

# Reimagining Middle Schools

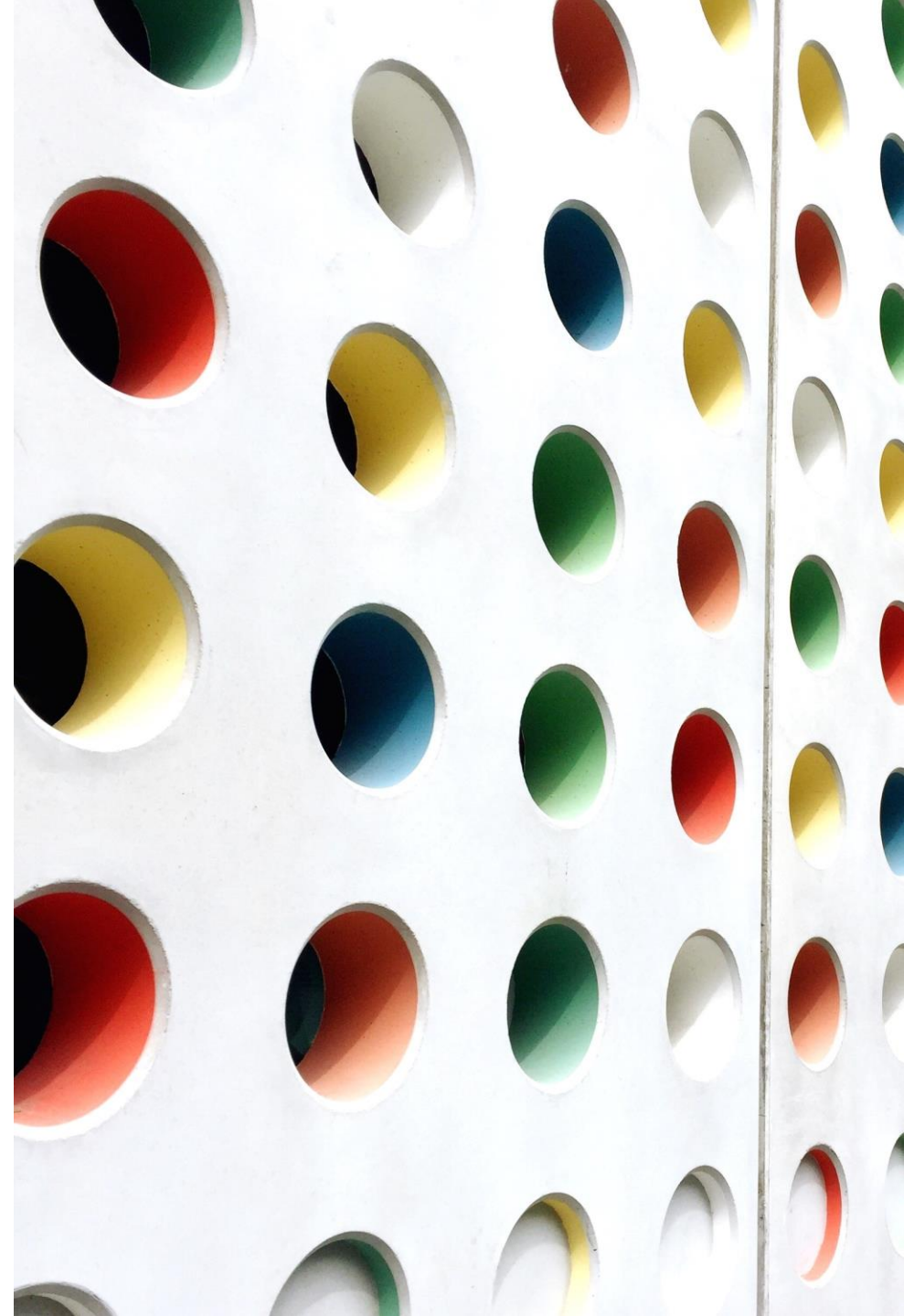
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BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

STEERING COMMITTEE MEETING #5 (10/20/22)

TYEE MIDDLE SCHOOL



# Mixed Groups

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Table # 1	Table # 2	Table # 3	Table # 4	Table # 5
Wen	Courtney	Valeri	Anissa	Gaurav
Diego	Noelle	Hasini	Sahaj	Jessi
Kim	Dan	Tori	Scott	Gabe
Dee	Danielle	Mathew	James	Susie
Mariela	Anna	Regen	Tom	Nellie

Activity	Duration	Details
Purpose	7 min <i>(4:30-4:37 PM)</i>	Welcome <ul style="list-style-type: none"> <li>• Agenda, Objectives and Community Agreements</li> </ul>
Book Study	8 min <i>(4:37-4:45 PM)</i>	Young Adolescent and Implications for Educators (55-66)
Content	65 min <i>(4:45-5:50 PM)</i>	<p><b>WE DEFINE:</b></p> <ul style="list-style-type: none"> <li>• Reviewing &amp; categorizing opportunities identified</li> <li>• Creating actionable statements that will drive our design work</li> <li>• Reaching Consensus</li> </ul>
Nuts & Bolts	5 min <i>(5:50-5:55 PM)</i>	<p>Next meeting 11/1 at Odle</p> <ul style="list-style-type: none"> <li>• <b>Date change to 11/1</b></li> </ul> <p>What is coming up: We DEFINE &amp; IDEATE</p> <ul style="list-style-type: none"> <li>• <b>Release Day- November 17th</b></li> <li>• Out of state Travel- December-January</li> <li>• Website- <a href="#">Frequently Asked Question (FAQ)</a></li> <li>• RMS Membership - welcome Gabe!</li> <li>• Email- <a href="mailto:RMS@bsd405.org">RMS@bsd405.org</a></li> </ul>
Closing	5 min <i>(5:55-6:00 PM)</i>	Caring deeply for the social, emotional and mental well-being of each other

# Today's Objectives

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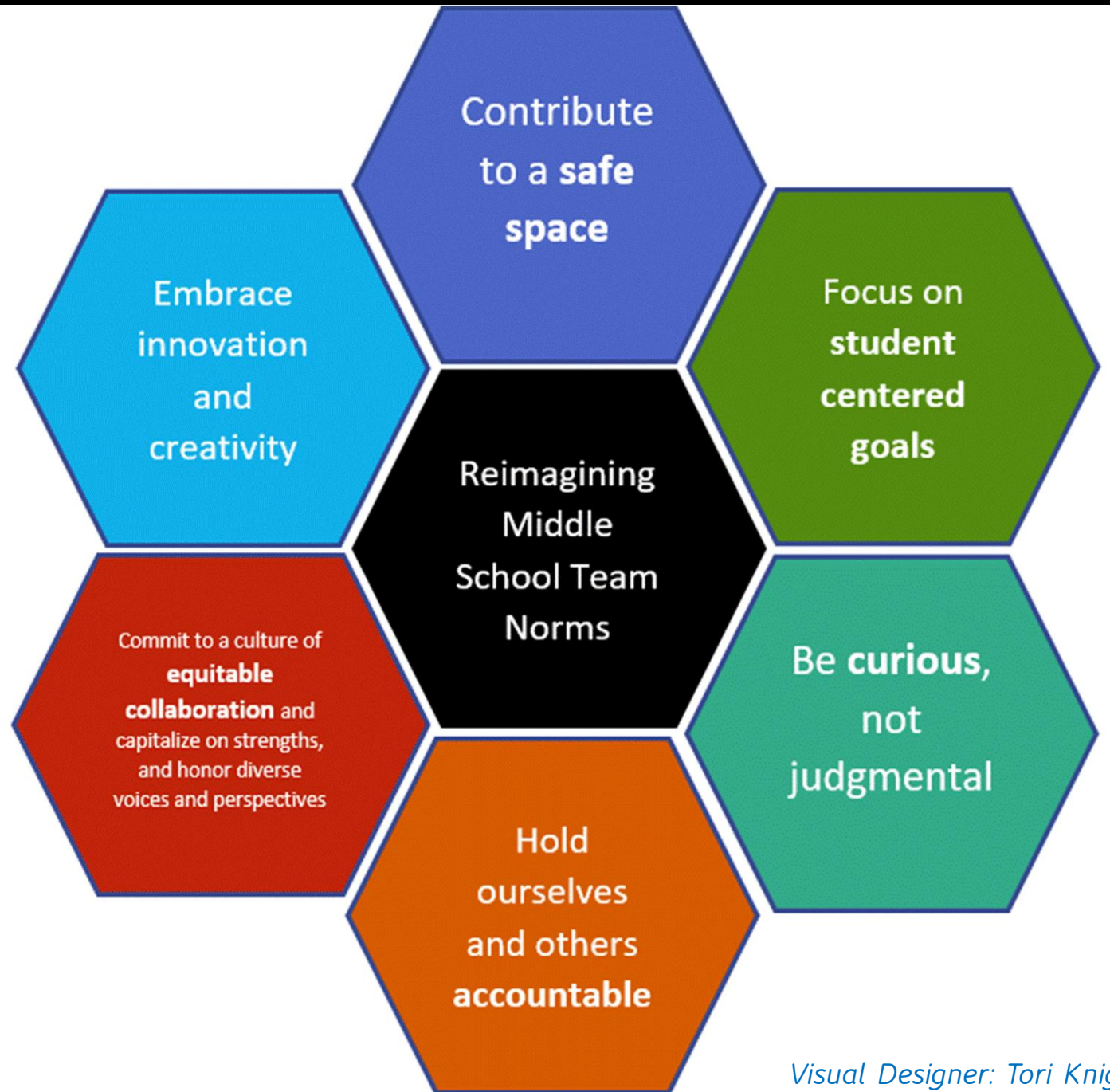
- Continue to:
  - ❑ Build trusting relationships between committee members
  - ❑ Ground our work in research by discussing Chapter 4 of *The Successful Middle School Book: Young Adolescent Development and Implications for Educators* (page. 55-67)
- **EMPATHIZE and DEFINE:**
  - ❑ Review & categorize opportunities
  - ❑ Get consensus on the opportunity themes
  - ❑ Create actionable statements that will drive our design work

# Community Agreements

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## Roles

<i>Timekeeper</i>	<i>Note Taker</i>	<i>Process Monitor</i>
<b>Susie Q Challancin</b>	<b>Scott Gregorich</b>	Self-Reflection



Visual Designer: Tori Knight

# Feedback Received

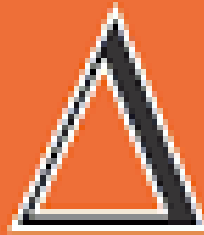
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- ▶ Request for mixed groups
- ▶ More whole group conversations/interactions
- ▶ Need to continue to build trust to help us share openly
- ▶ Adapting parking lot





What is going well?



What can we improve?



# Question Lot

1

2

3

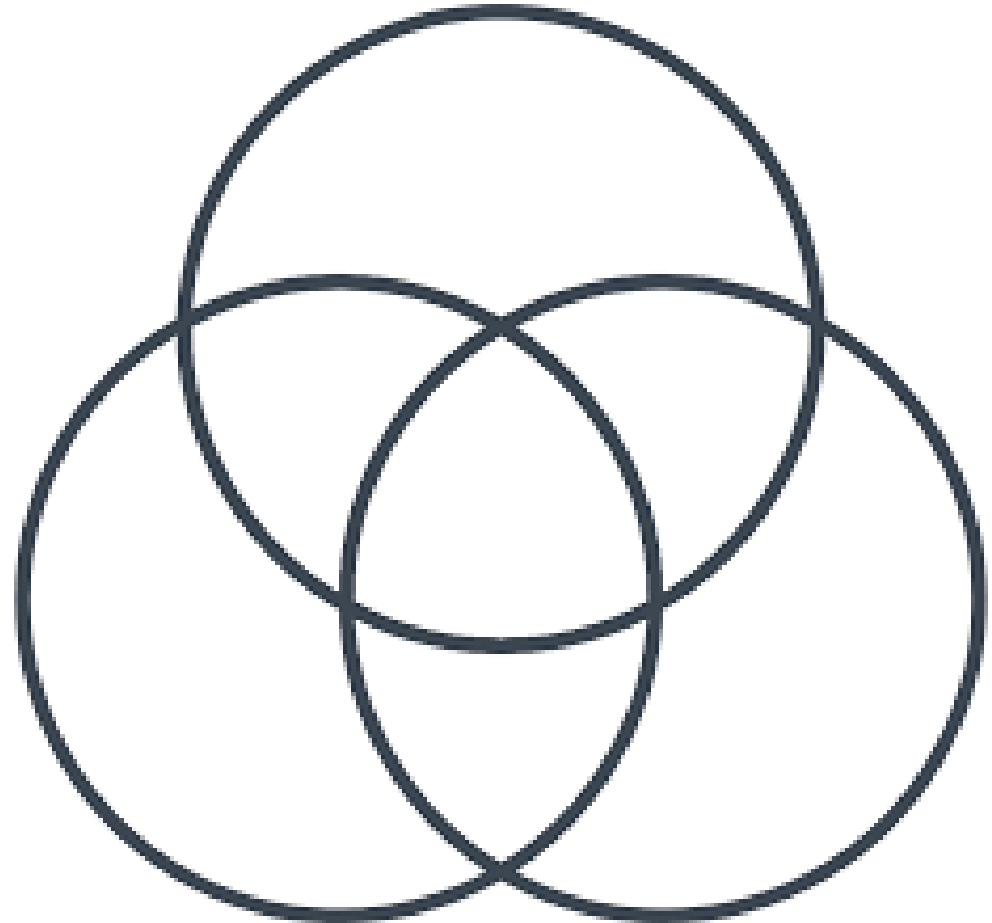
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Have A Question?  
Park It Here!

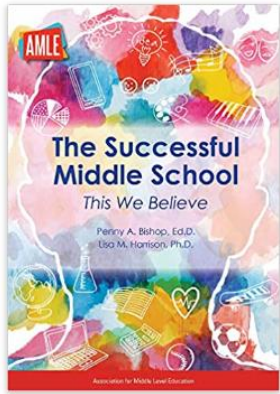
# Opening

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What do we have in common?







## Book Study: Section 4 (pp. 55-67)

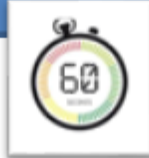
# *“Young Adolescent Development and Implications for Educators”*

Physical, Cognitive, Social-Emotional, Psychological

Silent reflection:  
“What stood out  
to you in this  
section?”



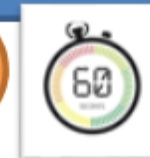
First person shares  
reflection for one  
minute.  
Uninterrupted.



Second person  
shares (building  
where it makes  
sense).  
Uninterrupted



Third person shares  
(building where it  
makes sense).  
Uninterrupted



Conversation  
overflow time. What  
big ideas are coming  
up for us? What is  
resonating with us?



Silence.  
Re-center.  
30 sec

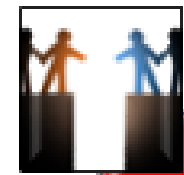


Silence.  
Re-center.  
30 sec



Silence.  
Re-center.  
30 sec





Define

**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

**Opportunities**

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 5<sup>th</sup> 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**

# Activity: Identifying *Themes*

1. **Read** the “opportunities” statements
2. **Sort** into similar categories
3. **Place** into cup
  - No more than **4 cups!**
4. **Name** your cup
  - This will be by the *theme* for the cup
  - The name of the theme needs to be less than 5 words
    - For example: *School Level Transitions*
5. Be ready to **share!**



10 min.

**Time's Up!**

# Sharing Aloud Opportunities Themes

**Developmentally Responsive Student-Centered Education** - Bend or break the systems & structures of MS (integration). What if...

- **Social** interactions - social emotional needs (social emotional)
- **Academic** interactions - Learning environment - instructions; Rooted in **relationships** - students get the centered
- Meet them where they are at - *socially & academically*
- Smooth **transitions** - breaks, bridges from elementary and to HS
  
- *Note: these are all part of one system (one cup); decisions made will have consequences that impact stakeholders. What is unique about this RMS work? We are trying to reimagine but still using the same tools (industrial production line). Operate within constraints (RCWs, etc.) but don't let them be the drivers. Going to a new place...how do we get there?*

# Reach Consensus

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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".



# Statements Example

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## Theme: Student Well Being

- We want students to feel validated and supported. We want students to feel empowered about who they are.
- We want student to feel strong sense of belonging to their community. We want student to own their learning environment.
- We want students to have meaningful and healthy relationship with peer and adults inside and outside the school.
- We want students need to develop the skills to be able to face challenges and contribute positively to the world.



# Nuts and Bolts

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Next meeting 11/1 at Odle

- Date change to 11/1

What is coming up: We DEFINE & IDEATE

- Released Day- November 17th
- Out of state Travel- December-January
- Website- [Frequently Asked Question \(FAQ\)](#)
- RMS Membership
- Email- [RMS@bsd405.org](mailto:RMS@bsd405.org)

Feedback



# CLOSURE

*Rose, Thorn, Bud*

*Take a moment to reflect on the opportunities and themes we unpacked today.*

*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*

*Bud = A new idea that has blossomed OR a possible way your thorn could support learning and growing*

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