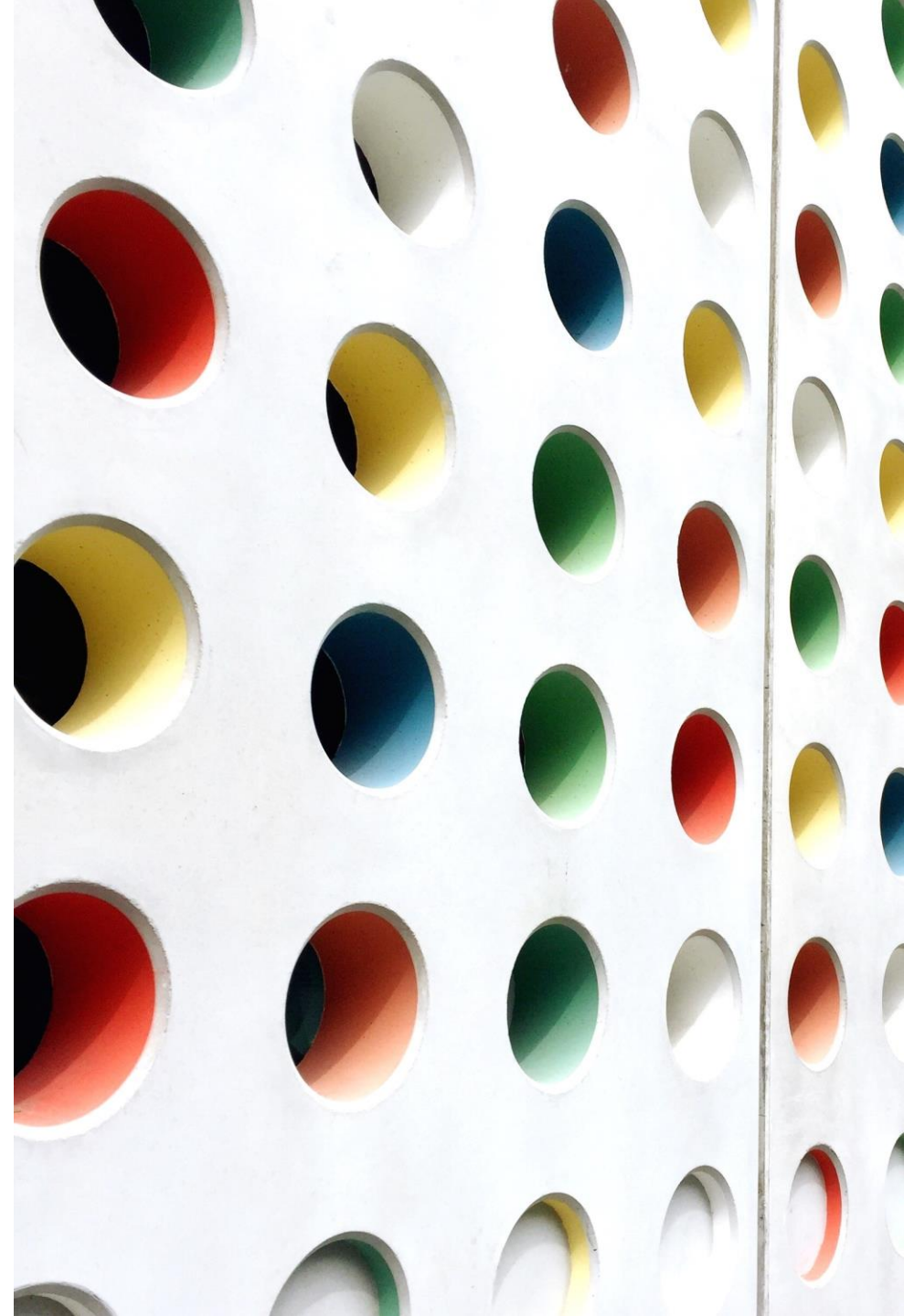


Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT
2022-2023 SCHOOL YEAR



Let's get to know each other!

I am _____
(*what I would like to be called*)

My pronouns are _____

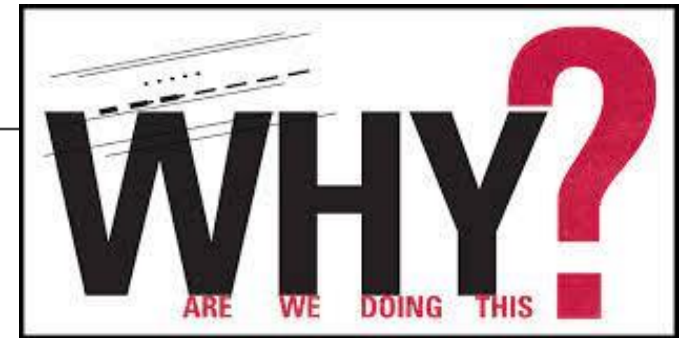
I grew up _____ (*part of the world*)

I enjoy spending time _____

I am currently _____ (*your current role in/outside of BSD*)

In this Steering Committee, I bring the perspective of _____
(*examples: A Tyee family member; a mother of Black students; a middle school science teacher who cares deeply about our multilingual students; a central office administrator who is passionate about equity and student well-being*)





Covid-19

Global and Local Issues

Child Development

Identity and Social

To collaboratively craft **recommendations** 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**. These recommendations will be based on authentic and extensive **input and feedback** from our students, families, and staff, **evidence-based best practices**, and will include **global competency principles** and **equitable grading practices** .

PROJECT GOAL



DELIVERABLES

1- Recommendation for a **new, “reimagined” middle school model(s)** that is based on research and co-designed with stakeholders, and which includes:

- A more engaging and relevant academic program
- The integration of SEL instruction and relationship-building into the school day
- MTSS tiers/system of supports
- Global competency principles
- Equitable grading practices
- Smoother school-level transitions for students and families.

2- Recommended **implementation plan** that is based on research and stakeholder engagement and that phases in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

Activity	Duration	Details
Arrive & Get Comfortable (optional)	8:15 AM	<ul style="list-style-type: none"> • Light Breakfast • Socialize, check in • Get to know you card
Inclusive Welcome	40 min	<ul style="list-style-type: none"> • Introductions • Purpose • Project Goal • Connections
Book Study	30 min	Chapter #1 of the Successful Middle School– Block Party
Forming The Team	40 min	<ul style="list-style-type: none"> • Norms/Values • Roles • Decision Making Process
Data Exploration	40 min	Allowing participants to examine data meaningfully to better understand and utilize that data for decision-making.
Lunch	30 min	Lunch will be provided
RMS Shared Vision	60 min	A powerful shared vision is designed collaboratively with members of the entire school community that will provide inspiration and guidance as we strategically plan for a positive school culture for our middle schools in BSD.
Nuts and Bolts	20 min	<ul style="list-style-type: none"> • Structure options • Next meeting dates/times What is next?
Optimistic Closing	30 min	<ul style="list-style-type: none"> • Caring deeply for the social, emotional and mental well-being of each other. Developing trusting relationships

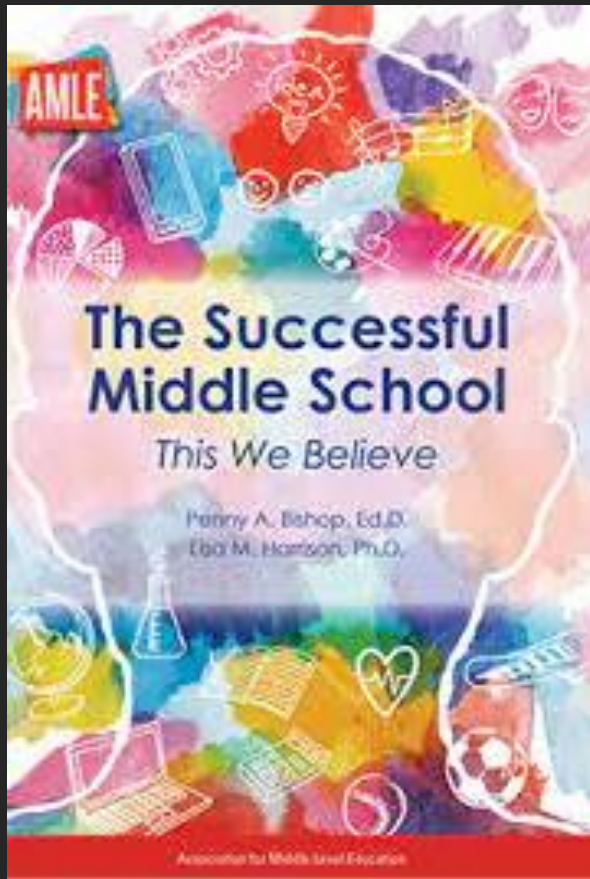


INCLUSIVE WELCOME

Connection before Content



Book Study- Chapter 1



***The Successful Middle School: This We Believe* examines decades of research into the developmental nature of young adolescents and the school structures and practices that best support those needs.**

Block Party

At the end of each section of the book, there are a series of quotes. We will use the quotes to conduct a block party.

- Randomly select two quotes and spend a few minutes reflecting independently (2 min)
- *HAND UP - PAIR UP* Participants mingle and share quotes, reflections, questions, etc. (3 min)
- After 3 minutes or when conversation is finished up, *HAND UP - PAIR UP* with someone else (3 min)
- Whole group sharing of ideas and questions raised by the experience - popcorn style



Ask each person to reflect on and record behaviors they consider ideal behaviors for a group.

- Write one idea on each sticky note. Please write a total of 5.
- Invite the team members to place their ideas on the charts at the front of the room.
- Read each norm that has been suggested. Allow time for group members to discuss each idea. As each recommended norm is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Sticky notes with similar ideas should be grouped together.

WHAT BEHAVIORS DO WE EXPECT TO
SEE FREQUENTLY?



Example

What do we do if/when
the agreements are not
being honored?

To use this technique, the facilitator polls the group on a particular topic and asks them to indicate where they stand, such that:

- **Thumbs Up:** I support this idea.
- **Thumbs Sideways:** I am ambivalent; I can “live with” this idea. While it may not meet all of my needs, I don’t have strong reservations.
- **Thumbs Down:** I cannot live with this idea and have concerns that must be heard by the group.

If there are no thumbs down, this is a reasonably strong indicator that the team is comfortable with moving forward. However, before doing so, it’s important that we understand what motivated anyone with a Thumbs Sideways vote to feel less than enthused about the idea.

DECISION MAKING



Timekeeper

The timekeeper ensures all time limits are respected, including time for discussing specific topics and for ending on schedule.

- Starts meeting on time
- Ensure sufficient time for each item on the agenda
- Close meeting at agreed upon time
- Assure each item adheres to allocated time

Note Taker

The note taker records key decisions, insights, action items, and other results. They'll make sure these notes get sent afterward, too.

- Records basic ideas
- Gets clarification when necessary
- Supports facilitator
- Reviews
- Send notes and follow up items to members
- Updates members who missed meetings

ROLES



Data Exploration

ANNA VAN WINDEKENS, PH.D.

RESEARCH SCIENTIST

BELLEVUE SCHOOL DISTRICT

What are some purposes of using data in a project like this?

- **Historical “Snapshot”**: Data helps provide a grounding of where we have been and what patterns and trajectories have looked like (including what our students have experienced & what their outcomes have been)
- **Guides the Work**: Data helps us identify our community's needs and priorities and helps us smartly align these to the Steering Committee's work
- **Smart Planning**: Data helps inform evidence-based decision-making—shaping the future
- **Critical and Questioning Stance**: Data helps us see what is missing and what we still need to learn about or understand (we will come back to this at the end of this activity)
- Other purposes of data?

Data Exploration: Hands-On Activity

Purposes of this Activity:

Steering Committee members will examine and make sense of a sample of real data from our 5 traditional middle schools (Chinook, Highland, Odle, Tyee, Tillicum) in order to:

- 1) Better understand part of the BSD middle school student experience, specifically of a non-academic nature (belonging, attendance, social, emotional, behavioral, mental well-being)
- 2) Critically reflect on what other, additional data we need to guide our work to reimagine middle school

Data Station #1:
Student Sense of
Belonging

Data Station #2:
Student Attendance

Data Station #3:
Student Social,
Emotional, and
Behavioral Function
(*BIMAS-2 screener*)

Data Station #4:
Student Mental
Health, Grades,
and Grading

Data Exploration Protocol

“When looking at this data, I notice _____ . Noticing this makes me think _____ .”

After everyone in your group has had a chance to share, **select 1 or 2 key noticings that emerged from the group and prepare to share these with the whole group.**

We will then close this activity with a quiet, individual reflection.

Data Exploration Groups

Group 1	Group 2	Group 3	Group 4
Gaurav	Valeri	Wen	Courtney
Sudeep	Sahaj	Sumayah	Diego
Kim	Dan	Mathew	Tori
James	Danielle	Devonia	Scott
Mariela	Jessie	Kalena	Susan/Jennifer
Tom	Wendy	Melisa	Susie
Regen	Gargi	Annisa	Aaron
Melissa	Kara		

Closing: Individually Reflect

You just explored a selection of data about our middle school students' non-academic experiences (belonging, attendance, social, emotional, behavioral, mental well-being).

On a post-it note respond to this prompt:

What other, additional data do we need to guide our work to reimagine middle school in BSD? What do we still need to learn about or understand?



Back together at 12:00!

Features to be Reimagined within a Framework



1- Describe to your group an issue/challenge that you've seen in middle school that we should "design to improve"?

Examples: In middle school, we don't have a period when we intentionally teach students about social-emotional learning. (And why does this matter? How are our students and schools impacted by this issue?) **15 min**

2- Next, as a group, choose one issue/challenge scenario to share with whole group. **5 min**

3- Whole group: Anchor chart activity (6 charts) to share out & categorize into our 6 "features". **20 min**

- * A more engaging and relevant academic program
- * The integration of SEL instruction and relationship-building into the school day
- * MTSS tiers/system of supports
- * Global competency principles
- * Equitable grading practices
- * Smoother school-level transitions for students and families.





Nuts and Bolts

- Structure Options:
 - Option A: Simultaneous, subgroups by Feature (you & your subgroup own this body of work)
 - Option B: One-at-a-time feature, whole group
 - Option C: ALTERNATIVE OPTION (your idea?)
- Next Meeting Dates/times/location (who wants to host the 9/20)
- Information posted on the website/communication
- Chapter #2

Optimistic Closure

Data Exploration Protocol

“When looking at this data, I notice _____ . Noticing this makes me think _____ .”

After everyone in your group has had a chance to share, **select 1 or 2 noticings that emerged from the group and record these directly on the paper.**

Your group will spend ~6 minutes at each data station. We will then close this activity with a quiet, individual reflection.

Let's see an example of this in action! (Wendy, Melisa, Aaron)