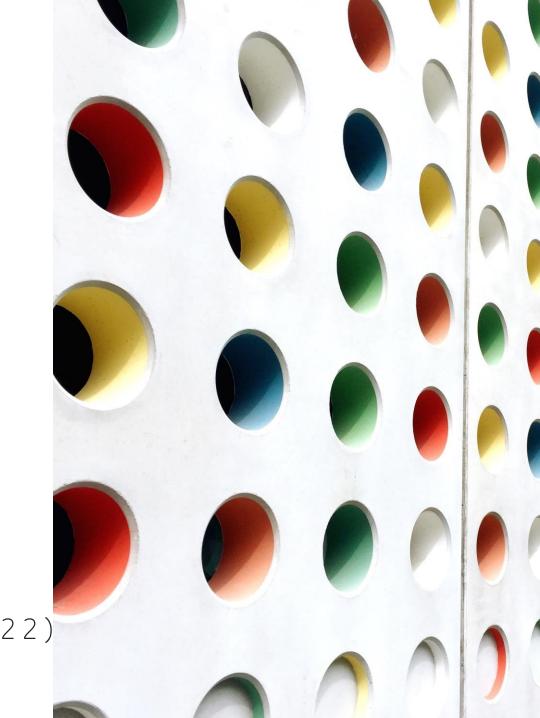
Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

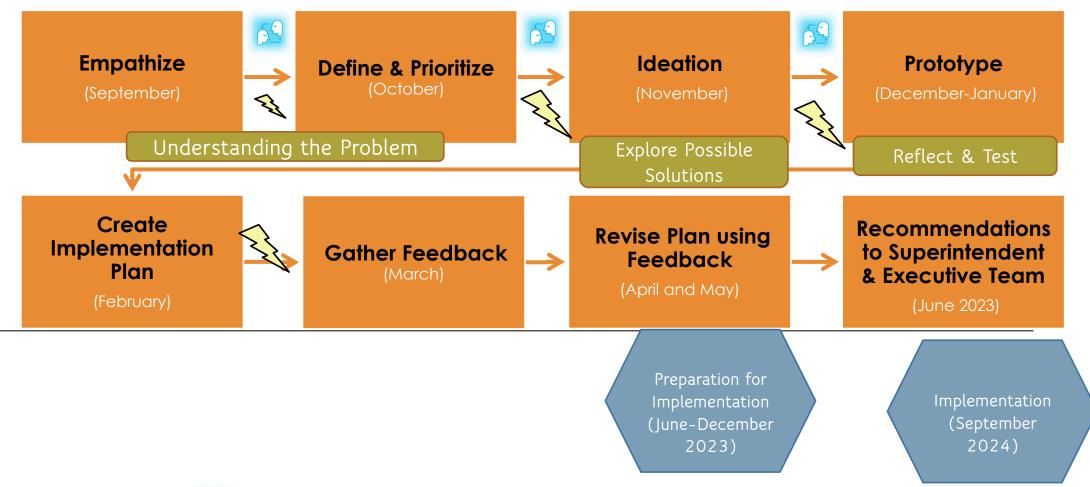
STEERING COMMITTEE MEETING #4 (10/3/22)



Duration	Details
7 min (4:30-4:37 PM)	Welcome Agenda, Roadmap, Objectives and Norms
8 min (4:37-4:45 PM)	Smart Brevity Activity
20 min (4:45-5:05 PM)	Setting the Stage: Sharing of our Vision for Students WE DEFINE: Identify problems via brainstorming
25 min (5:05-5:30 PM)	WE EMPATHIZE (Part #3): Learn from Shadow a Student Participants
20 min (5:30-5:50 PM)	WE DEFINE: Revisit identified problems Narrow and Share
5 min (5:50-5:55 PM)	Next meeting 10/20 at Tyee November 17th – Full Day Meeting October: Listening Campaign
5 min (5:55-6:00 PM)	Caring deeply for the social, emotional and mental well-being of each other
	7 min (4:30-4:37 PM) 8 min (4:37-4:45 PM) 20 min (4:45-5:05 PM) 25 min (5:05-5:30 PM) 20 min (5:30-5:50 PM)

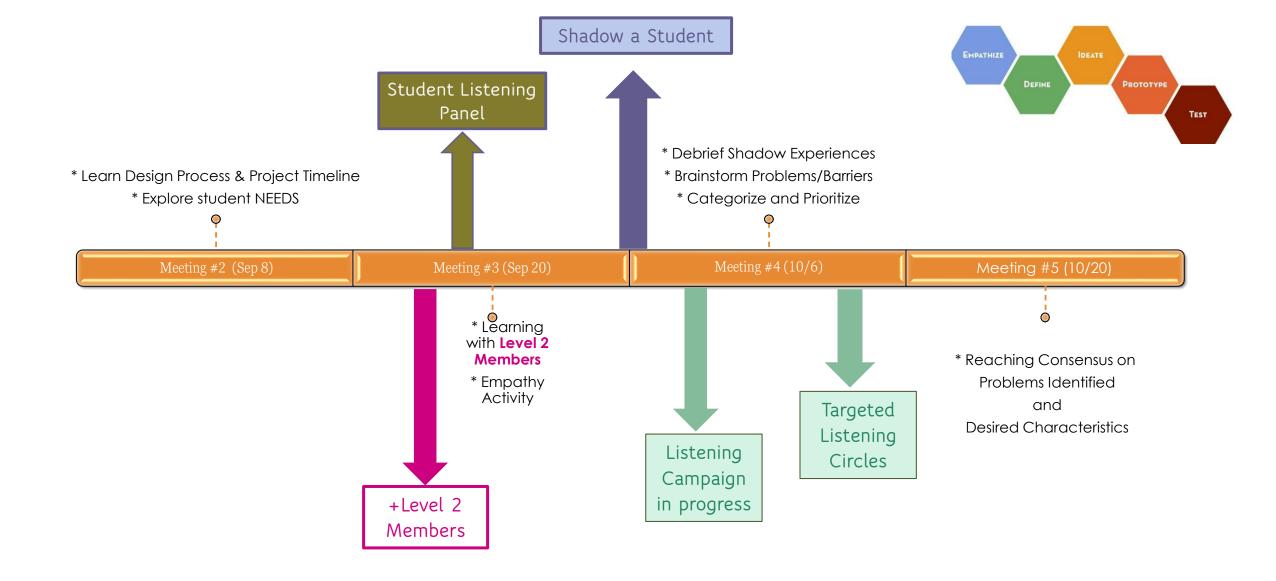
"RMS ROADMAP"

(DESIGN THINKING PROCESS AND TIMELINES)









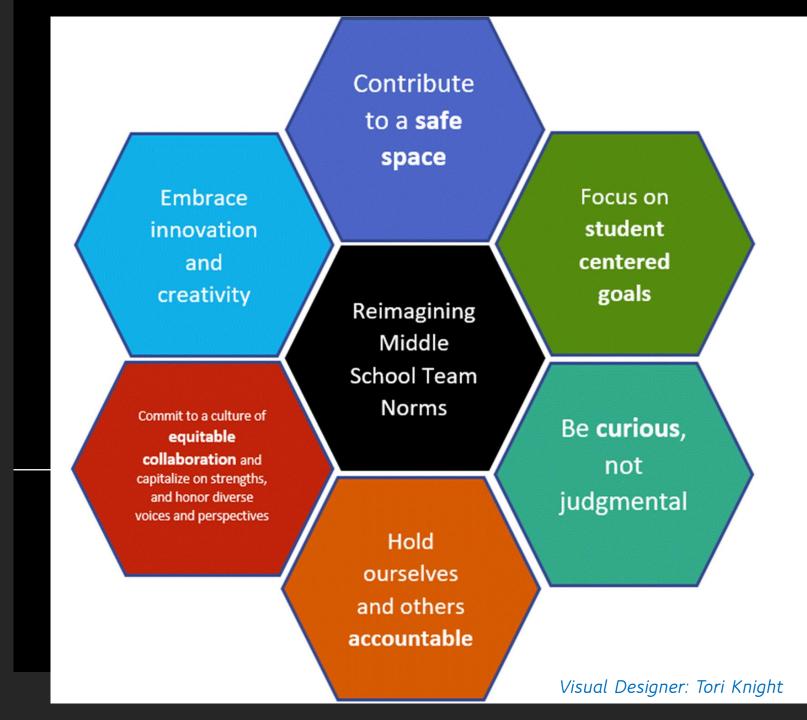
Today's Objectives

- Continue to:
 - ☐ Build trusting relationships between committee members
 - ☐ Ground our work in research by discussing Chapter 3 of *The Successful Middle School: This We Believe* book
- Empathize with middle school students by deeply listening to and seeking to understand their experiences through:
 - Learn from the Shadow a Student participants (part #3)
 - Identify potential barriers or problems

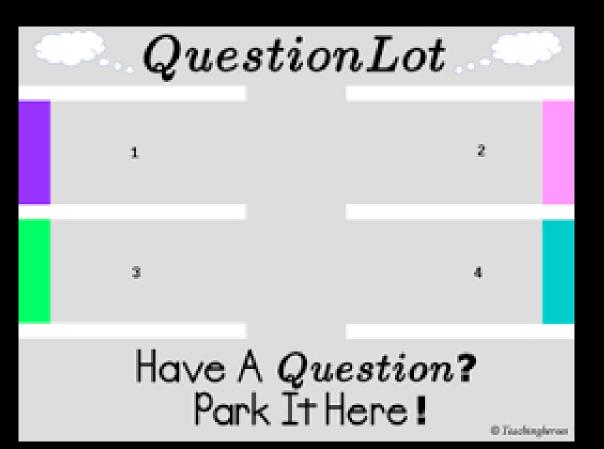
Community Agreements

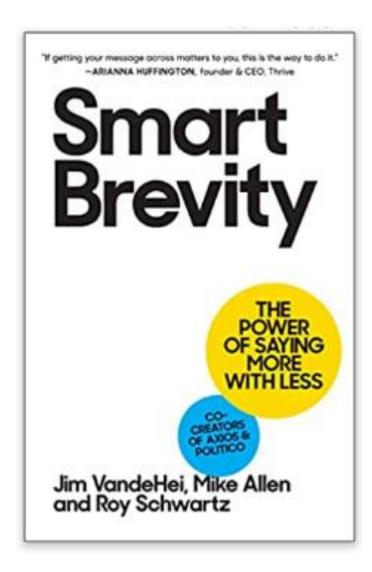
Roles

TimekeeperNote TakerProcess
MonitorKim HayDan SakaueSelf-Reflection









Book Study

Task: take your assigned "section" and create a Smart Brevity email subject line or "tease"

Entice me to want to open the email!

No more than 6 words!

Less words, the better

Less syllables the better

Select a person from your group that will read your subject line

3 minutes!

DEFINE

Explicitly identify the problems.

Just state what is wrong or needs to be addressed, not WHY it's a problem, nor how you plan on addressing it.

- ☐ Guides our work
- Centers students and their needs
- Creates a sense of possibility and optimism
- ☐ Helps spark ideas that can be used in the Ideation stage

What are we trying to solve? What patterns did we see? What did they hear most often? What difficulties did the middle students have?

"A problem is an unmet need that, if met, can satisfy the student's purpose."

Ideally, HOW should a "problem" be defined?

Human-centered

Frame the problem according to students needs and insights gained during the EMPATHIEZE phase.

Broad enough for creative freedom

The problem should not focus too narrowly on a specific method regarding the implementation of the solution and not list technical requirements.

Narrow enough to be manageable

On the other hand, a problem that is too broad will likely cause team members to feel overwhelmed.

Actionable:

Phrase the problem in a way that invites action.

Examples

Problem Statement #1: Reports of incidents of bullying this year in our school have gone up over this time last year. Students report feeling unsafe in hallways, bathrooms, and on the playground.

Problem Statement #2: Children are learning to become their own unique selves. During this time, it is not uncommon for children to branch out from their childhood friendships and experiment with developing new relationships that align with their newfound interests. This is completely natural and to be expected. And yet it is not uncommon for some children to feel a sense of loss as they sometimes drift apart from their earliest friends.

Example Problem Sentence: Students spend most of the day learning passively ("sit-and-get").

(We are building a foundation that will help us craft our overall RMS Problem Statement.)

Identifying the problems

01

1- Study Data Themes Visuals 02

2 - With a partner, brainstorm & list in sentence form the problems that are preventing achivement the ideal stage.

03

3 - Please write each problem on an index card

04

4 - Please keep the problems to 5 index cards total



From the Steering Committee:

- Students need to be safe, known, understood, valued, cared for, believed in, and guided (individual, student-level foundation of belonging and learning)
- Students need to be part of a community, with meaningful connections to peers and adults (social belonging)
- Students need learning environments that:
- are engaging, relevant, and challenging
- promote student choice, autonomy, decision-making, and self-efficacy (learning environment aligned with students' developmental needs and preparation for high school and beyond)

EMPATHIZE INITIAL PERSPECTIVES...

EMPATHIZE Adding more voices...

From the Steering Committee + Student Panel + Level 2:

- Deeper interpersonal connection opportunities
- Student choice and autonomy
- •Teacher-student relationships
- •A better balance between rigor and social life
- Engaging classes
- •More realistic workload for students
- •Student choice, options, and learning by experiences, field trips
- •Increasing social awareness in real world instead of on computers and online



"More conversations like this- hearing from other students- as parents can feel we know it all and the kinds of solutions students were giving were so easy and simple" BSD Parent

Identifying the problems

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2 - With a partner, brainstorm & list in sentence form the problems that are preventing achivement the ideal stage.

03

3 - Please write each problem on an index card

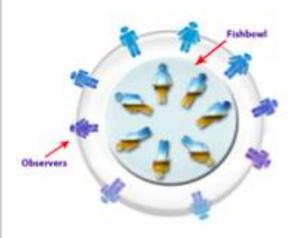
04

4 - Please keep the problems to 5 index cards total



What are the needs of the people we are solving for?

- Gain an empathic understanding of the problem we are trying to solve
- Get to know the MS students and understand their desires, needs, and objectives
- Set aside our own beliefs and assumptions
- •Why do we need to solve the problem?
- Why is so important to them?
- What will be the outcome if we were to address the problem/need?



Fishbowl:

- Use presentation voice or microphone
- Please do not reference school or staff names

Observers:

- Listen without judgement
- Note if you hear something that connects to your index cards
- Use other notetaking strategies if that helps you listen & empathize

What are we trying to

- What patterns did we see?
- What did they hear most often?
- What difficulties did the middle students have?

Coming to Consensus

Consensus-Building at your table

Consensus is a shared decision-making process focused on finding agreement in a group. It's a commitment to identifying ideas, solutions, next-steps that everyone can support publicly. It is not about votes or "majority rules".

Activity Goal:

Reach consensus on your table's top 3 problems

- Step 1: Each partner set shares the problems they have identified on their cards
- Step 2: Look for common problems
- Step 3: Reach consensus on your table's top 3 problems

Share 1 problem with the whole group

What are we trying to solve?

- What patterns did we see?
- What did they hear most often?
- What difficulties did the middle students have?

Identified Problems by the RMS Committee Members

- 1- Not enough meaningful connection to/with peers and adults
- 2- Irrelevant instruction and use of time
- 3- The school day and classes not typically structured in a way that empower students and promotes their ownership of learning
- 4- There is no bridge to 5th grade students to transition to middle school.
- 5 There is a disconnect between the skills being taught and the skills needed to succeed in the future.
- 6- Every action, there a reaction. Every decision may affect many people; unintended consequences of decisions.
- 7- Sense of meaningful engagement and student voice
- 8 Students need break time! (Only lunch)
- 9 Student lack interactive learning environments
- 10 Sense of belonging



Nuts and Bolts

- Next Meeting 10/20 Tyee
- November 17 − 8:00 AM- 4:00 PM
- Chapter #4 (pages 45-56 on "Young Adolescent Development & Implications for Educators")
- Listening Campaign
- •What is coming up: WE DEFINE

Listening Campaign

Families/Guardians:

Survey open from October 5th to 19th

Students:

Visit your school during lunch on October 11

One question on the Fall Panorama survey

Staff/Teachers:

- Visit your school the weeks of October 5th to October 19th.
 - o Odle (Wendy) Oct. 7 & 14
 - Highland (Drew) Oct. 12
 - Chinook (Melisa) Oct. 13
 - Tillicum (Anna)-Oct. 19
 - Tyee (Gargi)-
- Follow up Survey

Targeted Student Focus Groups:

- Special Education Tillicum
- Dual Program Highland
- Multilanguage Program Highland
- Black Student Union Odle
- AVID students- Odle
- Advanced Learning Chinook
- Leadership (ASB) Tyee



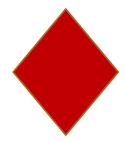
Suit Yourself



Hearts: Something from the heart. How did you feel? What did it mean to you?

Clubs: Things that grew-new ideas, new thoughts, a new point of view.





Diamonds: Gems that last forever. What are some of the gems of wisdom gathered from people or content?

Spades: Used to dig in the garden.
Generate conversation about planting new ideas or things participants dug up during meeting.

