U.S. and other countries.

Assessment for learning goes beyond looking at what a student knows, it is a process that looks at the core of the students learning and how to improve it. It also provides the students the opportunity to take a more active part in their learning with the teachers as a facilitator of learning. See **Appendix C**.

Next Steps

Survey Parents

Parents of the Hooker Oak K-8 OSC community will be surveyed. Our goal is to get as close to 100 percent participation as possible. You will receive a survey with the TWIG, or in the mail and/or by email.

Appendix A

Alternative School of Choice Information

Hooker Oak K-8 School is an Alternative School of Choice (ASOC) which is part of the "State law (*Education Code [EC]* sections 58500 through 58512) provides that school districts may establish and maintain alternative schools and programs of choice. These *EC* sections provide a definition of alternative schools of choice, declare the purposes of alternative schools of choice, and stipulate the requirements that alternative schools of choice must meet. Among these requirements are that both the teachers and the students must be selected from volunteers, that alternative schools of choice must be maintained and funded at the same level of support as other educational programs, and that the school

district must annually evaluate such schools and programs.” (Taken from the CA Dept of Education’s website <http://www.cde.ca.gov/sp/eo/as/aoverview.asp>).

History of Hooker Oak OSC 7/8 Classrooms In 2005, the OSC program at Hooker Oak expanded to grades seven and eight in order to offer a seamless K-8 experience. The first class had one teacher, Kevin Barry, and 26 students (22 seventh graders and 4 eighth graders). A group of dedicated parents wanting to see their children continue their upper school grades in an open structured classroom worked with the principal and the district to create the 7/8th grade classrooms. Since 2005, 187 students have attended the 7/8 grade classrooms at Hooker Oak. In 2007/08 and 2008/09 there were 52 students per school year, which allowed Hooker Oak to have two classrooms. There was an effort to expand the program to include a third classroom; however, not enough students were recruited.

The 2008-09 school year Mike Brooks was transferred from Bidwell Junior High School to teach in collaboration with Denise Findlay, with Kevin Barry choosing to move to the open kindergarten position. This also allowed Kevin to be free in the afternoon to teach PE to the 7th and 8th graders four days a week.

Appendix B

Teacher Survey Results

Option 1: Offer OSC 7/8 Classrooms at one of the junior high school campuses.

Two teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. See below.

Why do you like this choice?

1. This would allow much of the OSC philosophy to continue and would also allow the students to have electives. Would also give them additional opportunities to make more friends their age.
2. No reasons given

PROS	CONS
Example: would enable the OSC to continue and recruit more students who want to be on a junior high campus	Example: takes the older role models off the Hooker Oak campus
Students have electives (was given four times)	Keep “small groupings” and integrated curriculum
Allows them to move	Remakes K-8 option which many new families want
Familiar with what high school looks like	Not part of HO family
Better PE (was given two times)	Would students be integrated into their site, or seen apart from the majority of students on the campus?
Jr. Highs do offer good programs/classes	Hooker Oak wouldn’t be a K-8 anymore
Teachers could teach in their credential while still offering full course program to students	Students mixed in the general population would pick up Junior High habits
Less opportunity for special events if students were missing other classes to do so.	Couldn’t call HO a K-8 anymore
More kids would consider the program	Some inappropriate dress and behaviors kept from exposure to primary grades?
Kids who don’t like it can get out without changing schools	Would “feel” like the old split NH/OSC
Greater level of support for students (vice principal, counselors, etc)	Gets away from the “smaller community” feeling
Less draining on teachers (was given two times)	Not as “protected”
Leveled / Advanced math (was given two times)	2 different programs at a school cause some problems.
Might suit students who aren’t intimidated by big nutty campus and want more options, wider horizons	I would hate to lose the 7/8 th graders. Many parents and teachers worked hard to make Hooker Oak a K-8 school.
This program (the 7/8) I feel at this time is giving the OSC program a bad rap. I don’t feel with one class and the 7/8 requirements, that <u>any</u> teacher can really teach with in the OSC philosophy. (Was “dittoed” from their remarks about #3)	“school within a school” seems to bring conflict: most programs have responded (or expanded? Couldn’t read writing.) to whole site on bees (?) eliminated because of this, or in part because of this.
We could get a base/better rep. to continue building back at one site.	Not small learning community
This is a viable option, but the teachers would have to commit to integrated instruction	
More elective options for kids	
They’re around more kids their own age	
More activities.	
Keeps 7-8 alive	
Able to offer more music	
Continuation of the philosophy, which is one of the important ideas.	
Has the look to the community as more of a continuum like the immersion program	
Lets us build probably better than what currently exists and could grow to 4 classes. When it’s strong again, we could consider whether to bring it back or what?	

Option 2: Restructure the classrooms with two teachers teaching 6th, 7th, and 8th grades in 2010-2011 with the goal of a third teacher the next school year.

Six teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. See below.

1. Many researchers (Vigotsky, Piaget, Eriksen) have included the ages 12-18 as one stage of childhood development: the age of adolescence. Students in 6th grade are around 12 years + and fit better with this stage—they begin to develop higher level thinking here. Also the flow of 6, 7, 8, would provide stability for the 7/8 program.
2. Many parents of this year's K classes choose HO because it is a K-8 school. They are excited to see the K-8 move into a more cohesive program. They want to see consistency and cooperation through the grades. Some restructuring is necessary if this is to happen.
3. I think that this option will be best for the kids at Hooker Oak. Well, better after the transition is complete—it will be tough to restructure and get everyone on board.
4. Allows concentration @ 1st grade on strengthening the reading-math foundations. 5/6 developmentally is not a good mix. 6-7-8 is shown in more current research to be better (developmentally, cognitively, emotionally, socially) for student learning and thinking skills similarly.
5. The configuration also allows single-grade K and 1st, which could be a great improvement over 1-2 as it is presently.
6. I think the present combinations are developmentally inappropriate. 3rd graders belong with primary age. Second and third graders are good for one another. The concepts in math, language and reading can flow easily into a 2 year cycle.

PROS	CONS
Example: would put better suited developmental ages together	Example: messes with the current content combinations teachers have
See attached (person attached research from http://education.stateuniversity.com/pages/1826/Child-Development pages 1-8 with emphasis/highlights on pages 3-4 on adolescence)	Teachers loop now – teaching one grade level each year – they would need to learn one new grade level
Provides continuity for 6, 7, 8 –6 th graders begin to view themselves as part of a continuum	Some teachers will fight it: change means hard work (for awhile)
Allows us to look at the education experience from K-8 as opposed to thinking solely in grade bands	PE, electives, math will still be a challenge
Shaking things up could free us to look at other issues!	Two teachers at 3 grades will be difficult (still)
Better supports 6-7-8, opens education opportunities for those students	Don't want my 6 th grader with 7/8
And wouldn't it mean three 6-7-8 teachers or would we keep one 5-6?	The 5/6 seem better grouped with age/ability than the others.
K, 1, 2/3, 4/5, 6/7/8 are more developmentally appropriate groupings	What about teachers that are not included in the restructure now, what is their choice?
6-7-8 sets up nicely for three teacher goal	How do 6 th grade parents feel about this?
Encourages families to stay through upper grades (not likely to move for 6 th grade, then off to junior high)	Some 6 th ready/some not.
(would want us to) follow rec. of teachers involved	Don't like the idea with changing existing combination classes.
Like the ones alone to build a foundation for reading and math	Acters (?) all classes puts 6 th graders with middle school-loses small family concept
First half/third of first is very scary for first	Middle school concept
6 th is better suited to be with 7/8 developmentally	5 th /6 th is developmentally compatible.
5-6 is too large a maturation jump together	5 th /6 th is developmentally compatible
4-5 content is better matched as is 2-3	1 st needs older students as role models and leaders
Great potential for re-energizing the campus academically, emotionally, and progressively.	
More focus on single grades that are quite important	
Developmentally more appropriate combos	

Option 3: End the 7/8th grade classrooms and turn Hooker Oak back into a K-6 school.

Two teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. See below.

Why do you like this choice?

1. This program (the 7/8) I feel at this time is giving the OSC program a bad rap. I don't feel with one class and the 7/8 requirements, that any teacher can really teach with in the OSC philosophy.
2. I feel like some families have had success for their child here in the 7/8, but I feel like the students coming into the program now are not here for the "OSC Program"—and personally, I think there's been a lot more violence at our campus since the 7/8s have been here.

PROS	CONS
Example: would enable concentration on growing the K-6 continuum stronger without having to worry about recruitment every year	Example: would eliminate the smaller junior high experience for those who want it.
(said the examples about "sum it up")	(said the examples about "sum it up")
We recruit every year anyways so this would not change too much. I do realize that recruitment for the 7-8 grade classes is a big issue.	Parents don't have the K-8 option
We are attracting "non-OSC" kids/families, who could give a rip about this program.	Can we fill the campus? Back to sharing campus?
"last ditch" school, w/ I would imagine, lower levels/abilities = makes less the 1 teacher can do.	The parents and students that want a K-8 school really believe in a smaller junior high experience.
I would go somewhere else	I'd like to see it more integrated into our present school.
7/8 problems solved	I don't feel like there's been a lot of connection with the 7-8s and the rest of the school. Maybe I'm in the dark?
Easier for the K-6 teachers	I see none at this point, except that all of that hard work to make the 7/8 now is for nothing.
Could allow us to pay more attention to the K-6. Feel attention and energy for 7-8 is difficult some times when staff just wants them to do the "dirty" work around campus	I would go somewhere else
	Hooker Oak no longer a K-8
	Still leaves the 1-2 together and the 5-6 together
	Can we fill a K-6 school
	Status quo in K-6 is keeping us from thriving and growing
	Many families are here because of K-8
	Disrupts education for the 7 th graders who would disperse to junior high for 8 th only year.

Question from one teacher: Is growing larger a pro?

Option 4: Continue with one classroom with the goal to eventually fill two classrooms.

Three teachers choose this option to support. Below is why they chose this option. All teachers had the opportunity to list what they thought were the pros and cons to this option. See below.

Why do you like this choice?

1. I would like to keep the 7/8 program at HO but have it be a continuation of an OSC classroom and part of our school – I feel very separate from the whole 7/9.
2. I like the way Hooker Oak is currently; that is a K-8th grade school. I really like having the 7/8th here. They are valuable members of the Hooker Oak atmosphere. I love their spirit, enthusiasm and their energy.
3. Keep it as it is (3 or 1 depending on what the parents want). Keep dream alive? Probably not possible now:(

PROS	CONS
Retains middle school option <u>if</u> it can survive under current constraints	7-8 th is hanging out there with little support from the rest of the staff
Hooker Oak stays K-8	Some change is needed if the 7/8 option is to thrive
We could do well enough to fill 3	Power structure of the school remains stifling opportunities to grow is numbers <u>and</u> is thinking.
Not working, need to move on	Ignores a chance to really improve the school
	Feels like denial
	Requires ongoing commitment and lots of work from parents and teachers

Assessment for Learning Model

The four types of actions under the Assessment for Learning model include: 1. Questioning, 2. Feedback through marking, 3. Peer and self-assessment and 4. Formative use of summative tests.

This is a summary of information from the book Assessment for Learning, Putting it into practice by Paul Black, Christine Harrison, Clare Lee, Bethan Marshall and Dylan William.

1. Questioning

Teachers need to ask questions to determine what students are learning. Using formative assessment approach allows for longer wait time and ask questions that will allow the student to explore the subject rather than repeat back information. The purpose is to help students develop a deeper level of understanding. To facilitate this, teachers ask questions that promote learning. Students are given time on their own to think the question through, then form a team with one or more students to discuss, and then bring the ideas explored to the whole class discussion.

Key Approaches (excerpts from book).

- “More effort is spent on framing questions that are worth asking; that is questions which explore issues that are critical to the development of students’ understanding.”
- “Wait time has to be increased to several seconds to allow students time to think and everyone should be expected to have an answer and to contribute to the discussion. Then all answers, right or wrong, can be used to develop understanding. The aim is thoughtful improvement rather than getting it right first time.”
- “Follow-up activities have to be rich, in that they provide opportunities to ensure that meaningful interventions that extend the students’ understanding can take place.”

2. Feedback through marking

Feedback is essential for the student and teacher because it summarizes what they have learned and what are the next steps. The purpose of feedback through marking is to provide feedback on how to improve.

Key Approaches (excerpts from book).

- “Written tasks, alongside oral questioning, should encourage students to develop and show understanding of the key features of what they have learnt.”
- “Comments should identify what has been done well and what still needs improvement, and give guidance on how to make that improvement.”
- “Opportunities for students to follow up comments should be planned as part of the overall learning process.”

3. Peer and self-assessment

Key Approaches (excerpts from book).

“It is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do to reach it. Self assessment is essential to learning.”

- “The criteria for evaluating any learning achievements must be made transparent to students to enable them to have a clear overview both of the aims of their work and of what it means to complete it successfully. Such criteria may well be abstract-concrete examples should be used in modeling exercises to develop understanding.”
- “Students should be taught habits and skills of collaboration in peer-assessment, both because these are of intrinsic value and because peer-assessment can help develop the objectivity required for effective self-assessment.”
- “Students should be encouraged to bear in mind the aims of their work and to assess their own progress to meet these aims as they proceed. They will then be able to guide their own work and so become independent learners.”

4. Formative use of summative tests

Key Approaches (excerpts from book).

“Active involvement of students in the test process can help them to see that they can be beneficiaries rather than victims of testing because tests can help them improve their learning.”

- “Students should be engaged in a reflective review of the work they have done to enable them to plan their revisions effectively.”
- “Students should be encouraged to set questions and mark answers to help them, both to understand the assessment process and to focus further efforts for improvement.”
- “Students should be encouraged through peer- and self-assessment to apply criteria to help them understand how their work might be improved. This may include providing opportunities for them to re-work examination answers in class.”

Hooker Oak K-8 Structure Survey

The purpose of this survey is to get parent input about the Hooker Oak K-8 structure. The enrollment in the 7/8 grade classrooms was low this year and continues to fluctuate yearly, thus the yearly process of determining how to sustain and expand the 7/8 classrooms has begun. A committee of parents, teachers, district and school administration have joined together to work on studying Hooker Oak's K-8 structure and the future of the 7-8 classrooms within that structure. **Although this committee is separate from the PAB, it sees as its responsibility to include the entire Hooker Oak community in this study and is reporting to the PAB, staff and working to communicate with the district for their support.**

Your feedback is needed. This is extremely important to the continuation of the 7th and 8th grade OSC. Please take a couple of minutes to complete the survey. To take the survey:

- turn in the paper survey to the Hooker Oak office

Survey Due January 28th 2010: Please complete only one survey per family. Thank you.

The following information is required in order for us to track the surveys. Information will be kept confidential with only number results being published. Your name will not be used or disclosed.

First Name: _____ Last Name: _____

Email address: _____

If you are not interested in submitting a survey please check the box below and return or contact Principal Sue Hegedus with questions.
 I am not interested in submitting my input through this survey.

This survey is for current parents/families only. Your input is needed.

Part One will ask for grade levels of your child/children. **Part Two** of the survey is to give feedback about whether you want to keep Hooker Oak a K-8 school. **Part Three** of the survey will present three options on how to sustain and expand the 7th and 8th grade Open Structured Classrooms.

K-8 Classrooms

Part One: Family Information

Put the number of children you have currently at each grade level.

K___ 1st___ 2nd___ 3rd___ 4th___ 5th___ 6th___ 7th___ 8th___

Part Two: Present Thoughts: Please circle your answers.

1. I want Hooker Oak to continue being a K-8 school.
Yes No Not Sure

2. When I decided to bring my child(ren) to Hooker Oak, it was because it is a K-8 school.
Yes No 7/8 grade classrooms didn't exist

3. I plan on having my child(ren) complete 7 and 8th grades at Hooker Oak.
Yes No Not Sure

Part Three: Sustain and Expand 7th and 8th grade Open Structure Classrooms: In the beginnings of the proposal, four options have been presented to staff and are here presented to you. **Please choose which option you believe has the greatest success for sustaining the 7th -8th OSC classrooms.** Please go online to the school's website to read the entire proposal and to view the teaching staff's pros and cons about each option. Then, choose which option you would like to see occur and would then support. It is asked that you, as much as possible, use logic and thought, instead of emotion and past history regrets.

Option 1: Offer OSC 7/8 Classrooms at one of the junior high school campuses.

This would create a school within a school (students in OSC block in AM and in PE/electives in PM) much like the present Immersion program at Chico Junior High.

Option 2: Restructure the classrooms with two teachers teaching 6th, 7th, and 8th

This would create the following combinations of grades: 6/7/8 with the goal to expand the 6, 7,8th classrooms to a third teacher in two years. The combinations of the other grades will be determined if this option is followed.

Option 3: End offering the 7th & 8th as a classroom choice and return to a K-6 school.

End the constant 7-8 recruitment and competition with the junior highs and concentrate on grades K-6 only.

Option 4: Status quo: Leave the 7-8 as is

Do heavy recruitment and hope enough enrollments may be obtained.

Results of the survey and next steps will be posted on the website and in the TWIG.

Please feel free to add comments on a separate sheet of paper.