School Characteristics and Replicable Practices

**Academic Excellence**
- Dr. Robert Marzano's 10 design questions drive classroom strategies and behaviors, planning and preparing lessons, technology choices, and reflections on teaching.
- Professional growth activities are plentiful and varied for the staff members.
- Project-based learning is the instructional emphasis in English and Social Studies.
- Science-based inquiry through I-STEM is the instructional emphasis in Science.
• Data from ISTEP+, NWEA, PSAT 8/9, and Indiana Academic Standards Quarterly assessments drives instruction at Hebron Middle School.
• Hebron Middle School’s RTI and Special Education program is the catalyst for expeditious interventions.
• Students are offered both remediation and new challenges each 9-week period.
• Criteria cards are used to ensure uniform expectations of the teachers.
• Teachers incorporate differentiated instruction lessons for each learning unit.
• Through Dr. Jim Curry’s training, each teacher posts daily what students will be learning and how students will demonstrate the learning through…In our study of __________, students will learn ________________, and students will demonstrate this learning by ________________.
• Teachers meet regularly to discuss the implementation of the Indiana Academic Standards through weekly Professional Learning Communities and a grade-level meeting.
• Hebron Middle School is a 1 to 1 learning environment where students and staff use Google Education products.
• The 6+1 writing traits are used by all of the teaching staff.
• Project Based Learning and Service Learning is a major focus at all grade levels.

Developmental Responsiveness
• There is strong evidence that students feel safe at school.
• The mentoring program serves as the catalyst for every student having someone to connect with during the day.
• Taking part in community service projects has become the culture of Hebron Middle School.
• Teachers are organized in interdisciplinary teams that support middle level students and create a personalized learning environment.
• Weekly RTI meetings are conducted to discuss student academic progress and behaviors.
• The 4th period class is designed to meet the needs of the high ability student and the struggling student.
• Students have a full range of co-curricular activities.
• No child is ever cut from an athletic team.

Social Equity
• Hebron Middle School keeps parent/community members informed throughout the school year through our school website, School Messenger, Weekly Newsletters, committees, and the Harmony Student Management System.
• The staff is constantly reviewing curriculum, instructional methods, assessments, and scheduling in order to best meet the needs of all students.
• A small school environment permits a family atmosphere where all students are known and valued.
• Teachers have a common planning time.
• Professional Learning Communities are established and a late start Wednesday allows for staff collaboration.
• Students are very active in community and school driven service projects.
• The “Success” Program honors students in various ways throughout the school year for attendance, academic excellence, helping other students, for improving academically, participation, leadership, and athletics.
Organizational Support

• Hebron Middle School works well with the business community.
• The National Junior Honor Society and Student Council members are involved in many service learning projects.
• The schedule offers a great deal of flexibility to meet the needs of ALL students.
• Teachers meet at least twice a week in teams to address student programs and to plan instruction.
• There is a great deal of pride among Hebron Middle School students.
• Articulation awareness exists between the elementary school and the high school.
• There is support and collaboration by the district leadership.