Reimagining Middle Schools Chinook, Highland, Odle, Tillicum, Tyee

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

Homeroom/Advisory and Problem Based Learning

Connection before Content



Today's Objectives

1

Continue to build trusting relationships between committee members

2

Create a prototype for Homeroom

3

Create a working draft of a PBL model

POSITIVE AND INCLUSIVE ENVIRONMENT

- Maintain a relentlessly positive and honest atmosphere.
- Foster a sense of belonging and strong relationships within the community.
- Be sensitive to language used.
- Being curious about other perspectives

REIMAGINING MIDDLE SCHOOL

TEAM AGREEMENTS 2023-24

STUDENT-CENTERED APPROACH

- Prioritize student voices, especially those historically and presently marginalized.
- Actively listen and engage in mindful inquiry.

DATA-DRIVEN DECISION MAKING

- Keep everything data-driven, grounded in evidence-based practices.
- Utilize feedback from students, teachers, and guardians to inform decisions.

CONTINUOUS SELF-REFLECTION

- Acknowledge personal growth and strive to be the best self.
- Use established norms for self-reflection and embrace regular self-assessment.

Parking Lot



Feedback (9/26/23)

What went well today? What could we do to improve?

Smaller group today but the collaboration and participation was huge.

Excellent discussion. Appreciated the openness and student voice.

Productive. Good to see the timeline of the whole project

Protocol for sharing what thoughts about needs and potential concerns

Time in PBL group to grapple with a PBL model

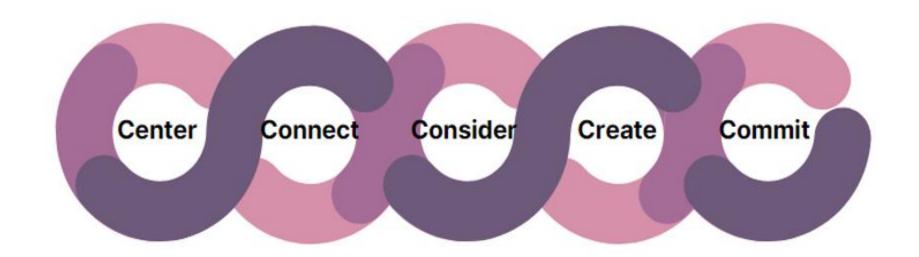
Safe space for dialogue

PBL team was amazing. Matthew did a great job of facilitating.

equity of voice and student involvement

Equity-Driven Decision-Making Process

Equitable decision-making is a process and a practice rooted in **community engagement and communication**. The five concepts, center, connect, consider, create, and commit, call us to reassess our own biases through centering our thinking in the deep histories of people and places, connecting with one another, considering multiple perspectives, designing solutions alongside those we serve, and committing to deeper student, family, community, and educator engagement. These words are braided and concepts are interconnected, stronger together than apart, to remind us that an equitable decision making/planning process is collaborative and iterative with varied entry points.



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.

Schedule of the Day

Whole Group Opening:

- Meeting Outcome Goals
- Community Agreements
- •Relationship Building

Design Teams: Time to co-design

Lunch: Taco Bar

Whole Group: Relationship Building Activity

Design Teams: Time to co-design

Whole Group Closing:

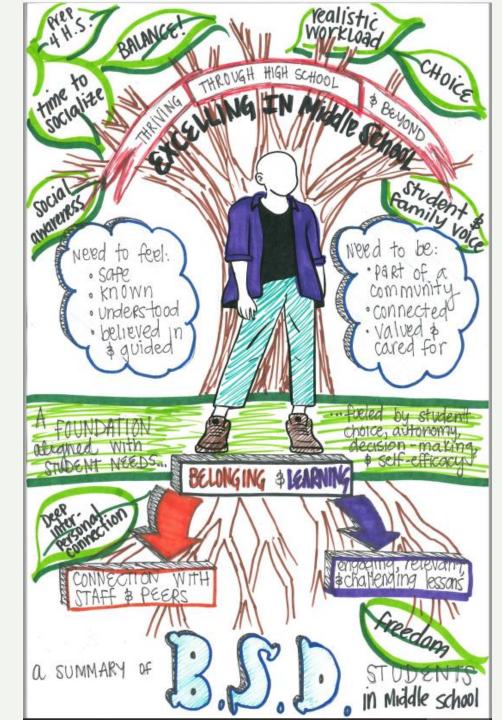
- Design Teams Share Outcomes
- Optimistic Closing



Connecting & Grounding

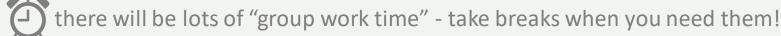
- Review & Setting our Intention
 - RMS Visual
 - Vision Statement
- > Groups of 3
 - Prompt: What excites you about building a prototype today to achieve our vision and meet the needs of our students?
 - 3 minutes per person
 - 15 seconds of quiet in between

Our BSD middle school "communities" will experience an inclusive culture of support, connection, and empowerment as we navigate change, find our voice, and share in collective joy.



Today's Agenda

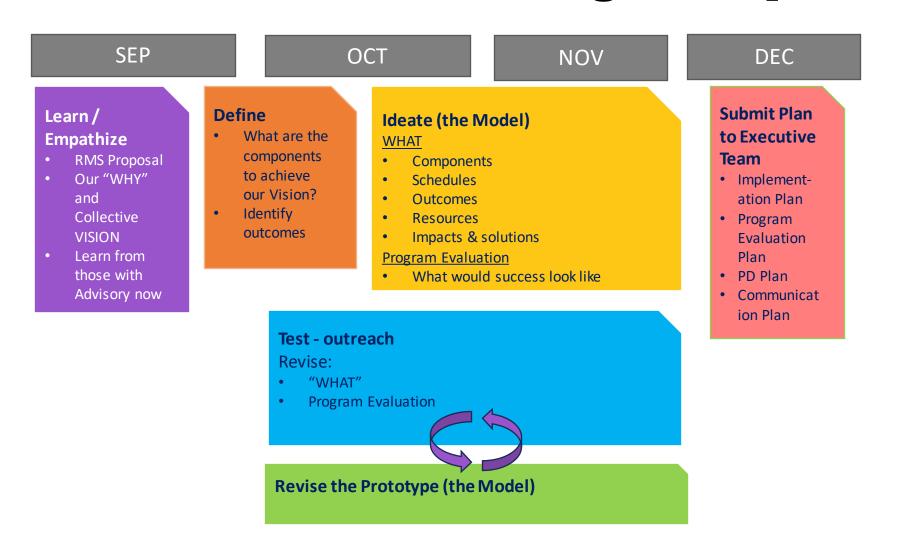


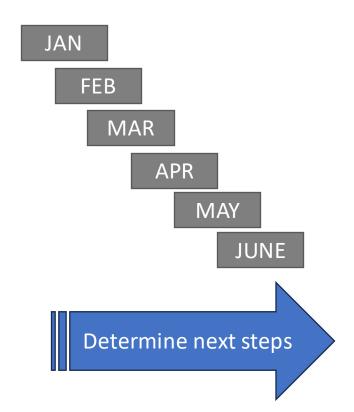


Our Timeline

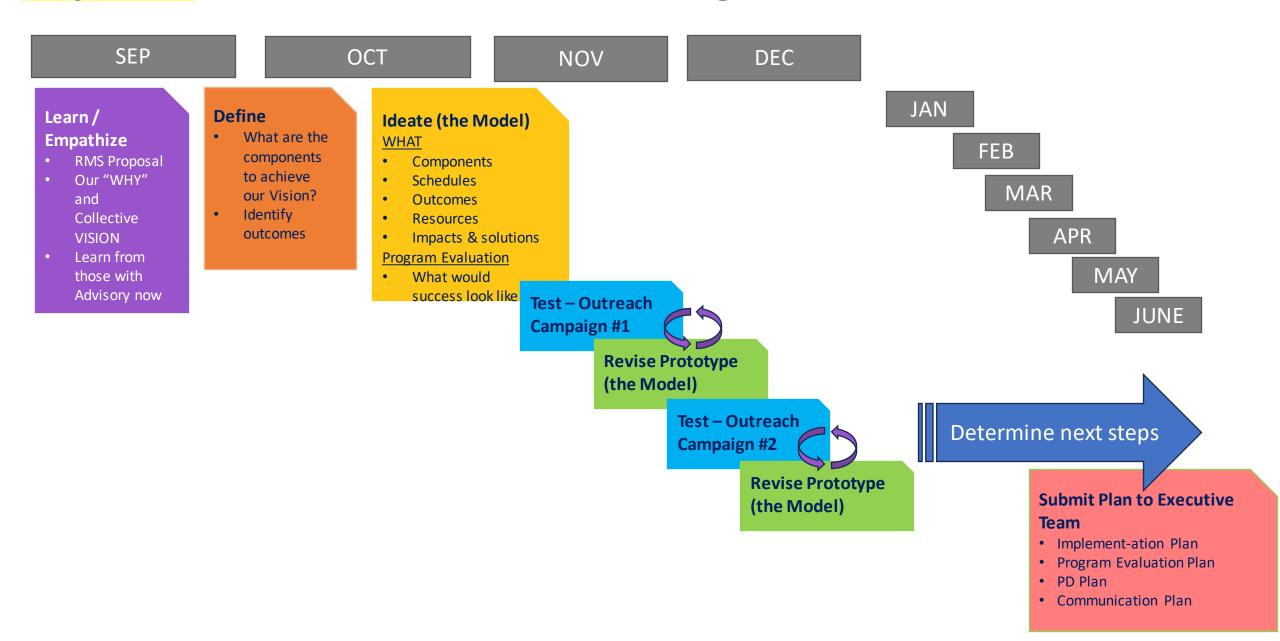
Date	Time	What
Today!	8:00 - 4:00	Prototype & Plan Outreach Campaign #1
November 7	4:30 - 6:30	Review Outreach Data
November 16	8:00 - 4:00	Revise Prototypes & Plan Outreach Campaign #2
November 21	Cancelled	Week of Thanksgiving
December 5	Cancelled	Week of release day
December 7	8:00 - 4:00	Review Data & Revise Prototypes

Timeline: Homeroom Design & Implementation Plan





Adjusted Timeline: Homeroom Design & Implementation Plan



Update from SEL Adoption Committee

- Who is on the Team?
 - **SEL Leaders** 1 teacher per building, classified staff (Jessi!) & counselor
 - **Staff** 2 district, 2 building support, 1 elective teacher
 - Family 12 parents from Chinook, Highland, Odle, Tillicum, Tyee & Big Picture
- Meetings & Timeline
 - October 10th → Foundations of SEL
 - October 23rd → SEL Curriculum Components
 - October 30th → Narrow Curriculum
 - November, December, January → Select 2, Pilot, Gather Feedback
 - February+ → Submit Recommendation to IMC based on Feedback

★Home → Get Involved → Community Advisory Groups 2023-2024 -

Middle School Student Well-Being Adoption Committee

Purpose

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.

ddle School Student

Middle School Student Well-Being Adoption Committee

Superintendent Community Advisory Council (SCAC)

Family Advisory Committee

Equity

Membership

The Adoption Committee offers a unique opportunity to make a real difference in the lives of our middle schoolers. Members of the team will have the chance to make curriculum recommendations to our instructional Materials Committee (IMC) that meets the needs of our students and community. The Adoption Committee will have diverse perspectives and representation from all aspects of our BSD Middle School Communities.

Roles and Responsibilities

- The responsibilities of a Middle School SEL Adoption member will require a strong commitment to improving education and a willingness to work collaboratively with a diverse group of stakeholders to achieve shared goals.
- Participating in team meetings: Adoption Committee members are expected to attend meetings regularly
 and actively engage in discussions, provide feedback, and offer insights and suggestions. Meetings will be
 held approximately two times a month for 2 hours starting in September, 2023, with a goal of presenting to
 the Instructional Material Committee in winter, 2024. Please see the draft meeting schedule below.
- Evaluating curriculum: The Adoption Committee will be responsible for exploring and evaluating curriculum
 that meets the needs of middle school students. This could include researching best practices, identifying
 criteria, and evaluating materials and resources.
- Determining professional development: Adoption Committee team members may be asked to identify what recommended professional development activities for teachers and other staff members will be necessary for implementation.
- Engaging with stakeholders: Adoption Committee team members will work closely with stakeholders, such
 as parents, students, and staff, to gain insights and feedback about various curriculum.

Student Involvement:

Students will be involved throughout the process at the school level through multiple outreach and listening campaigns.

2023-2024 Committee Members:

Planning Team:

- Melisa Macias, Central Office (Director of Teaching & Learning)
- Kerince Bowen, Central Office (Director of Counseling)
- Jared Taylor, Central Office (Coordinator of Behavior Interventions & Mental Health Services)
- Layne Barker, Central Office (Signs of Suicide Coordinator & MHAT Counselor)
- Wendy Powell, Central Office (Secondary SEL Curriculum Developer)

Support Staff

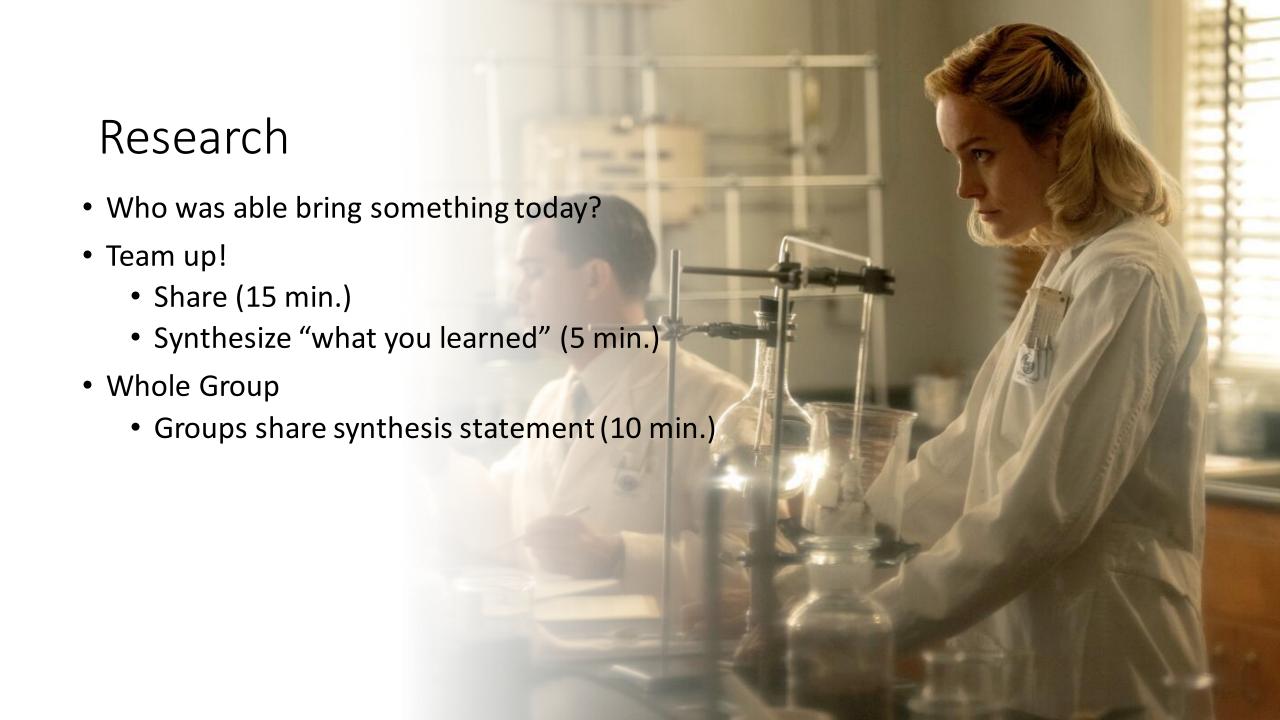
- Stacy Harrison, Central Office (Student Management Coordinator & Truancy Case Manager)
- Alysa Palma, Central Office (CTE Instructional Technology & Program Developer)
- · Gayle Staker, Odle (Behavioral Specialist)
- Annette Sternberg, Odle (PBIS Coach)

Parent/Guardian:

- Snesha Arumugam, Big Picture
- · Van Look, Big Picture
- Zeynep Ertugay, Chinook
- Sandra Featherly, Highland
- · Vanessa Dacascos, Odle
- · Shikha Mishra, Odle
- Linda Simovic, Odle
- Dhaarmika Coelho, Tillicum
- LaVar Robinson, Tillicum
- Mary Yuhas, Tillicum
- Radhika Mehra, Tyee
- Additional Parent, Tyee

Teachers:

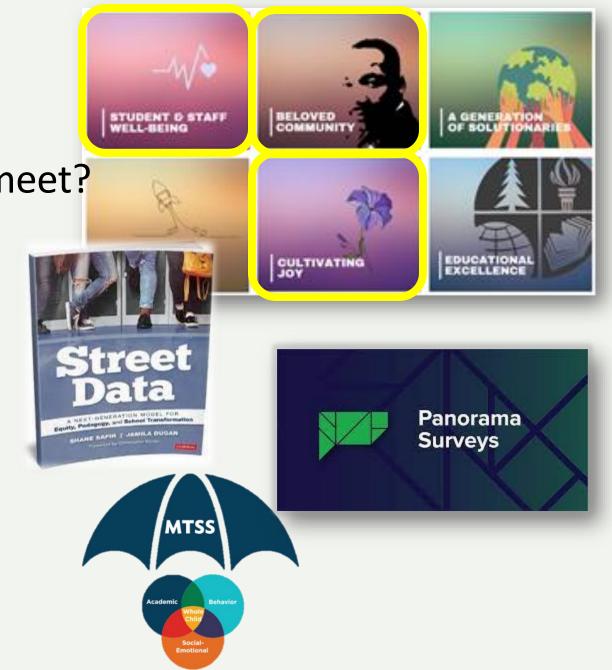
- · Trina Cooper, Big Picture
- Ariana Taylor, Big Picture (Building SEL Leader)
- Camille Dadural, Chinook (Building SEL Leader)
- Chelsea Ollar, Highland (Building SEL Leader)



Prototyping!

What "needs" are we trying to meet?

- Student & Staff Well-Being
- Beloved Community
- Cultivating Joy
- Sense of Belonging (Panorama)
- Student Agency (Street Data)
- Behaviors (MTSS/PBIS)



Dr. Aramaki's Beloved Community

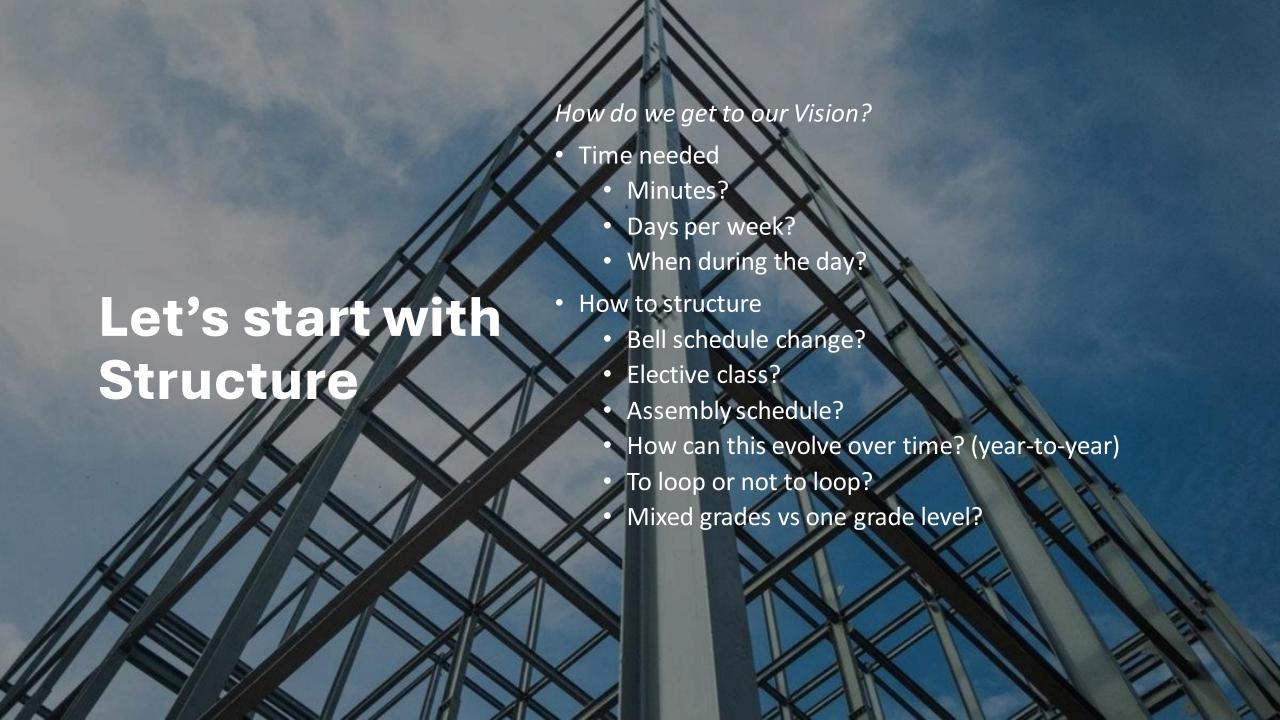


Name is Important!



Five Why's & Root Cause







Theory of Action



Regroup & Continue Prototyping

Identify the Resources Necessary

- > What is needed (content) for positive student outcome
- ➤ Solidify the model
 - ✓ e.g., looping with new students, teachers having their students, single or multi-grade level
- > What do we (district) need to do to support the model?
- ➤ Identify potential barriers & mitigations
 - ✓ e.g., workload, time needed, gaps in skill, knowledge, capacity, will, emotional intelligence
- ➤ What about this prototype would get teacher buy-in?
- ➤ How will we get student and family buy-in?
- > What are the outcomes we should see from students?



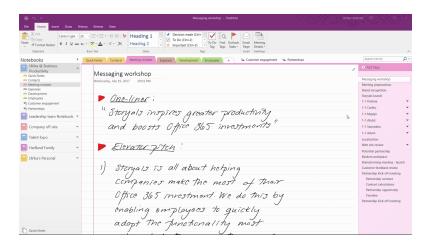


Lunch! (be back at 12:15)

Producing Prototype for Sharing

- Simple explanation for audience!
 - Staff
 - Students
 - Families
- Visuals
- Bell Schedule & Calendar (sample month)
- Resources (sample activities)
- Support (sample of PD plan, compensation, collaboration, etc.)



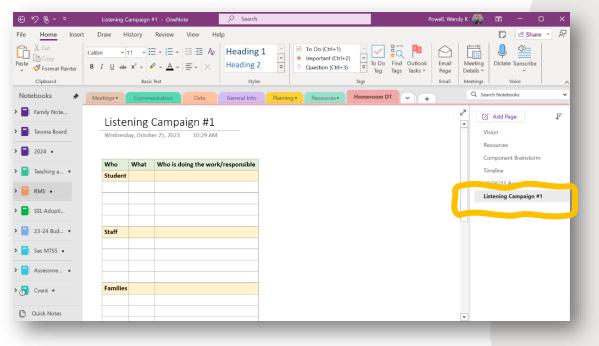


Gallery Chalk-Talk

- Gallery walk prototypes
- Use Post-it notes to share feedback



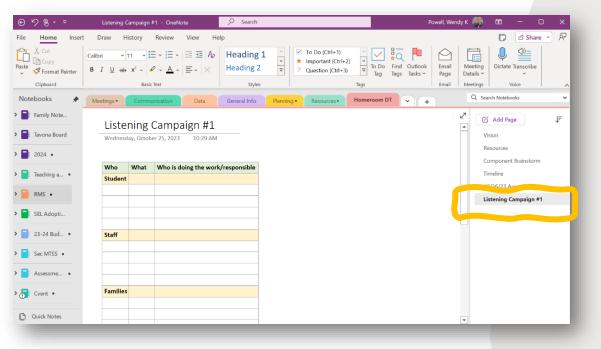




Plan Listening Campaign

- Missing Design Team Members
- Listening Campaign
 - Students
 - Families
 - Staff
- Multiple Means of Input
 - Surveys
 - Focus groups
 - Conversations
 - Other?





Continue Planning Listening Campaign

- Listening Campaign
 - Students
 - Families
 - Staff
- Multiple Means of Input
 - Surveys
 - Focus groups
 - Conversations
 - Other?

Wrap Up!

Date	Time	What
Today!	8:00 - 4:00	Prototype & Plan Outreach Campaign #1
November 7	4:30 - 6:30	Review Outreach Data
November 16	8:00 - 4:00	Revise Prototypes & Plan Outreach Campaign #2
November 21	Cancelled	Week of Thanksgiving
December 5	Cancelled	Week of release day
December 7	8:00 - 4:00	Review Data & Revise Prototypes

Prepare summary statement to share with PBL Team

Summary Statement



- Revisiting Purpose/Vision (Our Why)
- Develop the PBL Model Protype (including the principles)
- Success Criteria
- Begin to plan to identify educators and students for small scale implementation

Welcome!

Introductions

- Name
- Perspective you are bringing
- School



Initial Survey

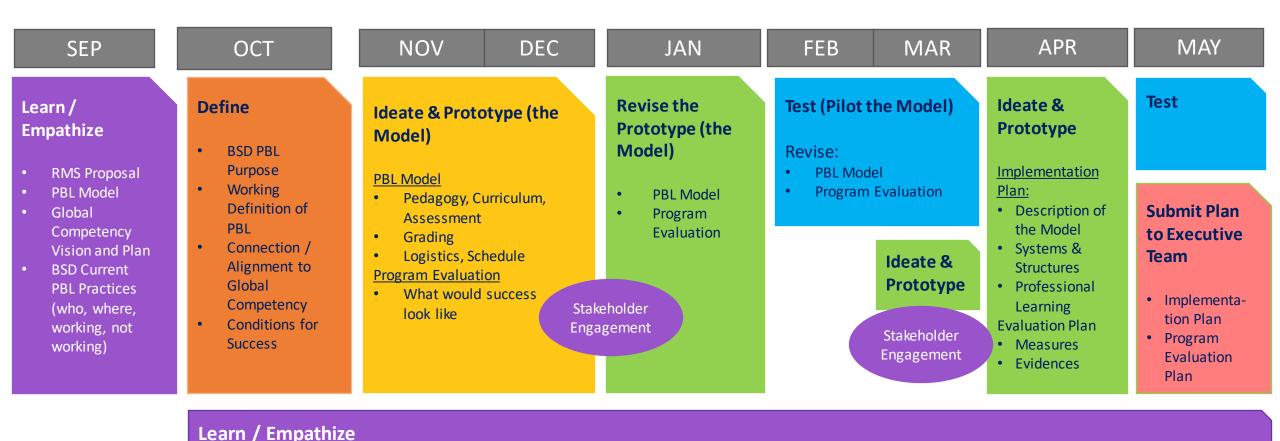
Two ways to access:

https://forms.office.com/r/gKinVXc8Km

OR



Timeline: PBL Design & Implementation Plan



Sustainability Ambassadors and our District





Kylie Shulman Newport High School









BSD Board Adopts Sustainability Policy

At the Thursday, April 20 Regular School Board Meeting, BSD's Board of Directors adopted a new policy regarding sustainability. BSD is among the first districts in Washington state to institute such a policy.

As defined in **Policy 6811 Sustainability**, the Bellevue School District seeks to minimize our impact on the environment and increase our individual and collective understanding and agency of how we can work towards an ecologically sustainable school district, community and world. Furthermore, the policy is framed using four pillars of sustainability practices: district resources, environmental safety, collective understanding, and student voice. Several students were on-hand to show their support of the policy during the meeting's public comment portion. They spoke about the benefits of the policy, student initiatives, making BSD more environmentally friendly, and setting an example for others to adopt positive changes in sustainable practices.

Sustainability Ambassadors and our District

- You don't BUY PBL lessons; you invest in TEACHERS
- Have clear CRITERIA and EXPECTATIONS for success
- It can be as simple as taking an existing unit, and swapping CONTENT for the IMMEDIATE and the LOCAL/REAL
- Most disciplines are TOOLS for telling stories about the world – we should be telling IMPACT STORIES
- Integrating disciplines and teaching styles is MESSY – so we need a SKILLED TEAM
- Go with the GOERS start SMALL
- For STUDENTS:
 - Provide authentic and meaningful application of learning
 - Clarify a goal
 - Provide a sense of purpose
 - Build on passion / create investment

Hopes and Fears

If this were the worst meeting or work session you have ever attended focused on developing our PBL plan, what will happen or not happen?

If this is the best meeting or work session you have ever attended focused on developing our PBL plan, what will be the outcome?





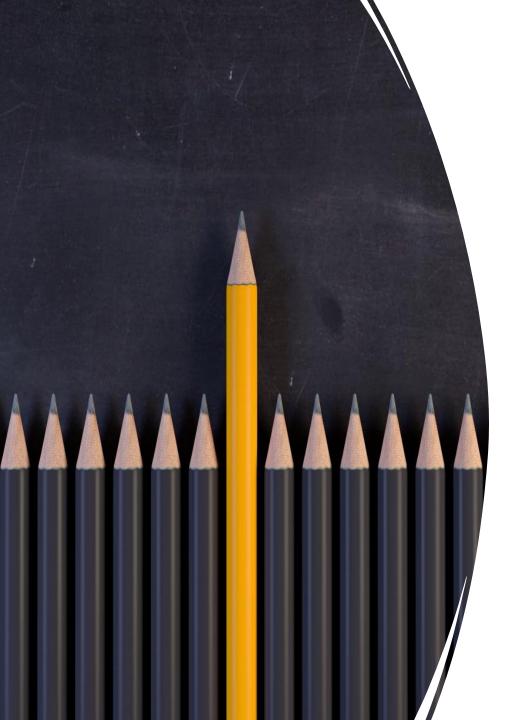
Reimagining Middle School How are we defining 'reimagining'?

Why is <u>Problem-Based Learning</u> the **best** way to reimagine the middle school experience?



Process for Equitable Decision-Making

Equitable decision-making is a process and a practice rooted in community engagement and communication. The five concepts below call us to reassess our own biases through centering our thinking in the deep histories of people and places, connecting with one another, considering multiple perspectives, creating solutions alongside those we serve, and committing to deeper student, family, community, and educator engagement. These words are braided and concepts are interconnected, stronger together than apart, to remind us that an equitable decision making/planning process is collaborative and iterative with varied entry points.



Theory of Action Approach

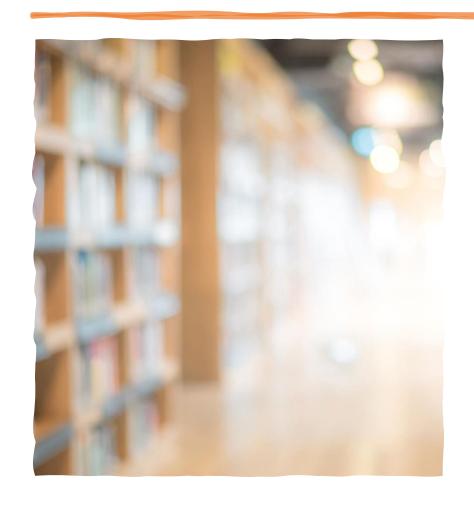
- 1. What's going on with our student's learning?
 What needs to change?
- 2. How is instruction affecting student learning? What could enhance their practice?

What needs to change?

3. How are our practices affecting our teachers' instruction? What is helping or hindering teacher's instructional practice?

What needs to change?

Theory of Action Story



IF THE PBL DESIGN TEAM DOES X

THEN THE TEACHERS
WILL BE ABLE TO DO Y

WHICH WILL HELP ALL STUDENTS BE ABLE TO...

Next Steps...





Energy Check-In

Track your energy input/output – how are you? No, really: how are you?



Energy Check-In

Track your energy input/output how are you? No, really: how are you? Respond to the section that needs the most focus from you today. Own it.

Have a snack, stretch, rest your eyes.

Make space for an hour this weekend to treat yourself. Be specific - plan. Send a text to someone you care about, thanking them for something.

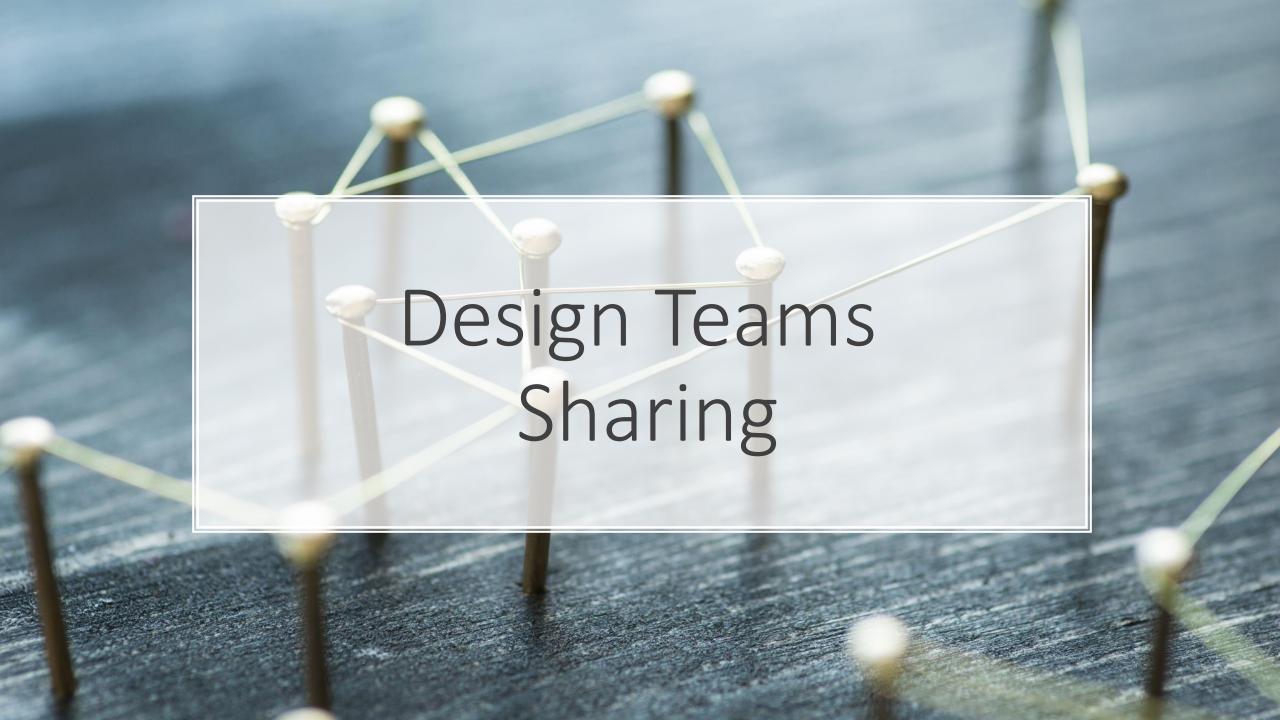
Take a 2
minute brain
break and
listen to a
song to pump
you up.

Next Steps...



Connection before Content





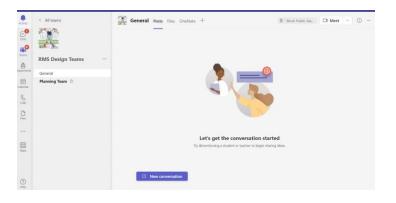
Sign-in & Feedback

https://forms.office.com/r/e6 mKg41wwY

10/26/23 RMS Design Team Sign In



_			
Edit	Date	Time	Location
1	8/15/2023	8:30-2:00	ESC 200
2	9/12/2023	4:30-6:30	WISC Adams and Helens
3	9/26/2023	4:30-6:30	WISC Adams and Helens
4	10/3/2023	4:30-6:30	ESC West 205 A, B, C
5	10/24/2023	4.30-6.30	E3C West 205 A, B, C
6	10/26/2023	8:00-4:00	WISC Adams and Helens
7	11/7/2023	4:30-6:30	ESC West 205 A, B, C
8	11/16/2023	8:00-4:00	WISC Adams and Helens
9	11/21/2023	4:30-0:30	ESC West 205 A, B, C
10	12/5/2023	4:20 6:20	ESC West 205 A, B, C
11	12/7/2023	8:00-4:00	WISC Adams and Helens
12	1/16/2024	4:30-6:30	WISC Adams and Helens
13	1/30/2024	4:30-6:30	WISC Adams and Helens
14	2/13/2024	4:30-6:30	WISC Adams and Helens
15	2/29/2024	8:00-4:00	ESC West 205 A, B, C
16	3/5/2024	4:30-6:30	WISC Adams and Helens
17	4/2/2024	4:30-6:30	ESC West 205 A, B, C
18	5/14/2024	4:30-6:30	tbd



Cancelled Meetings
November 21 and December 5

Consultancy Board Meeting

November 2nd at 4:30-5:30 PM

Click here to join the meeting



4:30-5:00 PM- General Information 5:00 to 5:30 PM- Homeroom and PBL

2023-24 Design Teams and Consultancy Board

Design Teams

- Responsible for a variety of tasks, including:
 - Drafting structures and systems to support Homeroom and Problem-Based Learning
 - Determining professional development needs for teachers
 - Working with community partners to provide additional resources and support
- Engage with community **stakeholders** to gain insights and feedback
- Meet 2x a month

Consultancy Board

- Responsible for providing feedback to help ensure the piloting and evaluation process are:
 - Thoughtful
 - Well-defined
 - Realistic
- May meet in-person as needed; however most business will be conducted via email and online meetings

Consultancy Team Members

- Garima Agarwal
- Scott Backus
- Sean Baughn
- Rachel Belcastro
- Mariana Borgiani
- Kelsey Campbell
- Noelle Cho
- Dhaarmika Coelho
- Monti Duge
- Sandra Durst-Featherly
- Zeynep Ertugay
- Arianna Giaroli
- Rohini Gongadi
- Michael Johnson
- Kristin Jonas
- Hasini Juluri
- Meteka Kotak
- Michelle Landwehr

- Valeri Makam
- Sankar Mananampattamana
- Radhika Mehra
- Jennifer Muscatel
- Karen Nelson
- Andrea Salazar-Nuñez
- Kristi Schwesinger
- Linda Simovic
- Mira Spurgeon
- Annette Sternberg
- Susan Thomas
- Kristin Tinder
- Eva Tseng
- Genisha Wea
- Brendan Williams
- Muazma Zahid

60

Dorsal Fin

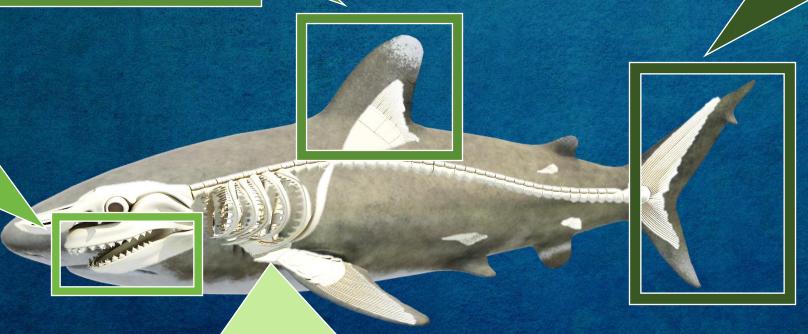
Used for stability, this keeps the shark upright and on course.

Caudal Fin

The driving force; moves the shark forward.

Teeth

For defense and predation. The longest lasting part of the shark.



Cartilage Skeleton

Light, helping sharks stay afloat and extremely flexible, enabling the shark to quickly turn in response to stimulus.

Pick one or two to think about...



What is driving or powering you through this work?



What is something that you have seen keeping you/us balanced or on course?



How are we designing systems that are strong and long lasting?



Where do we see opportunities for flexibility and responsiveness in this work?

Find someone you haven't connected much with today and share some thoughts.