

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

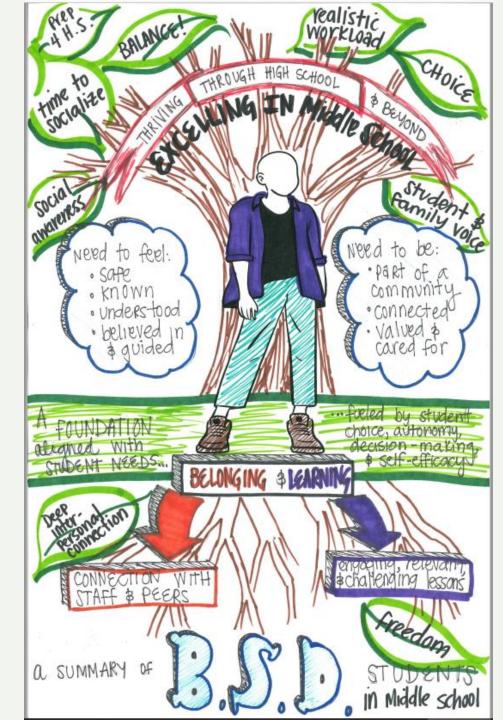
Welcome to The Reimagining Middle School (RMS) Design Team! Homeroom/Advisory and Problem Based Learning

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Homeroom Design Team!

Grounding in our Vision

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

Feedback, Timeline & Updates



Plan Listening Campaign



Summary & Next Steps

Feedback

- Parking lot
- From 10/26 \rightarrow
- From Consultancy Board update #1 (go to Onenote or see paper copy)



Positive:

•Very productive. Well organized, clear outcomes.

•We have a prototype. Yeah. Theory of action was a plus.

- •The design activities for advisory were engaging and productive.
- •Getting the prototype for homeroom was great
- •Theory of action and 5 whys grounding in preparing for prototype design
- •It was a great morning!

•Appreciate the small group work time. The times when we go around and we all have an uninterrupted time to respond is helpful because it elevates more voice.

Constructive:

•Can we also use the table tent to signal when we want to share? I feel very awkward on when I can talk and when I can share my personal experience as an advisor vs when I'm not supposed to.

•My only feedback is to use protocols to equitably facilitate our small and large group discussions.

Idea to remember:

•I love the idea of connecting with transportation. Can we also connect with someone from facilities, nutrition, front office...etc.

Update from SEL Adoption Committee

Meetings & Timeline

- ✓ October $10^{th} \rightarrow$ Foundations of SEL
- ✓ October 23rd → SEL Curriculum Components
- \checkmark October 30th \rightarrow Research Curriculum
- November $9^{th} \rightarrow Narrow Curriculums$
- November $10^{th} 27^{th} \rightarrow$ Review and Vote for 2 to Pilot
- December, January \rightarrow Pilot, Gather Feedback
- February+ → Continue Pilot? Submit Recommendation to IMC based on Feedback

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.

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.

E TEACHING & LEARNING

Middle School Student Well-Being Adoption Committee

Superintendent Community Advisory Council (SCAC)

Family Advisory Committee

Equity

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

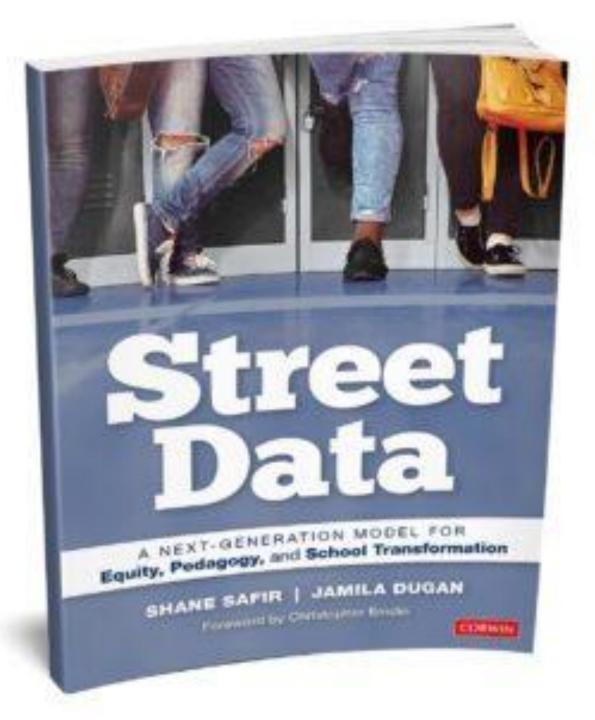
Teachers:

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

Our Timeline

Date	Time	What
TODAY!	4:30 - 6:30	Revise Prototype & Plan Outreach Campaign (#1)
November 16	8:00 - 4:00	Review Data, 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 Prototype again! Plan Outreach Campaign #3
January 16	4:30 - 6:30	Review Data, Revise, Begin Crafting Recommendations
January 30	4:30 - 6:30	Finalize Recommendations?

Street Data to Share?



Revise our Prototype

Recall the "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)



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Plan Listening Campaign

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

Sharing Plans

Each group quickly share their plan so we can learn from each other!

Wrap Up!

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December 7	8:00 - 4:00	Review Data & Revise Prototype again! Plan Outreach Campaigr #3
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Prepare summary statement to share with PBL Team

Homeroom Summary of our Meeting

- We shared and heard Street Level Data from Teachers, ITCLs and Students
- We grappled with next steps and have decided to offer a menu of prototypes (choices) and deliberately collect feedback on these models.
- We decided to pause our first listening campaign that was scheduled next week until we have more fleshed out models/prototypes to share.
- At our upcoming release day, we will develop our prototypes and plan our listening campaign.

Transition to Whole Group

Problem-Based Learning

(d + b)2

Refining our Work



Warm Welcome!

- Your name
- What has brought you joy recently?

or

• What are you hopes for today's meeting?

PBL Design Team

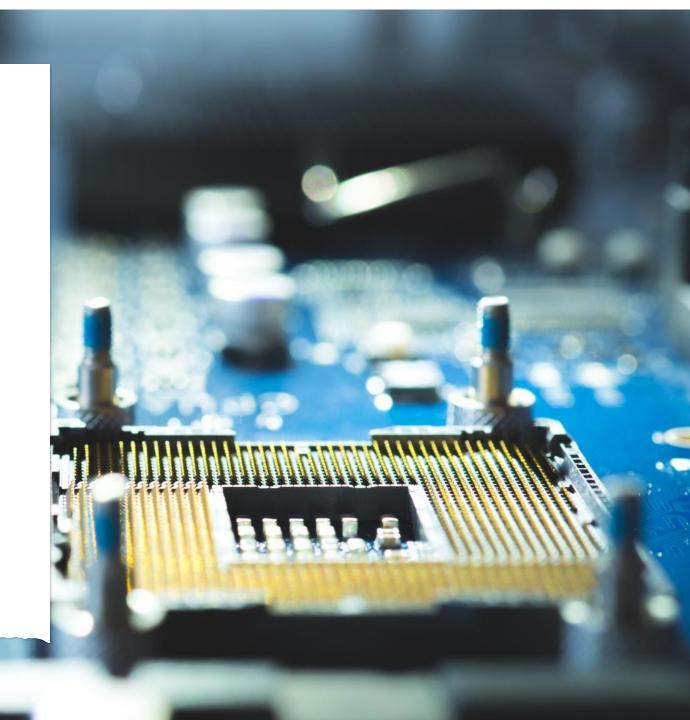
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- Warm Welcome
- Updates
 - PBL Teacher Survey Alicia and Amy
 - Consultancy Board Matthew
- Continue to Build Things Small Group Work Time
 - What is PBL?
 - Community Outreach
 - Curricular Opportunities
- Reengage those who missed 10/26 PBL Design Time
- Brainstorm ideas for 11/16 PBL Design Time
- Share out

Updates

- Consultancy Board
- PBL Teacher Survey



Continue to Build Things

Small Group Work Time

- What is PBL?
- Community Outreach
- Curricular Opportunities

Brainstorm Ideas for 11/6 PBL Design Time

Small Group Share Out

Then Transition to full RMS Team

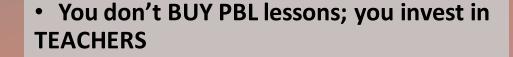


Timeline: PBL Design & Implementation Plan

SEP	ОСТ	NOV DEC	JAN	FEB	MAR	APR	MAY
Learn / Empathize • RMS Proposal • PBL Model • Global Competency Vision and Plan • BSD Current PBL Practices (who, where, working, not working)	 Define BSD PBL Purpose Working Definition of PBL Connection / Alignment to Global Competency Conditions for Success 	TOUR TIRE	Revise the Prototype (the Model) PBL Model Program Evaluation	Test (Pilot t Revise: • PBL Mod • Program	·	Ideate & Prototype Implementation Plan: • Description of the Model • Systems & Structures • Professional Learning Evaluation Plan • Measures • Evidences	Test Submit Plan to Executive Team • Implementa- tion Plan • Program Evaluation Plan

Learn / Empathize

Sustainability Ambassadors and our District (10/26)



• 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

Sustainability Ambassadors and our District (10/26)





Kylie Shulman Newport H<mark>i</mark>gh School Allison Kuramura Sammamish High School Read More

Angie Newp Read N









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.

Hopes and Fears (10/26)

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?

STEPS: #1 Brainstorm #2 Place #3 Categorize #4 Label #5 Discuss

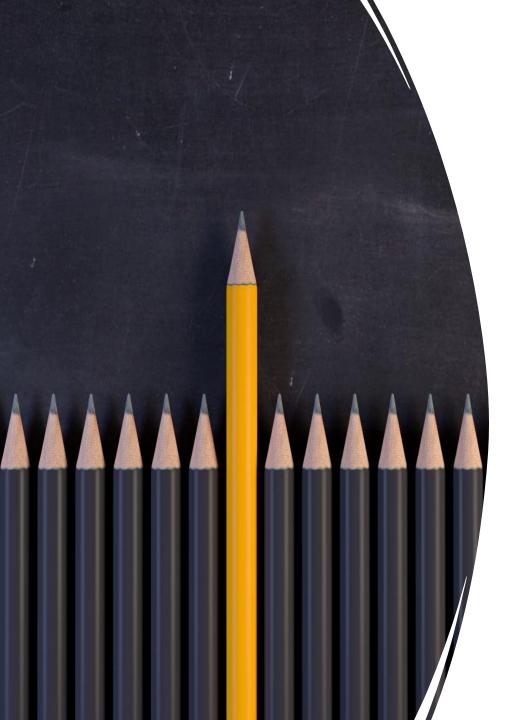


Reimagining Middle School (10/26) How are we defining 'reimagining'?

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 (10/26)

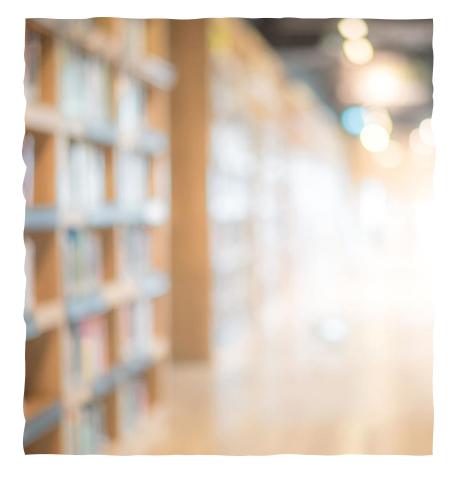
- What's going on with our student's learning?
 What needs to change?
- 2. How is instruction affecting student learning? What could enhance practice?

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 (10/26)



IF THE PBL DESIGN TEAM DOES X

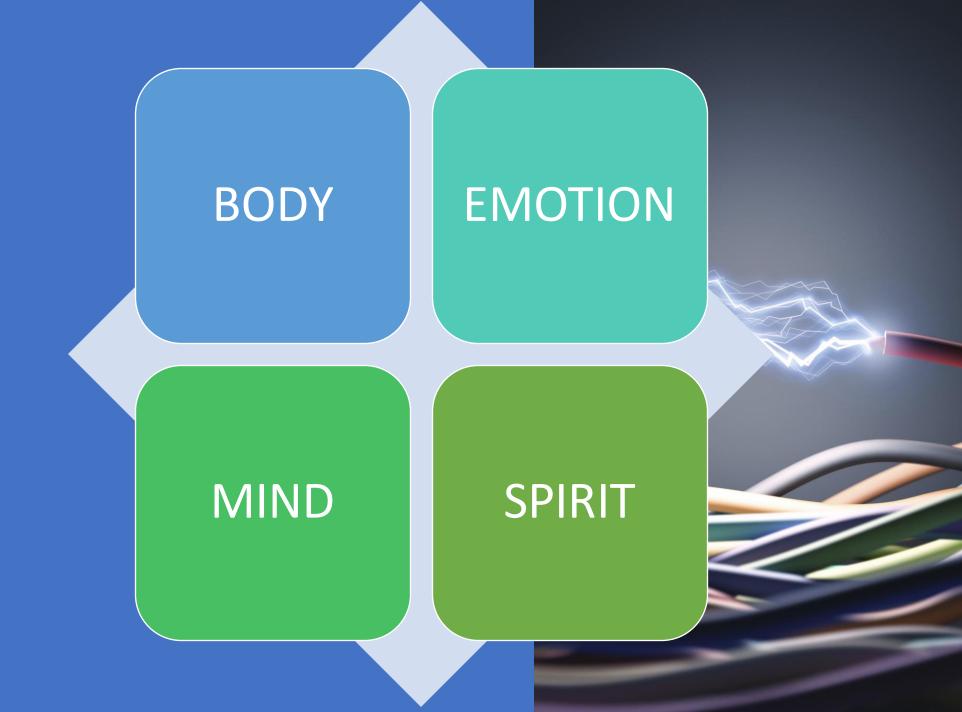
> THEN THE TEACHERS WILL BE ABLE TO DO Y

> > WHICH WILL HELP ALL STUDENTS TO BE ABLE TO...

Closing and Transition...

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...

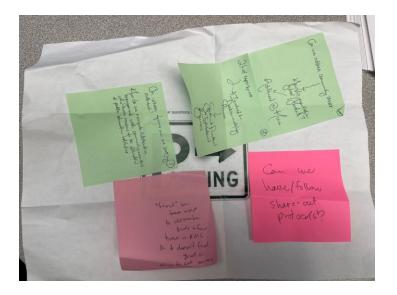


Design Teams Sharing

Homeroom Summary of our Meeting

- We reviewed our current prototype iteration
- We shared and heard Street Level Data from Teachers, ITCLs and Students
- We grappled with next steps and have decided to offer a menu of prototypes (choices) and deliberately collect feedback on these models.
- We decided to pause our first listening campaign that was scheduled next week until we have more fleshed out models/prototypes to share.
- At our upcoming release day, we will develop our prototypes and plan our listening campaign.

Feedback



- Can we have/follow share-out protocols?
- Can we address community biases? How do we manifest in school/students? Lived experienced in decision-making process...Significant prediction and institution barriers.
- On what terms are we seeking outreaching?
- How do we navigate substantive engagement with community members who have reasons to be distrust of public institution?

Sign-in & Feedback

https://forms.office.com/r/iScb T7ewa7

11/7/23 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	4.30-0.30	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	12/5/2022	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
	6/4/2024	4:30-6:30	WISC Adams and Helens

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

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• Muazma Zahid

Closure

Rose, Thorn, Stem

Take a moment to reflect on today's session...

Rose = A connection highlighting a success, small win, or something positive

Thorn = A challenge you experienced or something you need more time to think about

Stem = What's holding you up? Keeping you grounded?