

WELCOME TO  
NORTHSHORE  
NETWORKS  
MIDDLE SCHOOL!





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**AS LAST YEAR ENDED, WE DECIDED TO TAKE A  
COMPREHENSIVE AND BOLD APPROACH TO REIMAGING  
WHAT LIFE WOULD BE LIKE AT NN FOR OUR 7TH AND 8TH  
GRADERS. WE SAW NEEDS, WE DREAMED BIG AND WE  
ENDED UP WITH OUR PROGRAM FOR 2019 - 2020!**

# CONTENT SPECIALISTS



- + **THE NEED:** CORE CONTENT SPECIALIST & INCREASED RIGOR
- + **WHAT WE ENVISIONED:** STUDENTS WOULD RECEIVE CORE CONTENT FROM THE SPECIALIST.
- + **WHAT WE DID:** CREATED A SCHEDULE WITH GROUP CLASSES (SCIENCE, MATH, ENGLISH, AND HISTORY) FOR STUDENTS TO ATTEND 3 DAYS A WEEK, WITH 1:1 SESSION WITH THE LEAD TEACHER.
- + **WHAT DOES THIS ADDRESS:** STUDENT ENGAGEMENT; STUDENTS ARE ABLE TO RECEIVE COMPREHENSIVE RIGOROUS MATERIAL FROM A SPECIALIST. STUDENTS ARE MORE ENGAGED WITH THEIR MATERIAL BECAUSE THEY ARE RECEIVING INSTRUCTION FROM TEACHERS WHO ARE NOT ONLY EXPERTS, BUT PASSIONATE ABOUT THEIR SUBJECTS.







# ACCESSIBILITY, STRUCTURE, & CONSISTENCY

- + **THE NEED:** ACCESSIBILITY FOR STUDENTS, CONSISTENCY PROGRAM WIDE, COHESIVE AND COMPREHENSIVE LEARNING MANAGEMENT SYSTEMS
- + **WHAT WE ENVISIONED:** MIDDLE SCHOOL STUDENTS WOULD ALWAYS KNOW WHAT THEY COULD EXPECT AND HAVE EXPECTED OF THEM, HAVE BUILT-IN ROUTINES AND SYSTEMS, AND WOULD BE ABLE TO ACCESS TEACHERS, CONTENT AND RESOURCES ANYTIME AND ANYWHERE.
- + **WHAT WE DID:** LEVERAGED TECHNOLOGY, ADOPTED COMMON MANAGEMENT METHODS, & CREATED SYSTEMS TO MEET STUDENTS' NEEDS
- + **WHAT DOES THIS ADDRESS:** INCREASED STUDENT ENGAGEMENT AND HELPED CLOSE THE ACHIEVEMENT GAP.

# MANAGING GROUP WORK, COLLECTING & GIVING FEEDBACK FOR STUDENT WORK, & HELPING STUDENTS OUTSIDE THE CLASSROOM



Google Classroom

- + GRADING WITH A 50% BASELINE,
- + ADOPTING POGIL PROCESS ORIENTED GUIDED INQUIRY LEARNING
- + USING SYNERGY FOR UPCOMING ASSIGNMENTS, RESOURCES AND ONLINE TUTORIALS FOR MATH AND SCIENCE,
- + USING GOOGLE CLASSROOM'S CLASSWORK AND GRADING SYSTEMS TO EFFICIENTLY ASSIGN, RECEIVE, GRADE, AND PROVIDE FEEDBACK ON STUDENT WORK FOR ELA, HISTORY, HEALTH, AND FOCUSED LEARNING.

## FOCUSED LEARNING



- + **THE NEED:** WE HAVE A UNIQUE POPULATION. MANY OF OUR STUDENTS ARE HERE BECAUSE THEY STRUGGLE SOCIALLY, MENTALLY OR PHYSICALLY.
- + **WHAT WE ENVISIONED:** STUDENTS WOULD BECOME A COMMUNITY OF LEARNERS WHO WOULD SUPPORT EACH OTHER, LEARN ABOUT THEMSELVES, & MASTER VALUABLE SKILLS
- + **WHAT WE DID:** INCORPORATED MIDDLE SCHOOL FOCUSED LEARNING 2 HOURS EACH WEEK.
- + **WHAT DOES THIS ADDRESS:** ACHIEVEMENT GAP!



# MIDDLE SCHOOL SCIENCE



- + **THE NEED:** EXPOSURE TO CRITICAL SCIENCE THINKING DIALOGUE AND INQUIRY-BASED LEARNING AS PREPARATION FOR THE RIGOR AND EXPECTATIONS IN FUTURE HS SCIENCE COURSES
- + **WHAT WE ENVISIONED:** MULTI-GRADE GROUP SCIENCE CLASS STUDENTS WORKING IN COOPERATIVE GROUPS (WITH CLEARLY DEFINED ROLES) TO UNCOVER CONCEPTS IN SCIENCE THROUGH GUIDED INQUIRY AND IN-CLASS LABS WITH AN ENDORSED SCIENCE TEACHER
- + **WHAT WE DID:** ONCE A WEEK SCIENCE MEETING FOR ONE-HOUR, FOCUSING ON NGSS STANDARDS VIA INQUIRY-BASED CURRICULUM
- + **WHAT DOES THIS ADDRESS:** STUDENTS' ACHIEVEMENT GAP!







**THANKS FOR YOUR WORK ON  
BEHALF OF OUR PROGRAM!**



# English 12: Relevance, Choice, Preparation

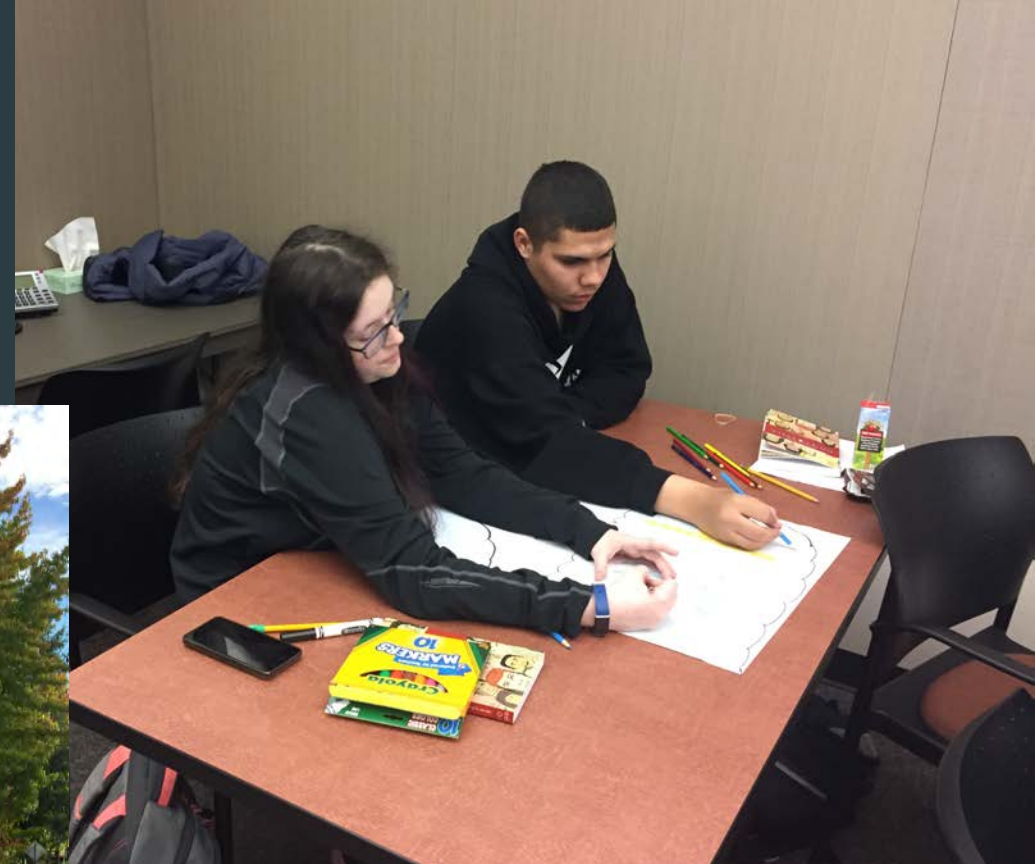


Class of 2018



# Focused Learning

- ▶ Mindfulness
- ▶ Exercise
- ▶ Social Emotional Learning
- ▶ Volunteering
- ▶ Well-Being
- ▶ School Work
- ▶ Progress





# Two Three-Week Well-Being Projects

- ▶ Mindfulness
- ▶ Savoring
- ▶ Gratitude
- ▶ Social Connection
- ▶ Exercise
- ▶ Core Strengths
- ▶ Sleep
- ▶ Electronic Fast
- ▶ Kindness





# What Students Say About Focused Learning

- ▶ “Because of this class, I have felt more centered in other classes. I’ve had more time to get school work done, which makes my grade in other classes much better.”
- ▶ “It has improved my overall mood for the week. It also helped me with mental health.”
- ▶ “I’m a lot more physically active and because of getting all my work done, a lot more relaxed.”
- ▶ “It’s made me more open to talking to people I don’t know, and it’s made me more outgoing.”
- ▶ “I have made a lot of new friends. Not only that but all the students here are very nice and kind.”



**SEL @**

**Northshore Networks**



Social Emotional Learning 9th-12th



# Our “Why”...

—

**“Students who have a sense of belonging and purpose, who can work well with classmates and peers to solve problems, who can plan and set goals, and who can persevere through challenges—in addition to being literate, numerate, and versed in scientific concepts and ideas—are more likely to maximize their opportunities and reach their full potential.”**



# Strategic Goal #5 Lifelong Success, Life after Graduation “*Senior Celebration*”

## SEL Last Year

- Relationship building exercises that created trust and an environment for students to share
- Incorporate collaborative group tasks
- Group focus was self awareness and regulation- developing character qualities \* Curiosity, Persistence/ grit, Adaptability, Leadership, Social and cultural awareness
- \*Met students where they were at..literally (floor, online, starbucks)

## SEL This Year

- Returning students are creating opportunities to build community
- Students considered the needs of students both last year's and new this year
- Use student initiated project to cultivate skills needed after they graduate- \*goal orientation, \*self-responsibility, \*time management, \*teamwork, \*financial planning- Introvert/Extrovert



## Strategic Goal #4 Creative, Innovative, Critical Thinkers



- Flexibility to reflect and modify based on student needs \*30 min SEL
- Allow students to engage in challenging/complex situations/concepts in a structured safe environment
- Students writing proposals for activities, essays for expression- not for credit! Requesting to debate
- Student initiated problem solving
- Ability to think outside the box- Walk and “pre-write” encourages students to identify what works best for their learning style, “verbal processing groups”

## Strategic Goal #3 Elimination of Outcome and Opportunity Gaps



- Students all have 1:1 support through their Lead Consultant
- Low class sizes allow for personalized support
- Opportunities to schedule tutor time with support staff
- Study Lab/Focused Learning provide academic study time with built-in support
- Self regulation and management skills allow students to overcome barriers and engage with academics -de-escalation space and strategies
- Referrals to advance training opportunities, internships, vocational or college plans based on student strengths

## Strategic Goal #2

### Responsible, Resilient, Empathetic Learners



- Core emotions, Cycle of Emotions, Core Values, Personality Types, Positive and Negative Stress
- Identify Strengths, Self Awareness, Self Regulation, Empowerment and Resilience
- Building these self reliance skills leads to more empathetic classrooms
- 9th-Art With Heart allows students to explore and share through art
- 10th-Focus is self and environmental awareness, emotions, strengths, strategies, community building, cultural awareness
- 11th-Focus is values, cultural awareness, actions, healthy communication and relationships, stress awareness and management,
- 12th-Healthy communication and habits, identify and put in context personality types and traits, making connections to family and community and life after high school

# Review



Student's SEL Folders / Review Sheets allow every student's voice to be heard, even those that struggle to share in class. It also provides students with a place to reflect and a way for staff to check in and gauge how students are interpreting the material



# Ways We Live SEL...



## Incremental Credit

- Allows students to earn credit for what they do



## Refocusing Spots

- Designated space that allows students to problem solve and re-engage in academics



## Accessible Materials

- Students can access most of their work online, allowing for productivity in non-traditional settings



## Intervention Plans

- Non-punitive, personalized strategies that are evaluated monthly

Thank You!