



# Reimagining Middle Schools

Chinook, Highland, Odle, Tillicum, Tyee

Welcome to The Reimagining Middle School (RMS) Design Team!

**Homeroom/Advisory and Problem Based Learning**

How will a  
reimagined  
middle school  
make you  
feel?



- 1-Name
- 2-Role/Perspective (a teacher, a parent, etc.),
- 3-Moment of joy this summer



hello

MY NAME IS

# Desired Outcomes:

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## *During the meeting, we will:*

- Build trusting relationships
- Establish agreements for how we work together
- Introduce/Review Equity Design Thinking Process
- Review RMS 2022-2023 proposal
- Preview timeline

## *In the Advisory and Problem Based Learning Design Teams, we will:*

- Capitalize on our expertise
- Learning more about advisory and problem-based learning



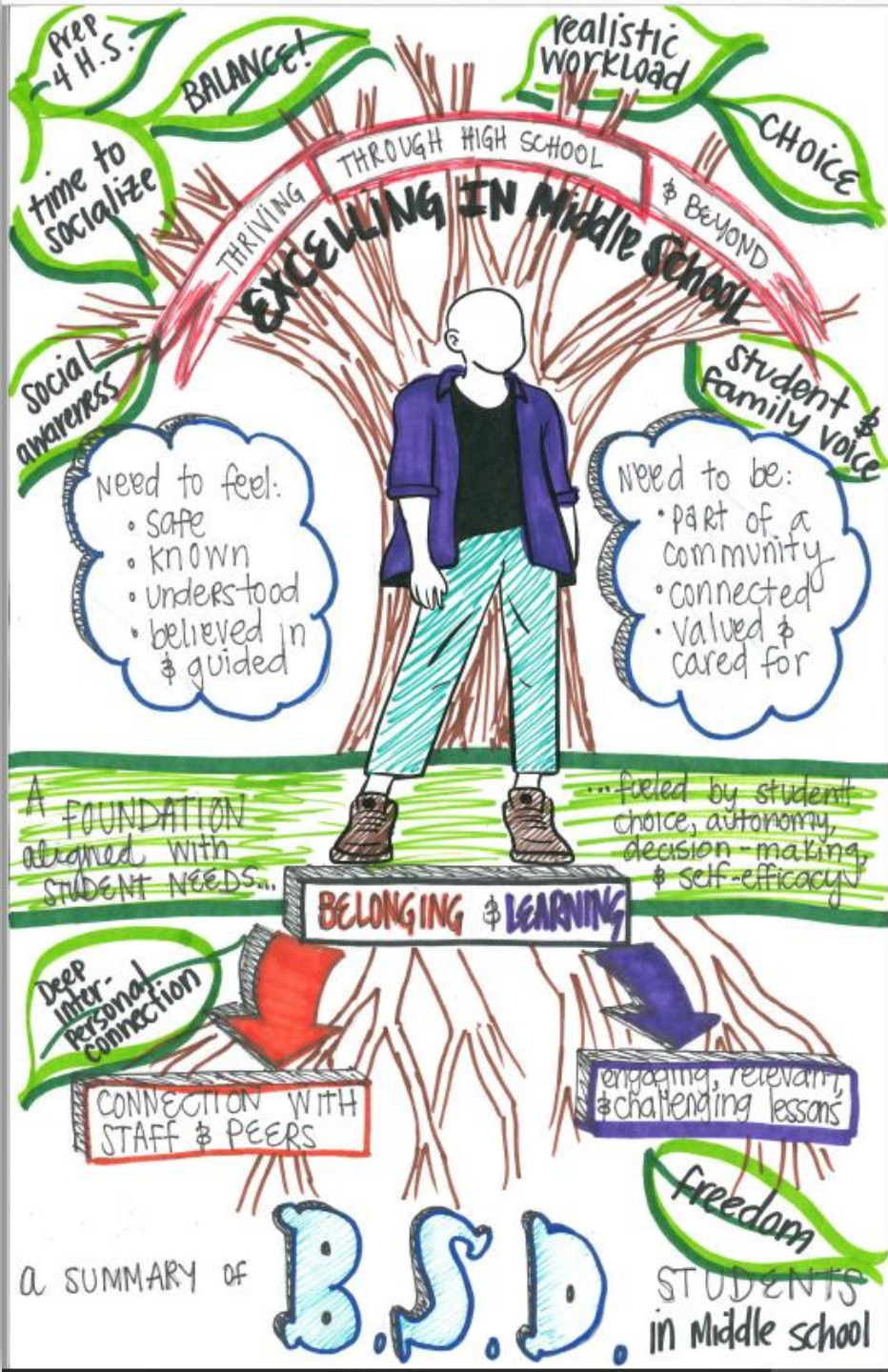
# Parking Lot

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Put your questions, comments, needs etc. here!





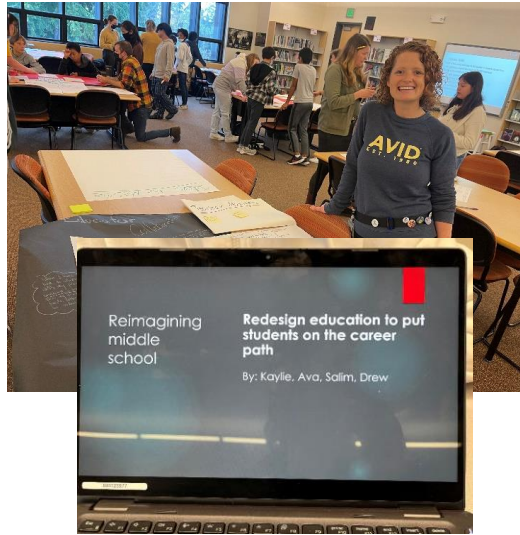
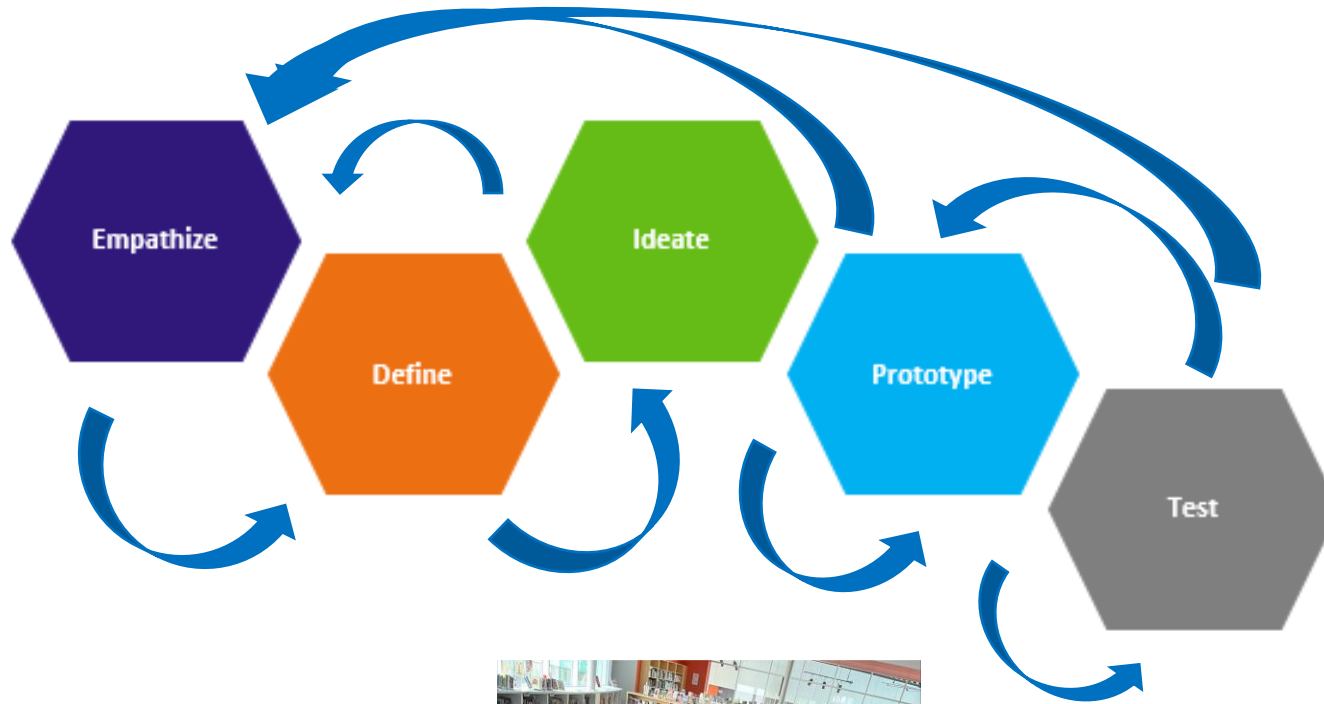


# Why Reimagine Middle Schools?

- **31%** of 6-8 graders **do not feel** a strong **sense of belonging**
- Approximately **30%** of 6-8<sup>th</sup> graders are **below standard** in **English Language Arts** proficiency
- Approximately **34%** of 6-8<sup>th</sup> graders are **below standard** in **Math** proficiency



# Equity-Centered Design Thinking Process



# *Our Listening Campaigns 2022-23*

Empathize

Define

Prototype

Test

## **Round 1: Empathize & Define**

- August-November
- 3 surveys
- 7 listening circles
- 10 Outreach visits
- 11 Student Panelists
- AVID Design Challenge
- Over 70 hours of Shadowing Students
- Additional data

## **Round 2: Prototype**

- March
- 18 Outreach visits
- Over 250 invested stakeholders
- Detailed, qualitative data

## **Round 3: Test**

- April
- MS Students
- MS Staff
- 5<sup>th</sup> -9<sup>th</sup> grade Families
- 2,925 completed surveys

Empathize



# What Does Research Say?

## The Successful Middle School: This We Believe

### Essential Attributes

AMLE affirms that an education for young adolescents must be:

#### Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

#### Challenging

Cultivating high expectations and advancing learning for every member of the school community.

#### Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

#### Equitable

Providing socially just learning opportunities and environments for every student.

#### Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.



From *The Successful Middle School: This We Believe*, published by the Association for Middle Level Education. Build your own professional development plan with the Successful Middle School program.

Visit [amle.org/sms](http://amle.org/sms)

### Characteristics

Successful middle schools exhibit the following 18 characteristics:



#### Culture and Community

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.



#### Curriculum, Instruction, and Assessment

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.



#### Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.



# We Learned From Others

## School Visits (January & February 2023)



Design39Campus (*San Diego, CA*)



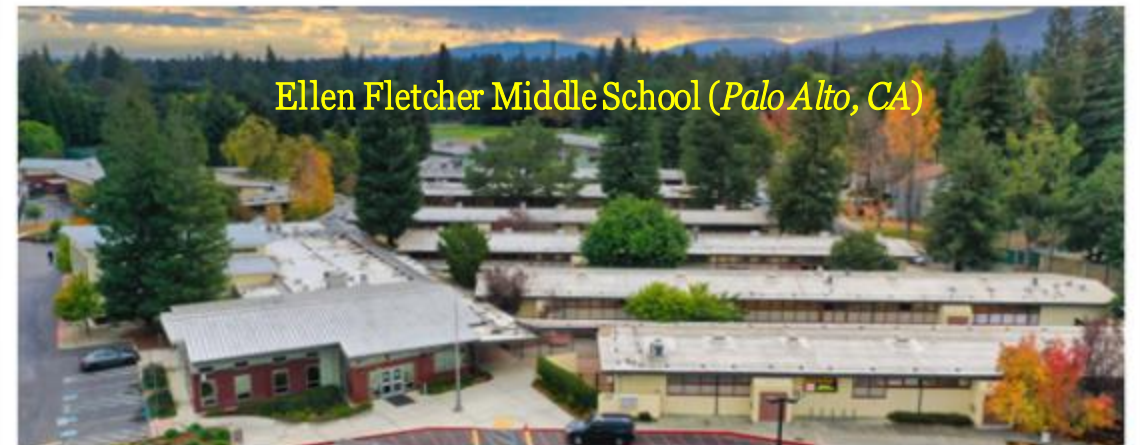
Odyssey Multiage Program (*Bainbridge Island, WA*)



Intrinsic School, Belmont Campus (*Chicago, IL*)



Summit Atlas (*West Seattle, WA*)



Ellen Fletcher Middle School (*Palo Alto, CA*)

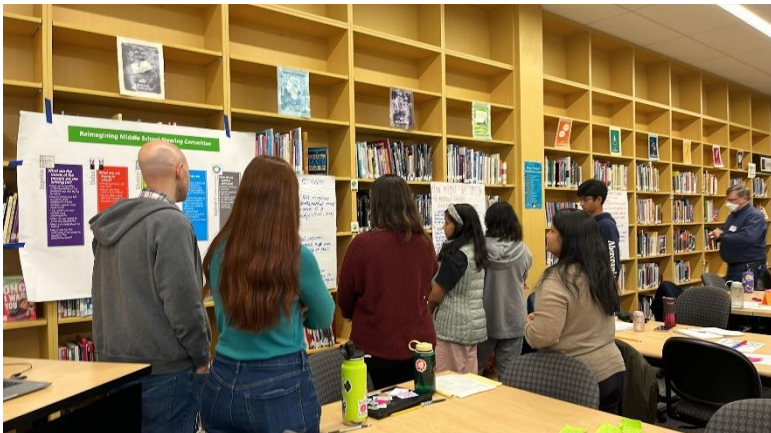
# What Emerged from “Empathize” Phase: *Student Needs*

## **Well-Being in Middle School:**

Students’ physical, social-emotional, community, and belonging needs are foundational to learning.

## **Academic Learning in Middle School:**

Ideally defined by student voice, choice, and responsibility in relevant, challenging, interactive, engaging, empowering environments.





# THE RMS VISION

WE WILL REDESIGN THE MIDDLE SCHOOL EXPERIENCE TO OFFER A DEVELOPMENTALLY RESPONSIVE, STUDENT-CENTERED EDUCATION

**1**

ROOTED IN RELATIONSHIPS

LEARNING ENVIRONMENTS  
& ACADEMIC  
INTERVENTIONS

**2**

**3**

SOCIAL INTERACTIONS &  
SOCIAL EMOTIONAL NEEDS

MEET STUDENTS WHERE  
THEY ARE

**4**

Opportunities Addressed by Each Prototype	Problem-Based Learning	Homeroom / Advisory	Teacher Teams	Scheduling
The need for increased sense of belonging		✓		✓
A lack of meaningful connections with peers and adults		✓	✓	
A need for breaks		✓		
A gap between skills taught and those needed for future success	✓			✓
Irrelevant instruction and use of time	✓		✓	
A lack of interactive learning environments	✓			
Meaningful engagement and empowering student voice	✓	✓		✓
The transition process between levels does not meet students' needs (elementary→middle and middle→high school)		✓	✓	✓

# Committee Recommendations

This is a time when students can connect with each other and feel like they belong at school. It can also help them when they move up to a new grade.

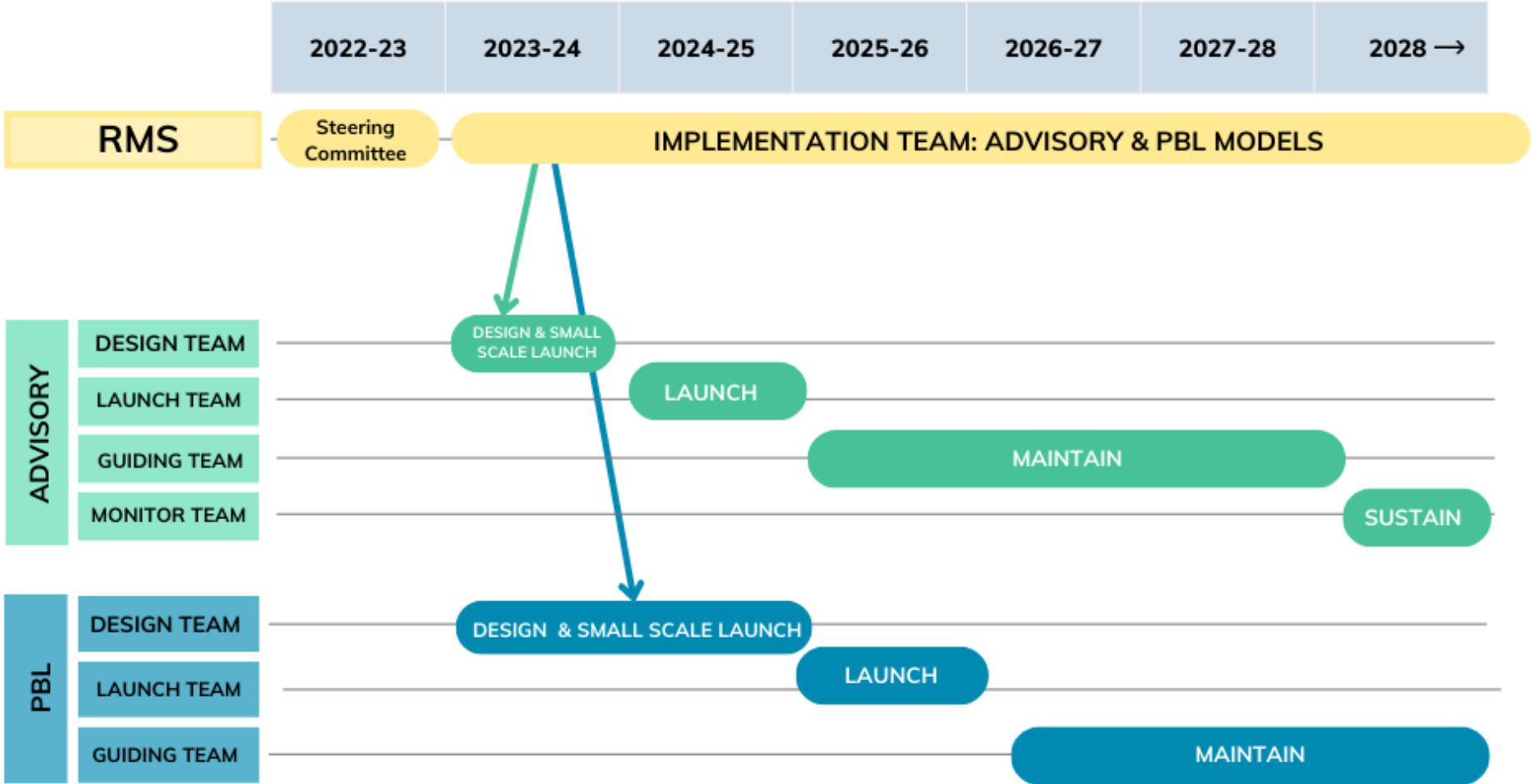


This is a way of learning where students get to do hands-on activities that are interesting and relevant to them. It can help them learn better and feel more motivated.

**Scheduling changes will be required to support implementation. The Teacher Teams prototype may be embedded in Advisory and PBL.**



# Recommended Implementation Timeline



Throughout the projects, we will leverage continuous cycles of improvement, stakeholder input and criteria for evaluation.

# ACKNOWLEDGEMENTS

Gabe Adams  
Anissa Bashey  
Courtney Baxtron  
Sahaj B  
Dee Bryant  
Jessi Cassidy  
Naomi Calvo  
Susie Q Challancin  
Noelle C  
Thea Clarkson  
Eva Collins  
Kalena Crafton

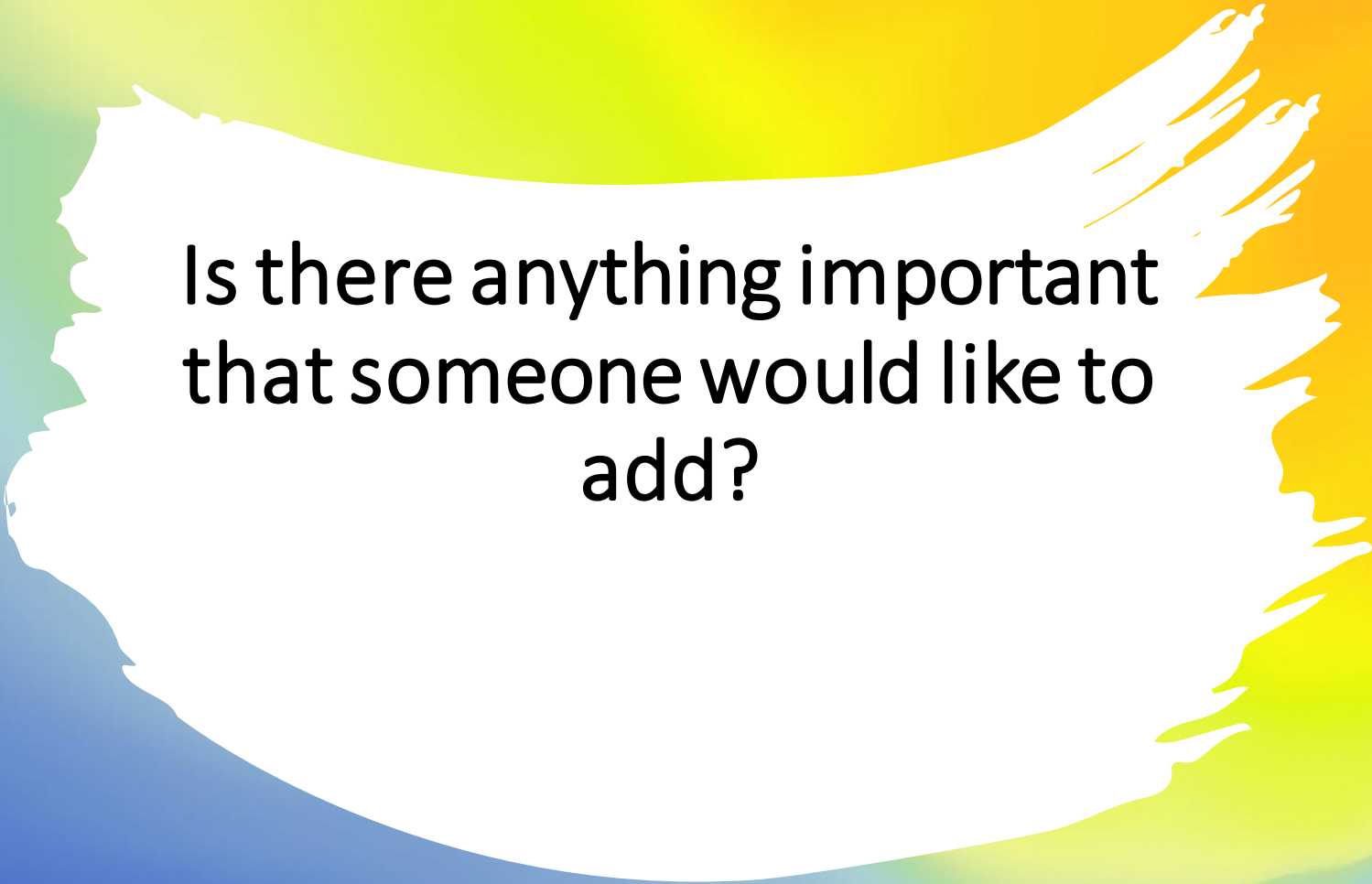
Darren Downs  
Tom Duenwald  
Scott Gregorich  
Hasini J  
Tori Knight  
Giovanni L  
Regen Lorden  
Melisa Macias  
Valeri Makam  
Gaurav Malhotra  
Melanie McGee  
Ishaan M

Drew O'Connell  
James Peterson  
Nellie Pogolian  
Wendy Powell  
Dan Sakaue  
Mariela Stockdale  
Diego S  
Sharon Kautz  
Susan Thomas  
Gargi Trichel  
Anna Van Windekens  
Danielle Virata  
Mathew Wright

# ACKNOWLEDGEMENTS

Chinook Middle School  
Highland Middle School  
Ode Middle School  
Tillicum Middle School  
Tyee Middle School  
The Bellevue Big Picture School  
The International School  
Bellevue Education Association (BEA)  
Bellevue PTSA Council and Building PTSA  
BSD Data & Assessment Department  
AVID Programs  
And Various School Groups and Clubs



A white, torn-edge shape, resembling a piece of paper or a speech bubble, is centered on a background with a vertical color gradient. The top of the background is yellow and orange, while the bottom is a deep blue. The white shape has irregular, jagged edges, particularly on the right side where it looks like it might be torn or frayed.

Is there anything important  
that someone would like to  
add?

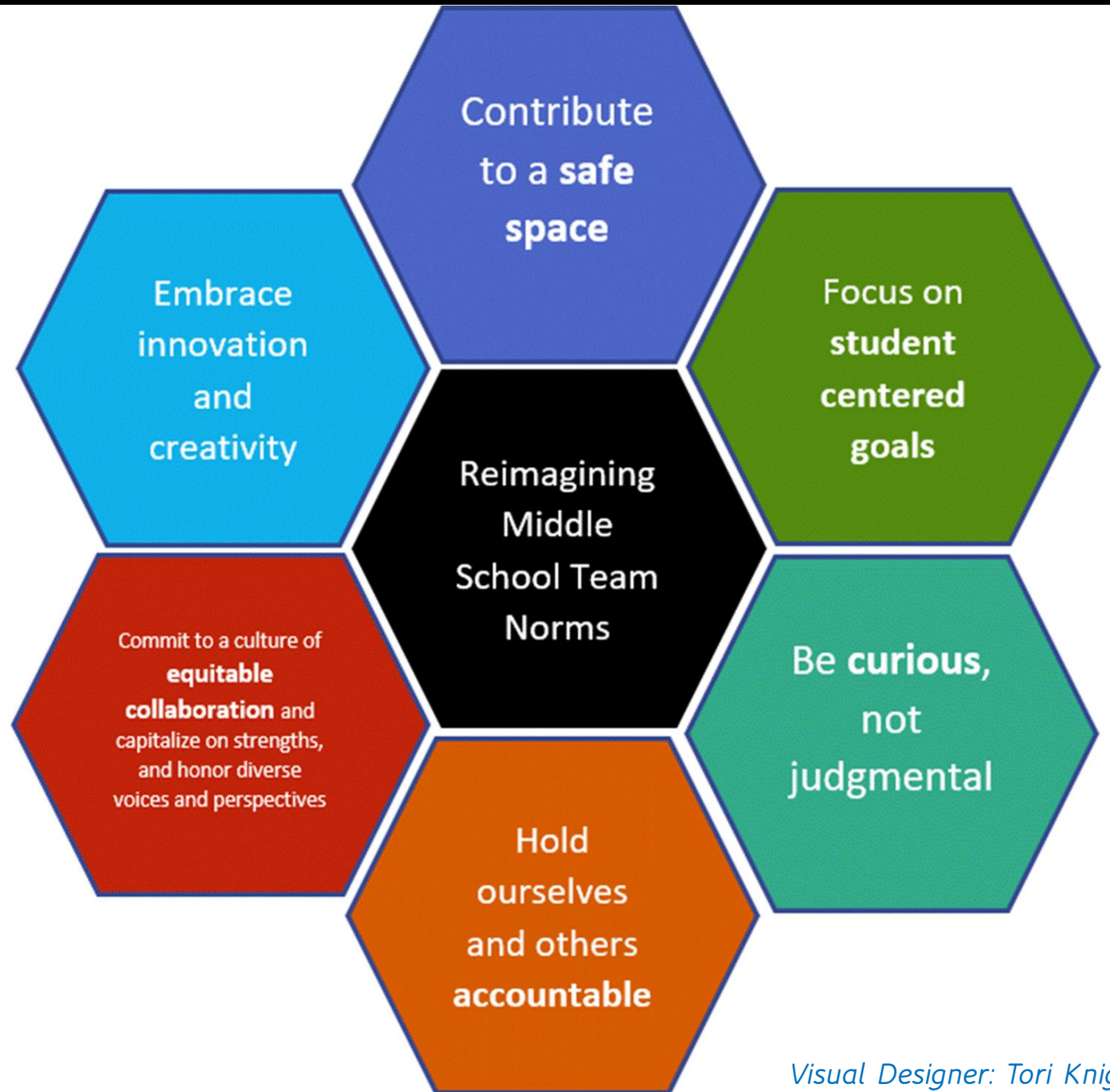
A wooden block pyramid spelling 'TIME FOR A BREAK!' is positioned in front of a clock. The clock face is visible in the background, showing numbers from 8 to 12. The blocks are arranged in three rows: the top row has four blocks spelling 'TIME', the middle row has four blocks spelling 'FOR A', and the bottom row has six blocks spelling 'BREAK!'. The blocks are light-colored wood with black lettering. The clock has a white face with black numbers and hands. The background is dark and out of focus.

TIME  
FOR A  
BREAK!

# Community Agreements & Roles

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Note Taker



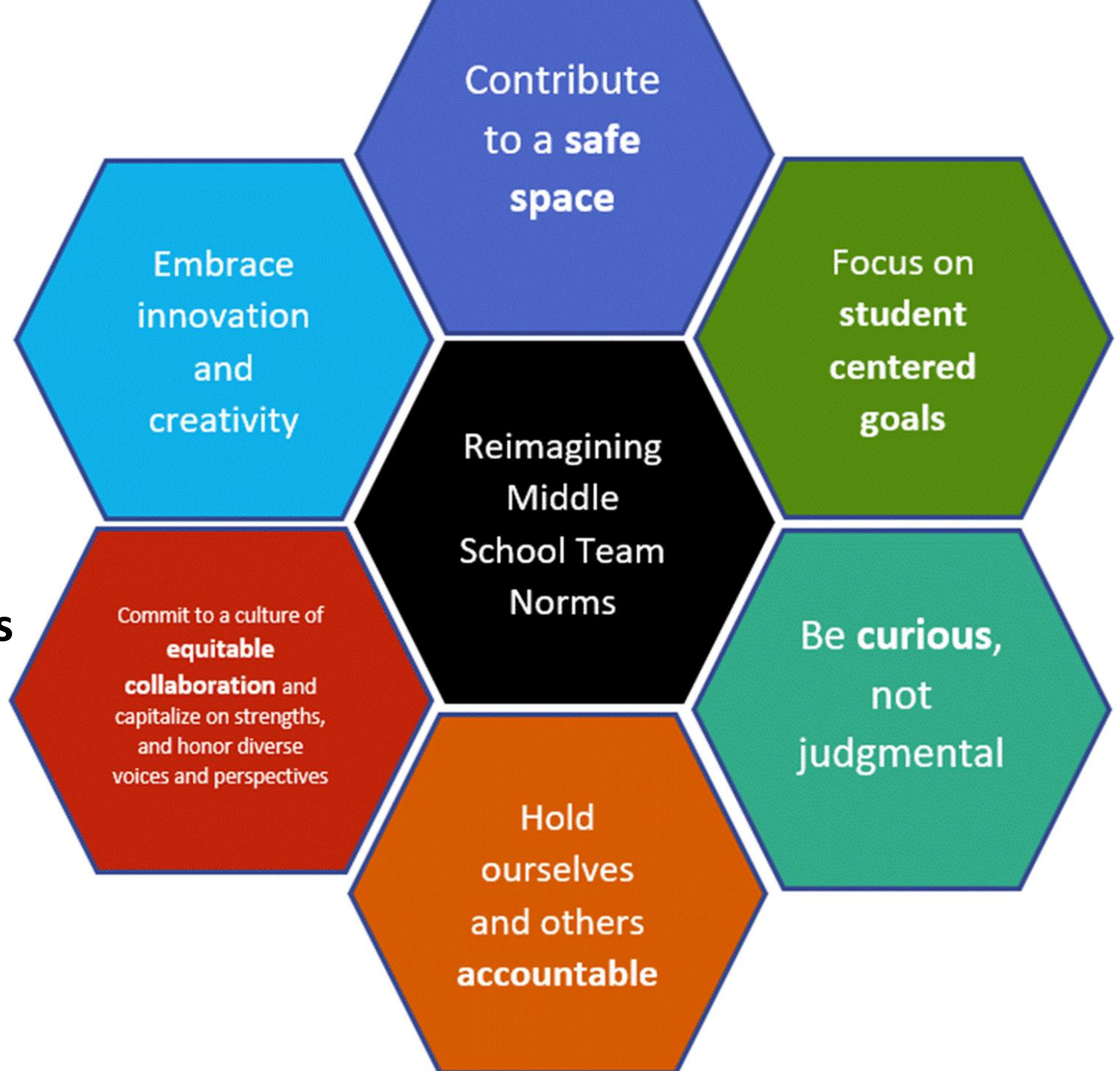
Visual Designer: Tori Knight



How do you see yourself contributing to upholding the community agreements and fostering a positive team environment?

Are there any additional values or guidelines that you believe should be part of our community agreements?

Community Agreements



# Introductions

Name

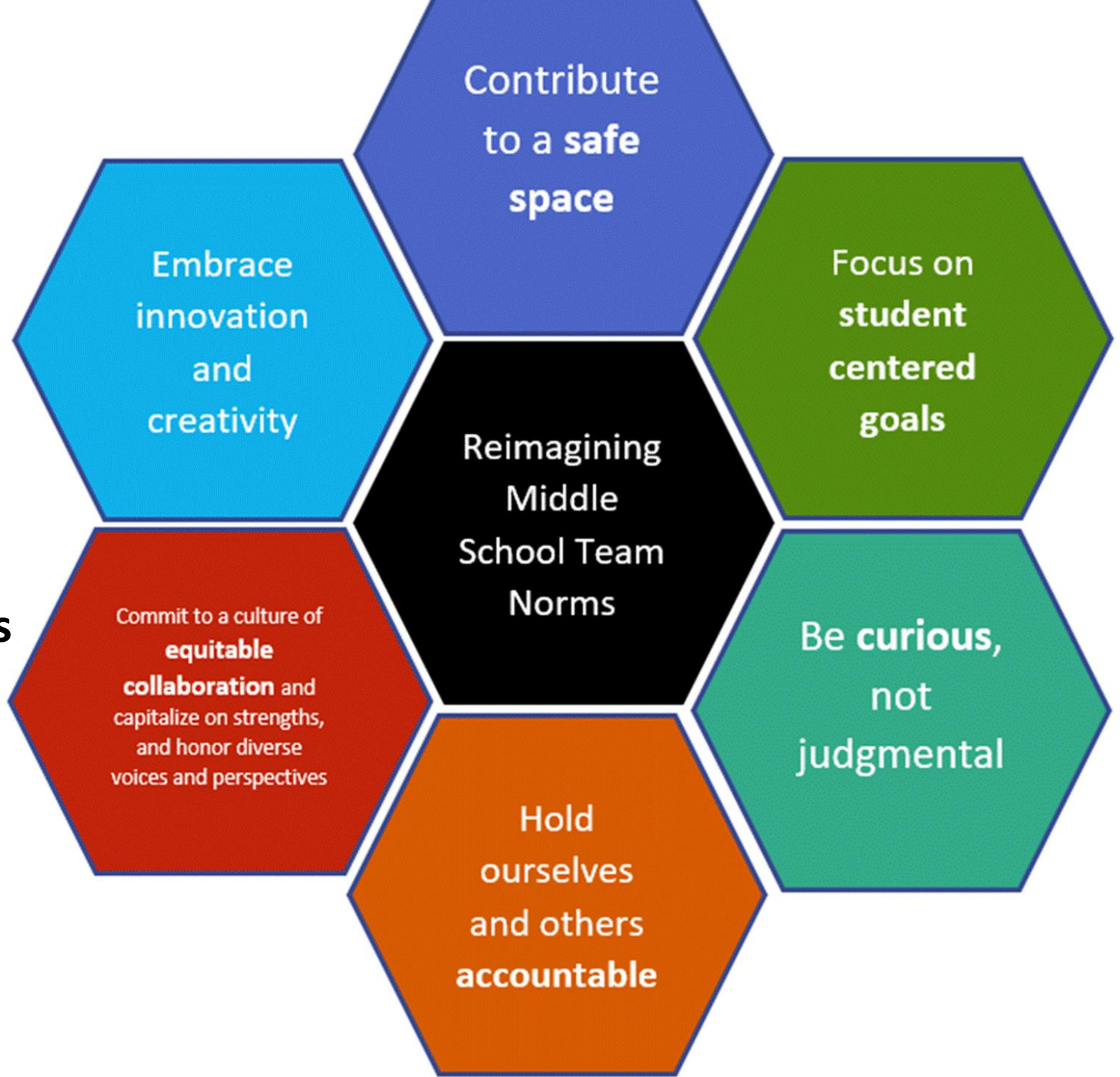
Role

Building

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Community Agreements

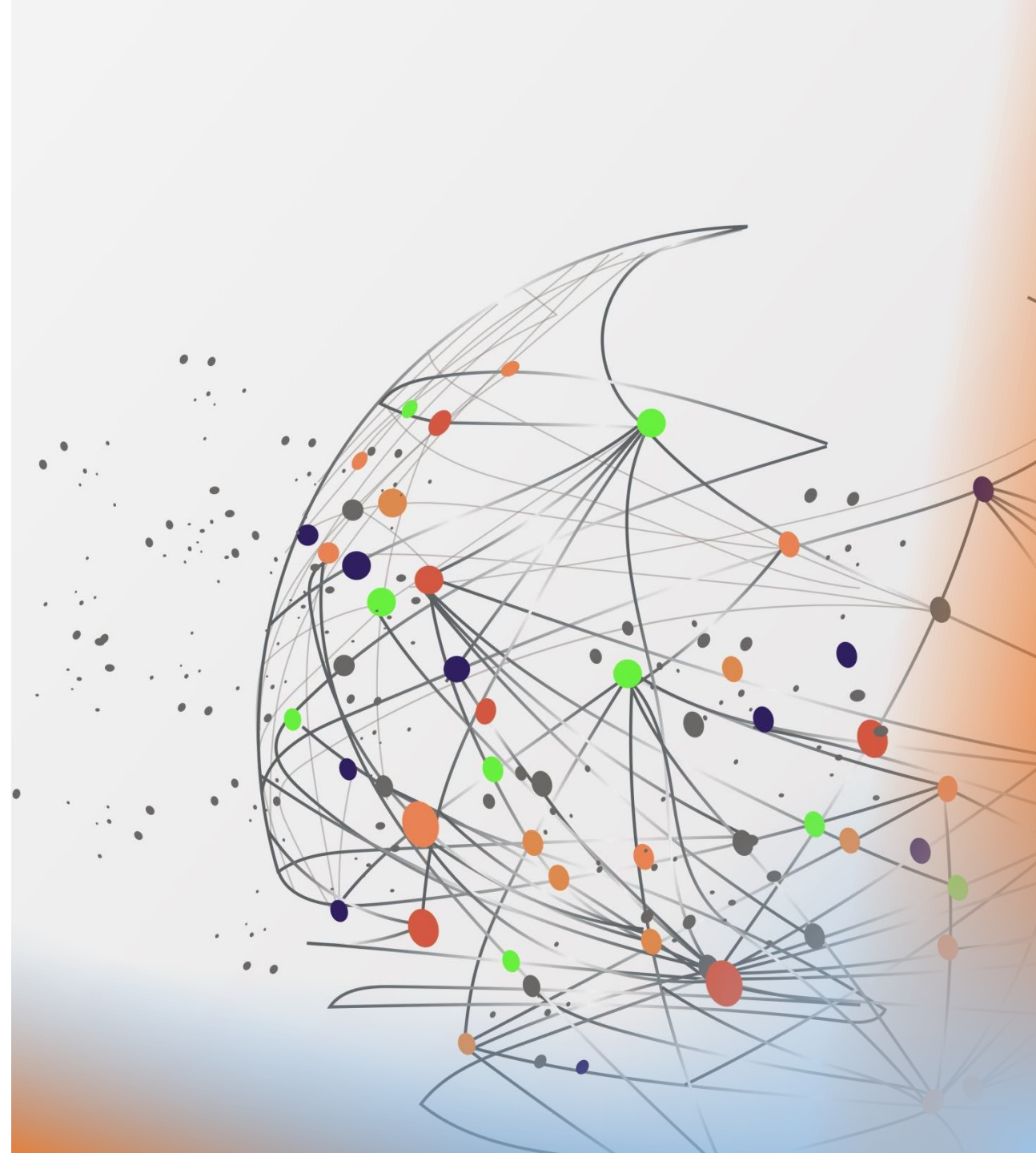




# What is coming up?

We will be in two design teams: **Advisory** and **Problem Based Learning**

- Using equity design thinking as our methodology
- Learning about different models
- Engaging deeply with students, families and staff





*Overall project goal:* To collaboratively craft **an implementation plan** to be shared with **our Superintendent and Executive Team** about **middle school structures and practices** that better serve the **developmental, social-emotional, and academic needs of our middle school students**.

*Project deliverables:*

The RMS Committee's **implementation plan** will be based on research and stakeholder engagement and that phase in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

**The five questions below call us to fundamentally shift our practice in how we have historically engaged with our communities to produce more equitable outcomes. These questions are intended to be infused throughout the decision-making or planning process.**

- History demonstrates there are clear academic, emotional, and social inequities experienced by students, families, and staff who have been minoritized. What efforts have been made to understand this history from speaking to those who experienced it directly and indirectly to ensure an equitable decision and outcome?
- Who are the racial, ethnic, and historically marginalized groups impacted by this decision and what are the potential impacts they may face?
- How have you included the lived experiences of those you don't typically consider and those you believe will be most impacted by this decision?
- What are the barriers (things you can work around) and constraints (things you cannot change) to advancing racial equity, access, and inclusion, and how will you address them?
- Prior to making this decision, how did you return to (or engage) those most impacted by the decision, and evaluate the extent to which the decision furthers justice and belonging? Adjust as needed.

# Transition Time

A photograph of a classroom scene. A male teacher in a light blue shirt and jeans is leaning over a desk, smiling and interacting with a group of students. The students, a mix of young men and women, are seated at desks with blue chairs. Some are looking at the teacher, while others are looking at papers or devices. The classroom has large windows in the background, letting in natural light. The overall atmosphere is positive and collaborative.

Welcome  
Advisory/Homeroom Design  
Team!

# Our Agenda for Today

10:30-11:30	Design team will embark on a collaborative journey to co-design innovative approaches centered around advisory/homeroom practices. <ul style="list-style-type: none"><li>•Capitalizing our expertise, knowledge and perspective</li></ul>
11:30-12:15	Lunch! Taco Bar (whole group)
12:15-1:30	Design team will embark on a collaborative journey to co-design innovative approaches centered around advisory/homeroom practices. <ul style="list-style-type: none"><li>•Capitalizing our expertise, knowledge and perspective</li><li>•Exploring models and ideas</li></ul>
1:30 - 2:00	Whole group closure



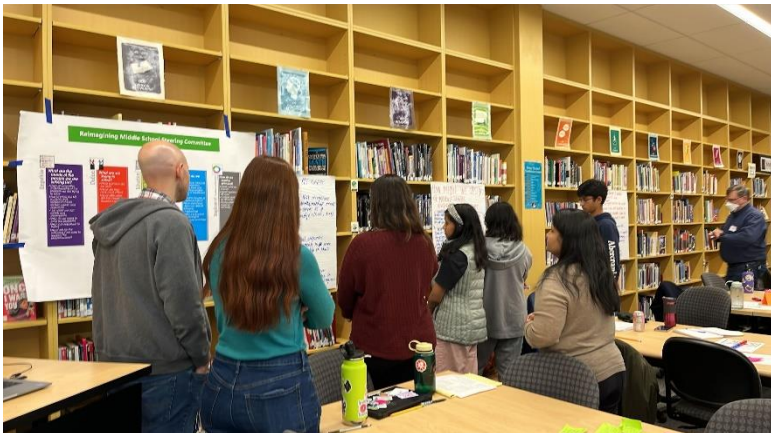
# What Emerged from “Empathize” Phase: *Student Needs*

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Students’ physical, social-emotional, community, and belonging needs are foundational to learning.

## Academic Learning in Middle School:

Ideally defined by student voice, choice, and responsibility in relevant, challenging, interactive, engaging, empowering environments.



# Desired Outcomes for Today:

- Begin building **relationships** and start establishing **trust** so that we can...
  - Each feel **valued** and **empowered** in this work
  - Have a strong sense of **agency** and **voice** in the process
- **Contribute** from our own experiences and knowledge
- Learn about each other's **why**
- Leave feeling **inspired** and **hopeful**!

# Introductions – let's go a bit deeper

We will all share these:

I am \_\_\_\_\_ (what do you want to be called?)

My pronouns are \_\_\_\_\_

I am currently \_\_\_\_\_ (role within BSD)

Pick one to share with entire group

I grew up \_\_\_\_\_ (part of the world)

I enjoy spending time: \_\_\_\_\_

In this work, I bring the perspective of \_\_\_\_\_

Example: rising 8<sup>th</sup> grade student at Tyee Middle School, mother of multi-racial student, science teacher, administrator, central office, person who cares deeply about \_\_\_\_\_ students)





# Learning, Exploring & Design Agreements

Besides our Community Agreements, what else do we need to enable us  
to do this work?



# Know Your Why

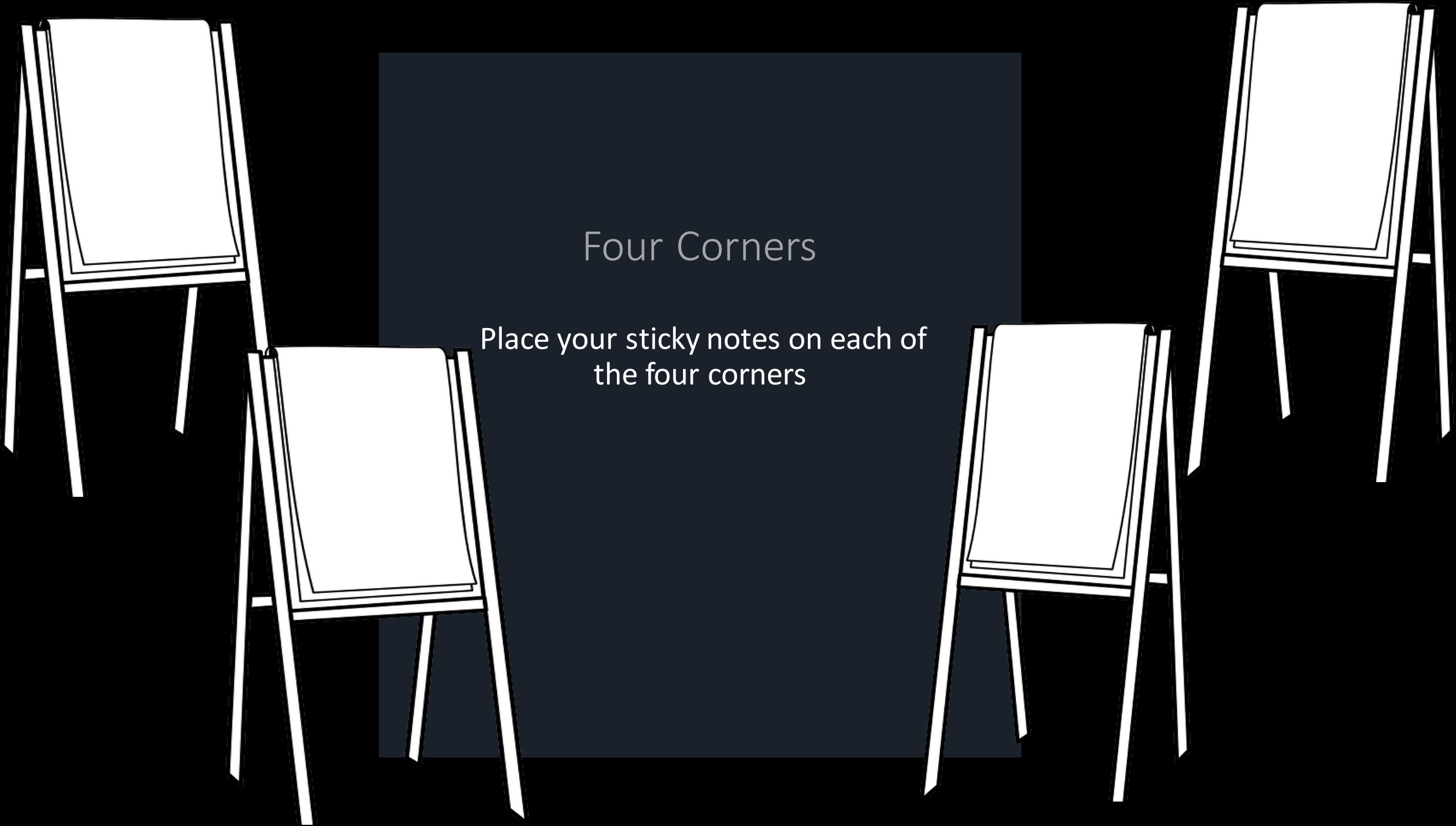


# Let's Capitalize!

- What is your **Why**? Why do you want to be on this team?
- What is the potential? What are things that **excite** you?
  - Think to two years past implementation? What does that look like, sound like and feel like for students, staff, families?
- What are potential barriers, pitfalls, **concerns**?
- **Challenge**: how can we center student voice in this work?

## Four Corners

Place your sticky notes on each of  
the four corners





Sahaj  
Rod  
Kalena  
Benito  
Tracey

Kaitlyn  
Arie  
Eric  
Tori  
Brendan

## Four Corners

Cycle through each corner

Read

Discuss

Share

Add

Beka  
Jessi  
Joy  
James  
Scott

Chase  
Courtney  
Susie  
Ayana  
Andy





Lunch

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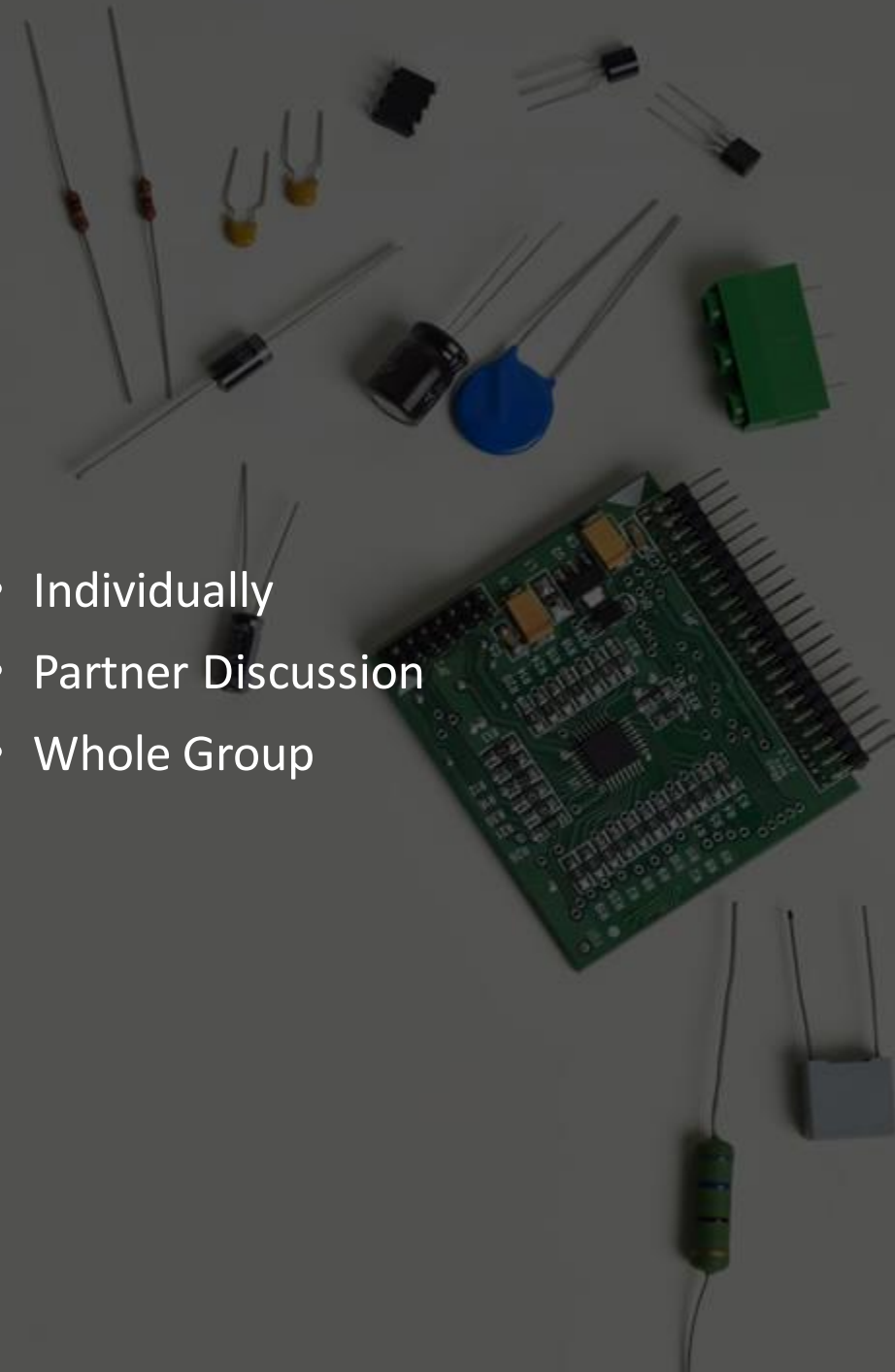
Add

Beka  
Jessi  
Joy  
James  
Scott

Chase  
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Andy

# Processing Time

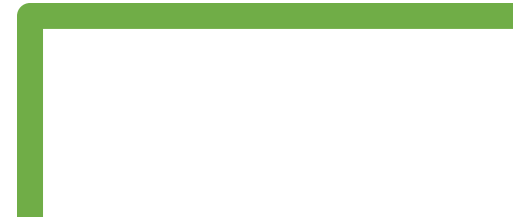
- Individually
- Partner Discussion
- Whole Group





What's possible?

Ideate



The background consists of a dense, overlapping collage of rectangular paper scraps in various colors: teal, purple, olive green, and mustard yellow. Each scrap features a large, bold, black question mark. The scraps are layered and tilted at different angles, creating a textured, three-dimensional effect.

What resources do  
we have? What  
do we need?

# Next steps...

- Collect all that was shared today!
  - We will send out meeting summary
- Begin gathering what we need/want to explore
- And while this is all happening...

# Middle School Student Well-Being Curriculum Adoption Committee Interest?

## Middle School Student Well-Being Curriculum Adoption Committee Interest Form

As you may know, BSD has a strong commitment to supporting Well-Being for all our students. This includes supporting their social, emotional and mental health growth. We are at the stage when we need to review new and updated curriculum materials to determine what will be best for our students. We would like to encourage you to consider joining in the Adoption Committee work.


The Adoption Committee offers a unique opportunity to make a real difference in the lives of our middle schoolers. As a member of the team, you will have the chance to help shape the programs and ensure that it meets the needs of our students and community.


The team will be responsible for a variety of tasks, including exploring curriculum, determining professional development needs for teachers, and working with community partners to provide additional resources and support. For more details about the commitment, please click here: [\[insert link\]](#)


This interest form will close at [\[insert date and time\]](#).

Thank you for your time and consideration.

\* Required

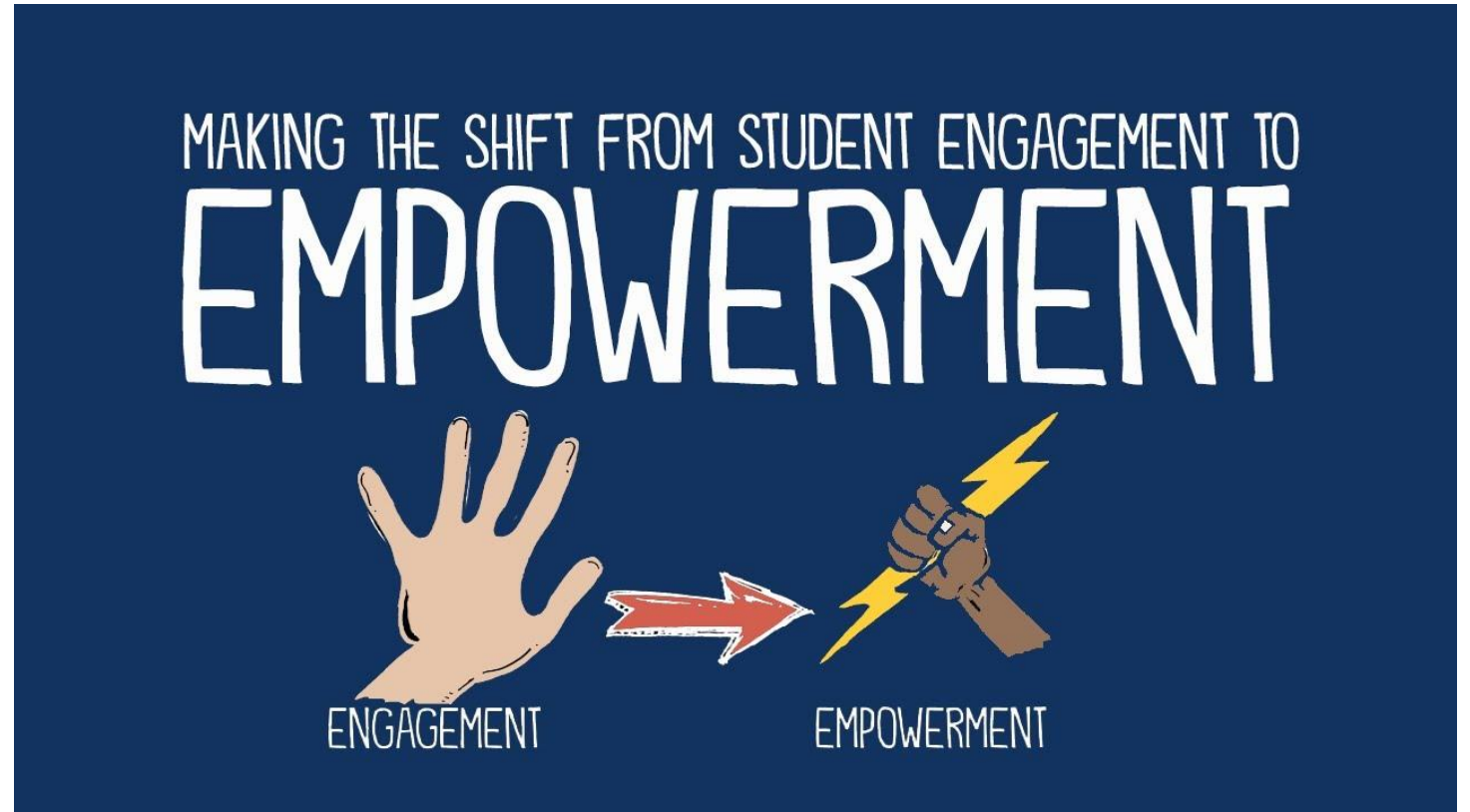
1. First Name \* 

2. Last Name \* 

3. Email address \* 



# Welcome to the Problem Based Learning (PBL) Design Team



Share a memory of a time that you felt empowered as a learner? What contributed to that experience?

# Desired Outcomes for Today:

- Begin building **relationships** and start establishing **trust** so that we can...
  - Each feel **valued** and **empowered** in this work
  - Have a strong sense of **agency** and **voice** in the process
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Lunch	11:30-12:15 PM	Taco Bar!
PBL Design Team	12:15-1:30 PM	Design teams will embark on a collaborative journey to co-design innovative approaches centered around problem-based learning and advisory/homeroom practices. <ul style="list-style-type: none"><li>•Capitalizing our expertise, knowledge and perspective</li><li>•Exploring other models and ideas</li></ul>

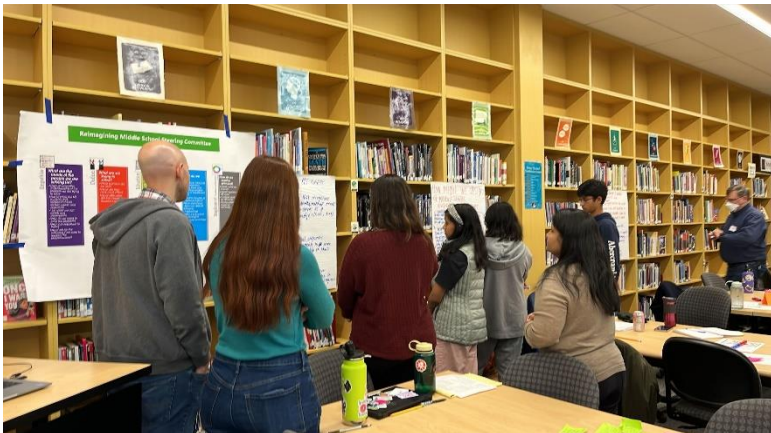
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# Project-Based Learning (PBL)



**General Description:** "Project Based Learning (PBL) is a teaching method in which student learn by actively engaging in local and global issues and personally meaningful projects"

P=Problem Identified

- **Goal:** Students work on a project for an extended period of time that answers a complex question focused on solving local and/or global issues, and demonstrate knowledge and skills through a public product or presentation for an authentic audience.
- **Problems/Opportunities Addressed:** Academic instruction should be more student-centered and focused on "21st Century Learning" in terms of topics studied, method of delivery, and skills developed (current issues, problem-solving, interactive, collaborative, empowering, authentic audience)
  - *Irrelevant instruction and use of time (P.3); There is a disconnect between the skills being taught and the skills needed to succeed in the future (P.4); Sense of meaningful engagement and student voice (P.5); Students lack interactive learning environment (P.6); The school day and classes are not typically structured in a way that empower students and promotes their ownership of learning (P.7)*
- **Structural Elements May Include:** Substantial time for teacher training, ongoing support, planning, collaboration, and revision; teacher teaming; block scheduling that allows for larger chunks of uninterrupted project time
- **Design Questions to Spark Your Imagination:**
  - Will PBL be explicitly interdisciplinary or focused on single content areas?
  - Will PBL be the primary instructional approach or something that is done a few times a year?
  - How might outside professionals and organizations (including BSD family and community members) be authentically included in PBL in BSD middle schools?

Sources: [ASCD: PBLWorks](#)  
[PBLWorks](#)

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## Revisited

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- Leaders demonstrate courage and collaboration.
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What are your  
hopes & dreams  
for our students?  
Walk & Talk

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# Taco bar lunch

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# Introductions – let's go a bit deeper

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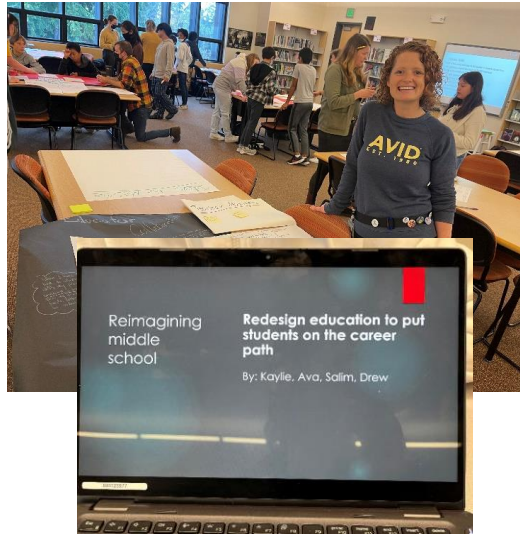
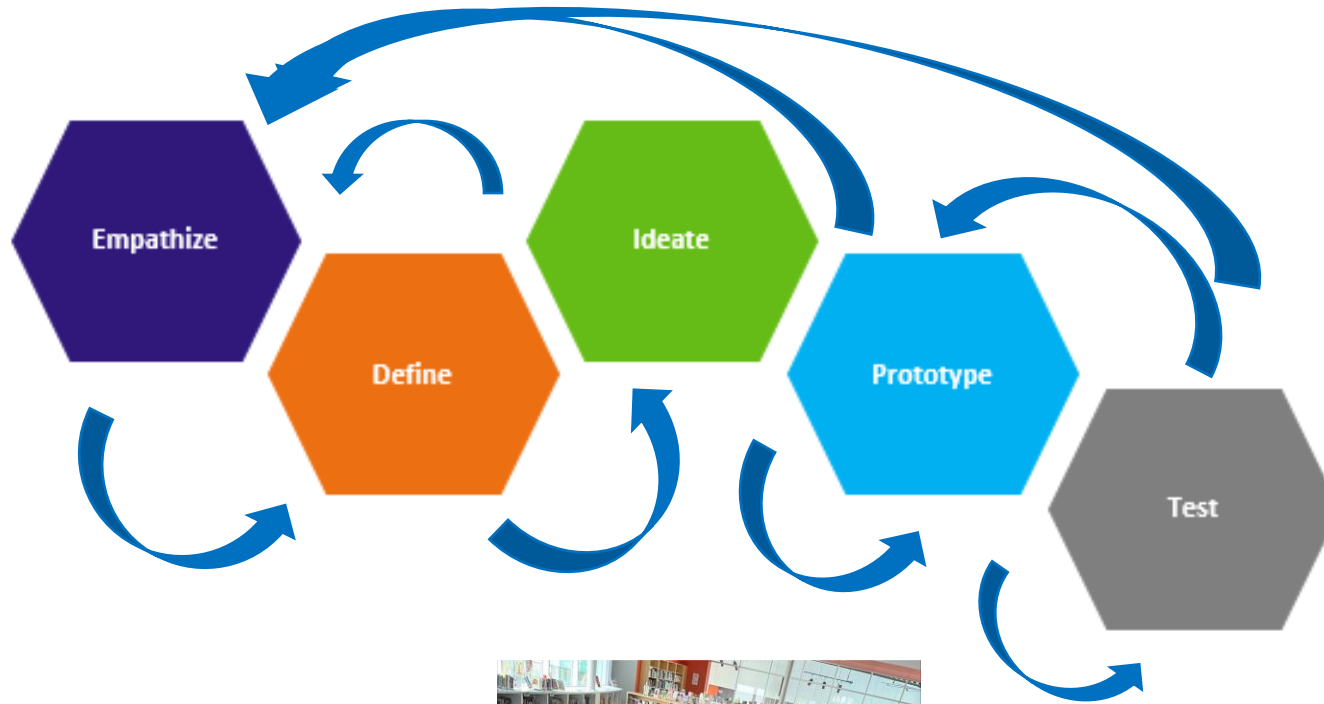
Example: rising 8<sup>th</sup> grade student at Tyee Middle School, mother of multi-racial student, science teacher, administrator, central office, person who cares deeply about \_\_\_\_\_ students)

# What's possible?

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# Equity-Centered Design Thinking Process - Revisited





# Exploring PBL Resources

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- Recent articles on Edutopia: <https://www.edutopia.org/about>
  - <https://www.edutopia.org/article/student-designed-pbl>
  - <https://www.edutopia.org/article/unit-design-framework-for-teacher>
  - <https://www.edutopia.org/article/interdisciplinary-unit-climate-change>
  - <https://www.edutopia.org/article/setting-up-community-partnerships-pbl>
- Teacher Experts
- Curriculum Developers



# Processing Time

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- Individually
- Partner Discussion
- Whole Group

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LEARNING ENVIRONMENTS  
& ACADEMIC  
INTERVENTIONS

**2**

**3** SOCIAL INTERACTIONS &  
SOCIAL EMOTIONAL NEEDS

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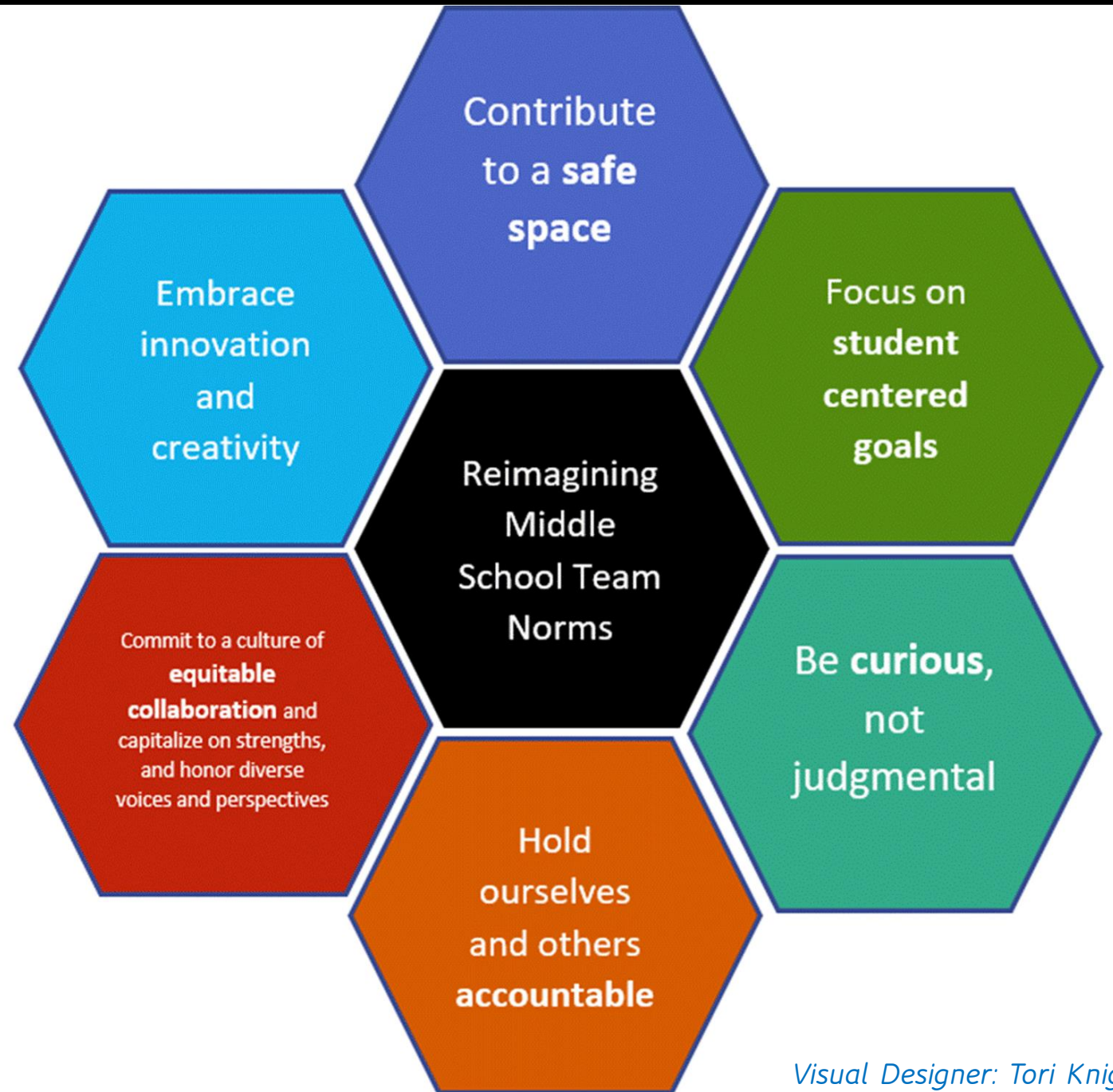
**4**

# Agreements & Roles

## Revisited

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***What resonates?***



*Visual Designer: Tori Knight*



# Next Steps

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- Become familiar with PBL models and resources.
- Future meetings.
- Look for follow up e-mail.



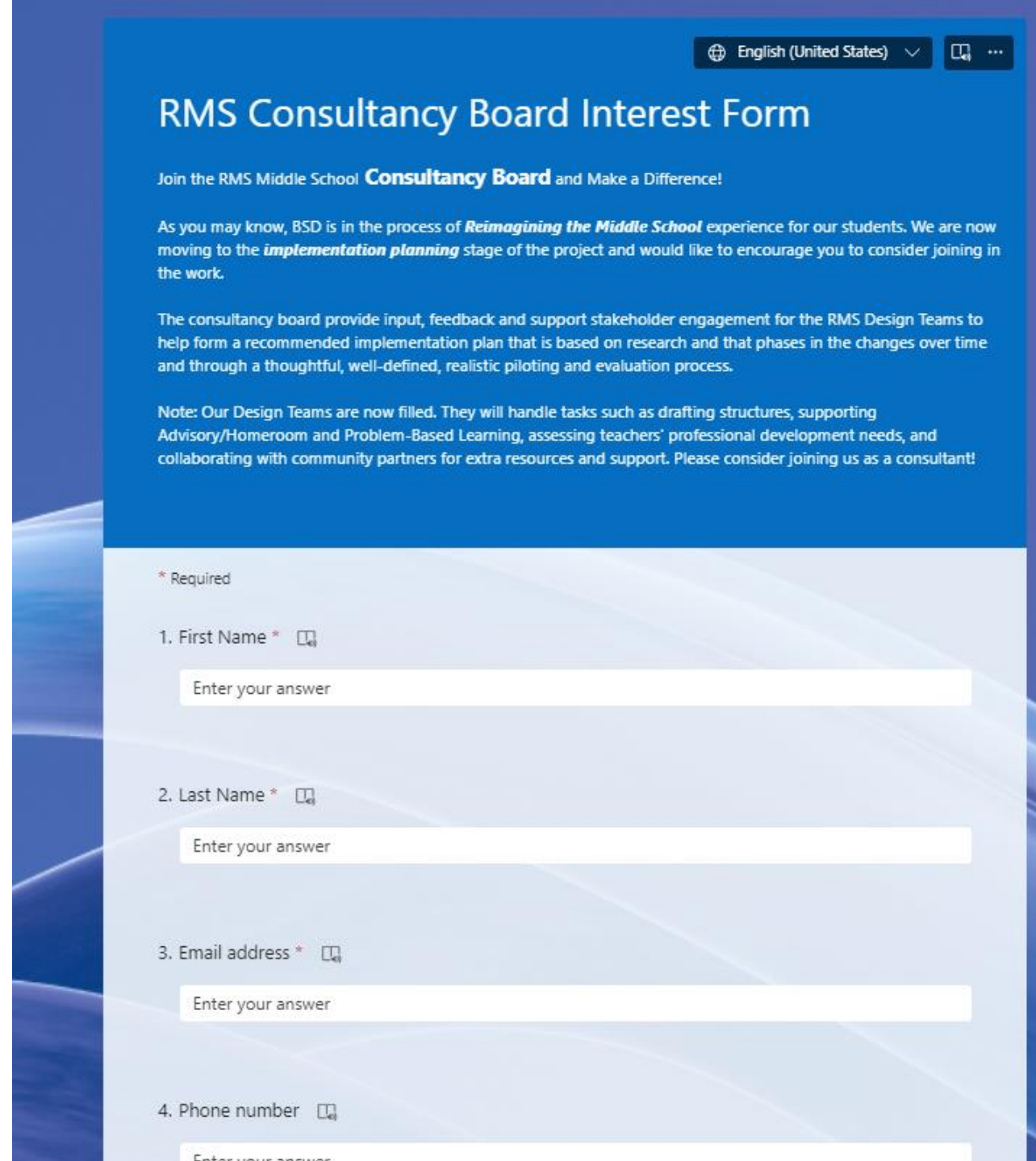
# Future Meetings

Meeting #	Date	Time
1	8/15/23	8:30-2:00
2	9/12/23	4:30-6:30
3	9/21/23	8:00-4:00
4	9/26/23	4:30-6:30
5	10/3/23	4:30-6:30
6	10/24/23	4:30-6:30
7	10/26/23	8:00-4:00
8	11/7/23	4:30-6:30
9	11/16/23	8:00-4:00
10	11/21/23	4:30-6:30
11	12/5/23	4:30-6:30
12	1/11/24	8:00-4:00
13	1/16/24	4:30-6:30
14	1/30/24	4:30-6:30
15	2/13/24	4:30-6:30
16	3/5/24	4:30-6:30
17	4/2/24	4:30-6:30
18	5/14/24	4:30-6:30
19	6/4/24	4:30-6:30



# Consultancy Board

The consultancy board **provide input, feedback** and **support stakeholder engagement** for the RMS Design Teams to help form a recommended implementation plan that is based on research and that phases in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

The image shows a digital form titled "RMS Consultancy Board Interest Form" on a blue background. At the top right, there is a language selector set to "English (United States)" and a menu icon. The form contains several paragraphs of text explaining the purpose of the consultancy board and encouraging participation. Below the text, there are four required input fields: "1. First Name", "2. Last Name", "3. Email address", and "4. Phone number". Each field has a small icon of a document with a checkmark and a placeholder text "Enter your answer".

English (United States) ▾

## RMS Consultancy Board Interest Form


Join the RMS Middle School **Consultancy Board** and Make a Difference!

As you may know, BSD is in the process of *Reimagining the Middle School* experience for our students. We are now moving to the **implementation planning** stage of the project and would like to encourage you to consider joining in the work.


The consultancy board provide input, feedback and support stakeholder engagement for the RMS Design Teams to help form a recommended implementation plan that is based on research and that phases in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

Note: Our Design Teams are now filled. They will handle tasks such as drafting structures, supporting Advisory/Homeroom and Problem-Based Learning, assessing teachers' professional development needs, and collaborating with community partners for extra resources and support. Please consider joining us as a consultant!


\* Required

1. First Name \* 


Enter your answer

2. Last Name \* 

Enter your answer

3. Email address \* 

Enter your answer

4. Phone number 

Enter your answer

# Compass Points

East = Excited

West = Worried

North = Need to Know

South = Suggestion for Moving Forward



Please complete  
sign-in and  
Feedback Form

8/15/23 RMS Design Team Sign In



<https://forms.office.com/r/M4pp4a8Dg6>