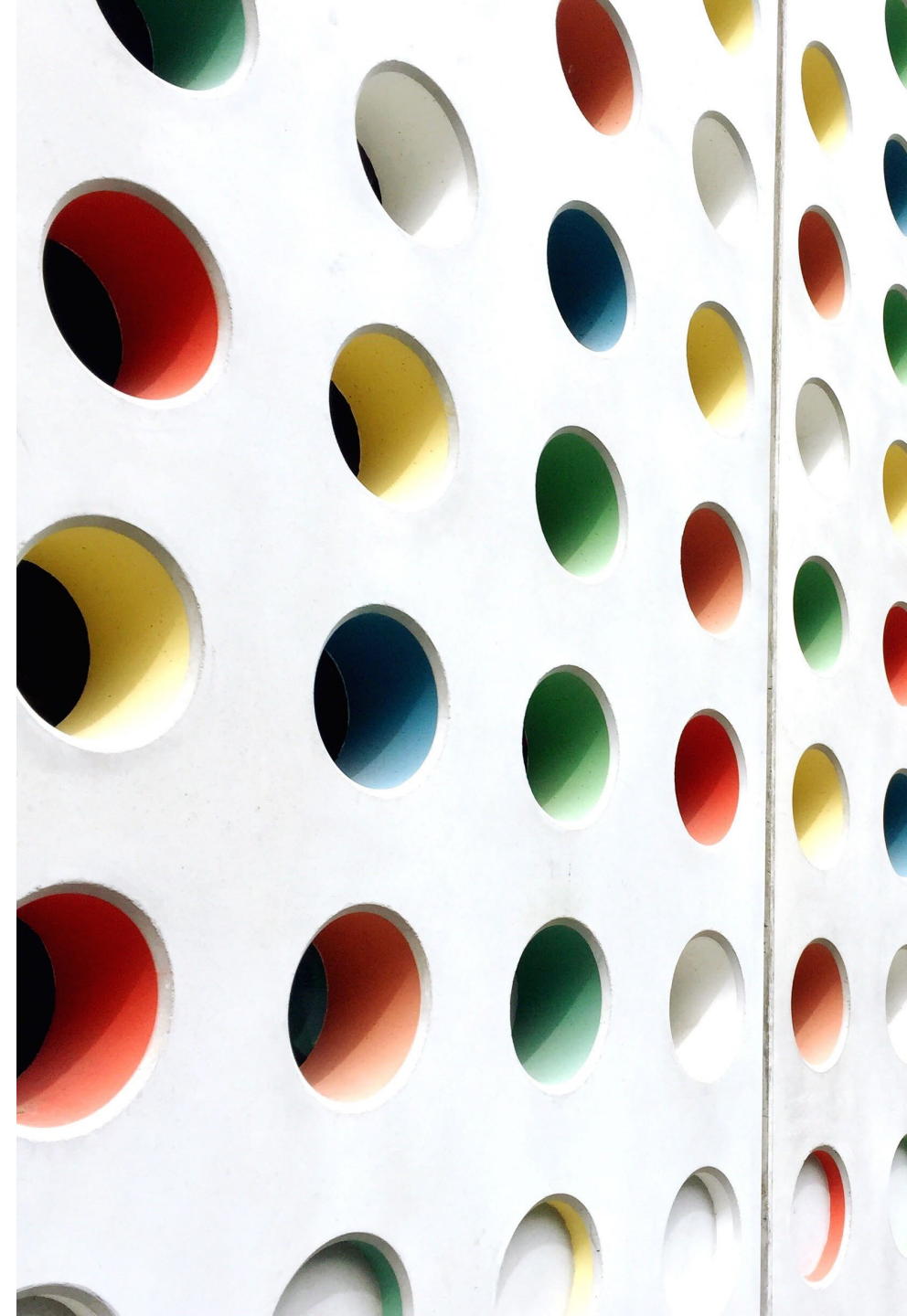# Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

STEERING COMMITTEE MEETING #9 (1/12/23)

TILLICUM MIDDLE SCHOOL

Agenda
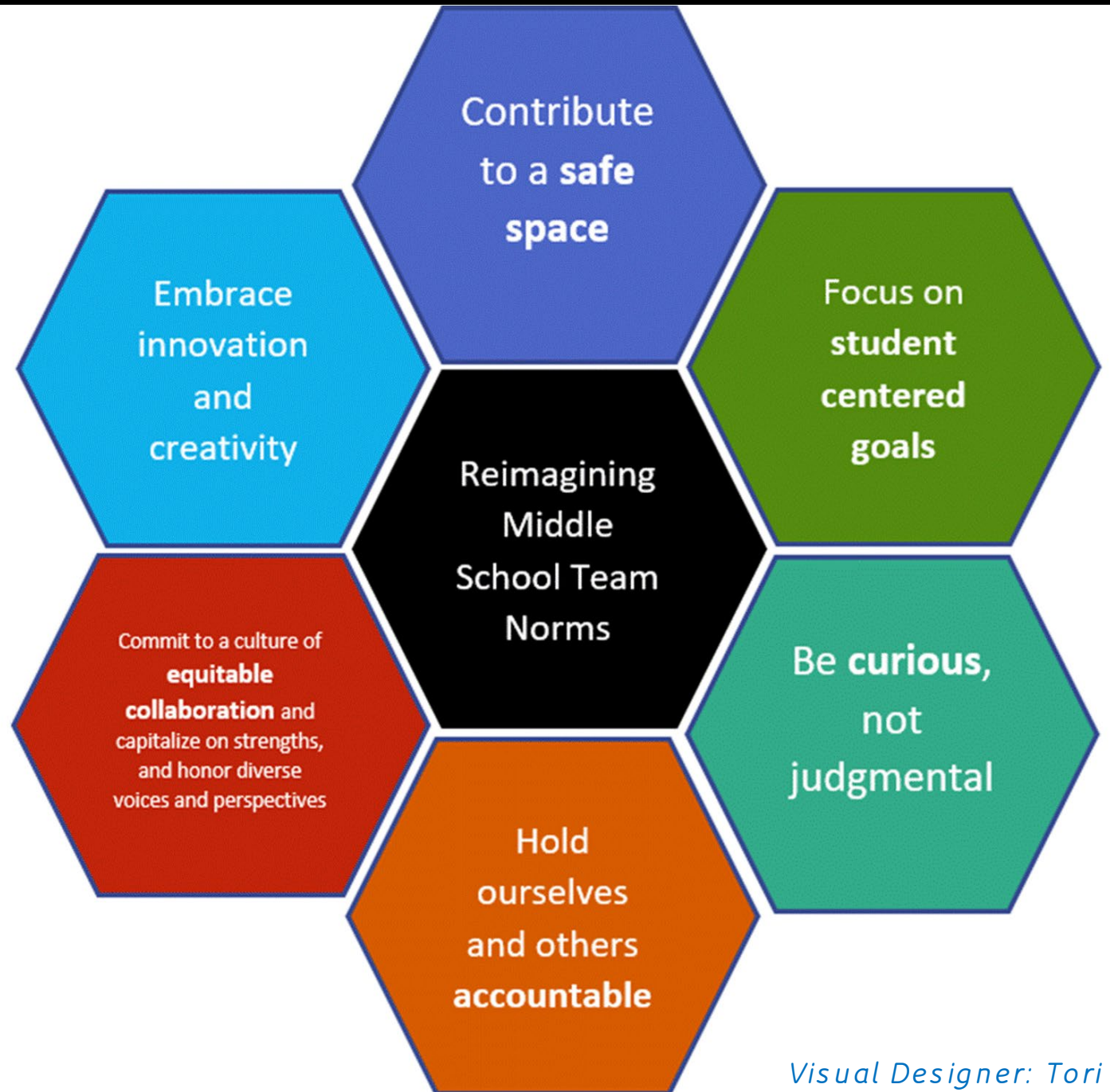
Welcome

Content: We start PROTOTYPING!

Nuts & Bolts

Closing

Community Agreements & Roles

Note Taker	Process Monitor
Wendy	Self- Reflection

Visual Designer: Tori Knig

Today's Objectives

WE **begin to PROTOTYPE** by:

❑ Reviewing our vision, student needs and AMLE characteristics

❑ Using the ranking survey results to come to consensus on what to move forward into Prototyping stage.

Grounding our work today

Reimagining Middle School Vision

Responsive, Challenging, Empowering, Equitable, Engaging

*We will redesign the middle school experience to offer a **developmentally responsive, student-centered** education.*

Characteristics

Successful middle schools exhibit the following 18 characteristics:

Culture and Community

— Educators respect and value young adolescents.

— The school environment is welcoming, inclusive, and affirming for all.

— Every student's academic and personal development is guided by an adult advocate.

— School safety is addressed proactively, justly, and thoughtfully.

— Comprehensive counseling and support services meet the needs of young adolescents.

— The school engages families as valued partners.

— The school collaborates with community and business partners.

Curriculum, Instruction, and Assessment

— Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.

— Curriculum is challenging, exploratory, integrative, and diverse.

— Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.

— Instruction fosters learning that is active, purposeful, and democratic.

— Varied and ongoing assessments advance learning as well as measure it.

Leadership and Organization

— A shared vision developed by all stakeholders guides every decision.

— Policies and practices are student-centered, unbiased, and fairly implemented.

— Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.

— Leaders demonstrate courage and collaboration.

— Professional learning for all staff is relevant, long term, and job embedded.

— Organizational structures foster purposeful learning and meaningful relationships.

- ➤ 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)

Identified ~~Problems~~ Opportunities by the RMS Committee Members
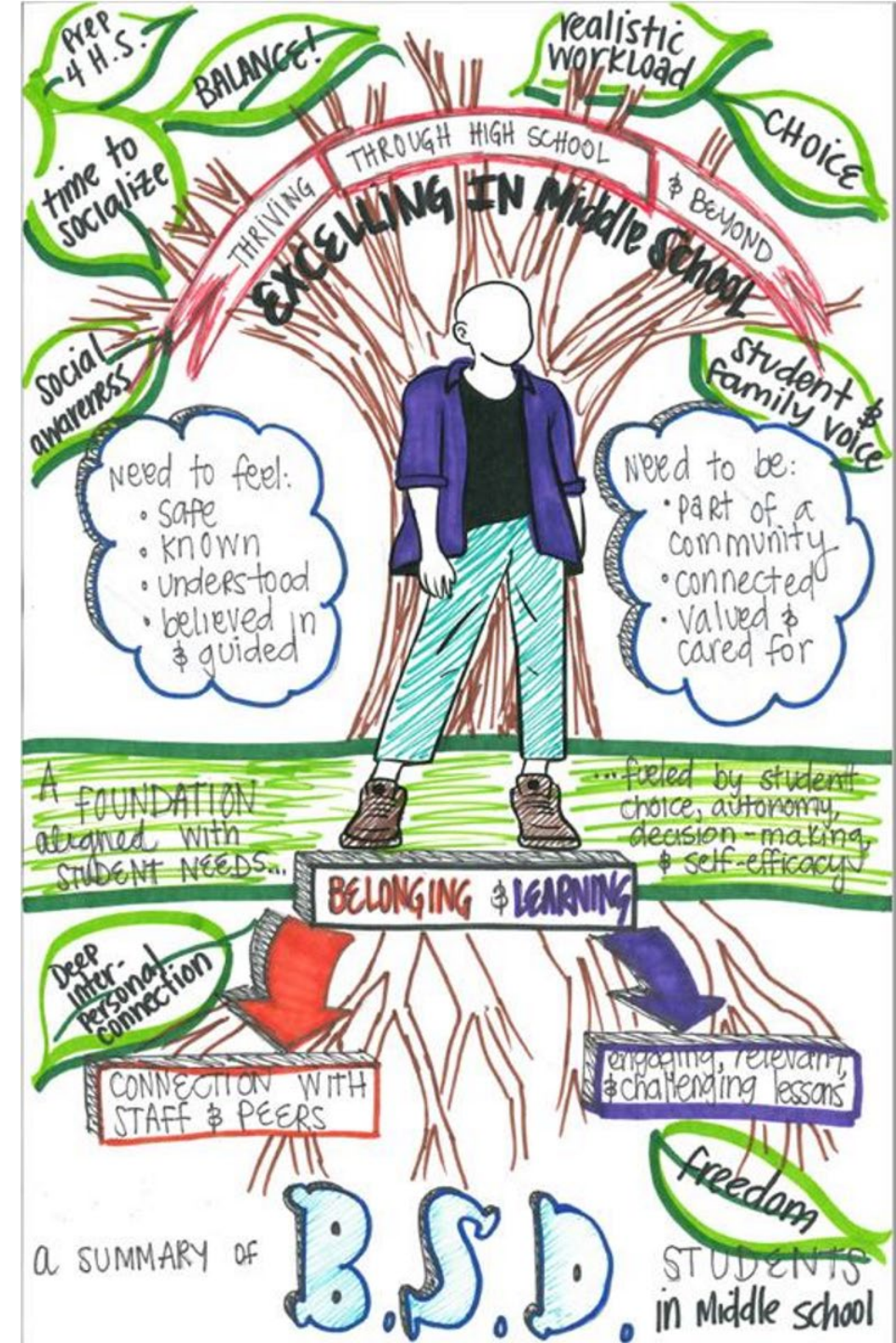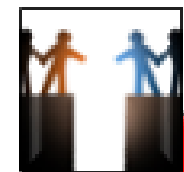
What are we trying to solve?
- What patterns did we see?
- What did they hear most often?
- What difficulties did the middle students have?

1. Not enough **meaningful connect**ion 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. Sense of meaningful **engagement** and **student voice**

7. Students need **break time**! (Only lunch)

8. Student lack **interactive lea**rning environments

9. Sense of **belonging**

Consideration: Every action, there a reaction. Every decision may affect many people; unintended consequences of decisions

Reimagining Middle School (RMS): Ranking Ideas for Prototyping
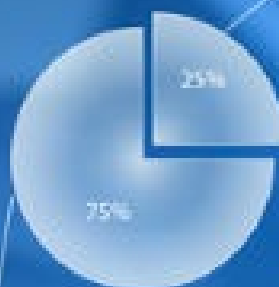
SURVEY

1. Culture & Community

...p choices will advance forward to the

Think about the following: **Which of these ideas would best accomplish our vision and address one or more of our nine identified middle school problems/opportunities?**

We...
https...
imuZhuFr5w?e=IjYxh

2. Curriculum, Instruction & Assessment

This is a... ...teristic. Click on ideas to move into your preferred order.

3. Organizational Structures

...= team #1 and idea #16).

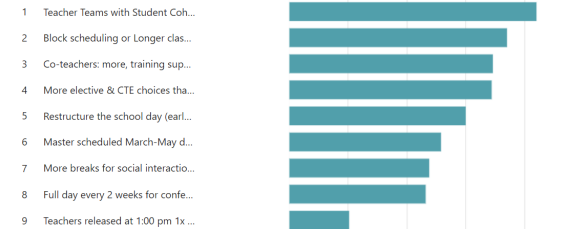# Top 11 Solutions for Reimagining the BSD Middle School Experience

o Project Based Learning with support and collaboration; Hands-on Learning: authentic audience & academic integrated project-based work

o Teacher Teams with Student Cohorts

o Advisory or Homeroom to build community, teach SEL, bullying prevention & study skills

o Block scheduling or Longer class periods

o Cross building & level STUDENT collaboration & mentorship

o Focus on Universal Design for Learning (UDL)

o Co-teachers: more, training support & looping

o Student led conference, IEP, etc. min 1x year

o Embed SEL & Exec Functioning skills

o Blocked classes (e.g. one teacher for LA & SS)

o More elective & CTE choices that reflect student needs & input; core disciplines incorporated

How We Got to these "Top 11 Solutions"

- We compared and made sense of **a few different ways of looking at the data**:
  - 1: Most popular overall (Microsoft Forms "points-based" green-colored graphs)
  - 2: Distribution by 1st choice, 2nd choice, etc. (Microsoft Forms "heat map-colored" graphs)
  - 3: "Top 3" calculation (How many respondents chose this solution as their 1st, 2nd, or 3rd choice for this category? This indicates support for and belief in this solution.)
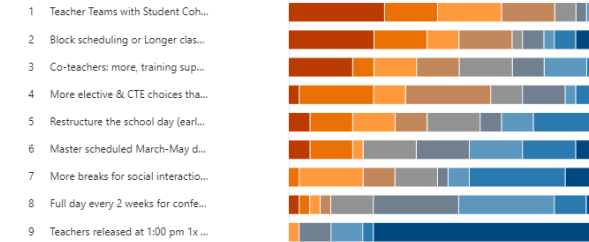- Let's take the "Organizational Structures" category as an example.

Teacher Teams with Student Cohorts = 69% or 20/29 respondents chose this as one of their "TOP 3" solutions for Organizational Structures
- 31% (1st *choice*) + 17.2% (2nd *choice*) + 20.7% (3rd *choice*)
- RMS Design Dimensions document references: 1.14

Block scheduling or Longer class periods = 55% or 16/29 respondents chose this as one of their "TOP 3" solutions for Organizational Structures
- 27.6% (1st *choice*) + 17.2% (2nd *choice*) + 10.3% (3rd *choice*)
- RMS Design Dimensions document references: 3.12, 4.2, 4.3, 4.6, 4.8

Co-teachers: more, training support & looping = 41% or 12/29 respondents chose this as one of their "TOP 3" solutions for Organizational Structures
- 20.7% (1st *choice*) + 6.9% (2nd *choice*) + 13.8% (3rd *choice*)
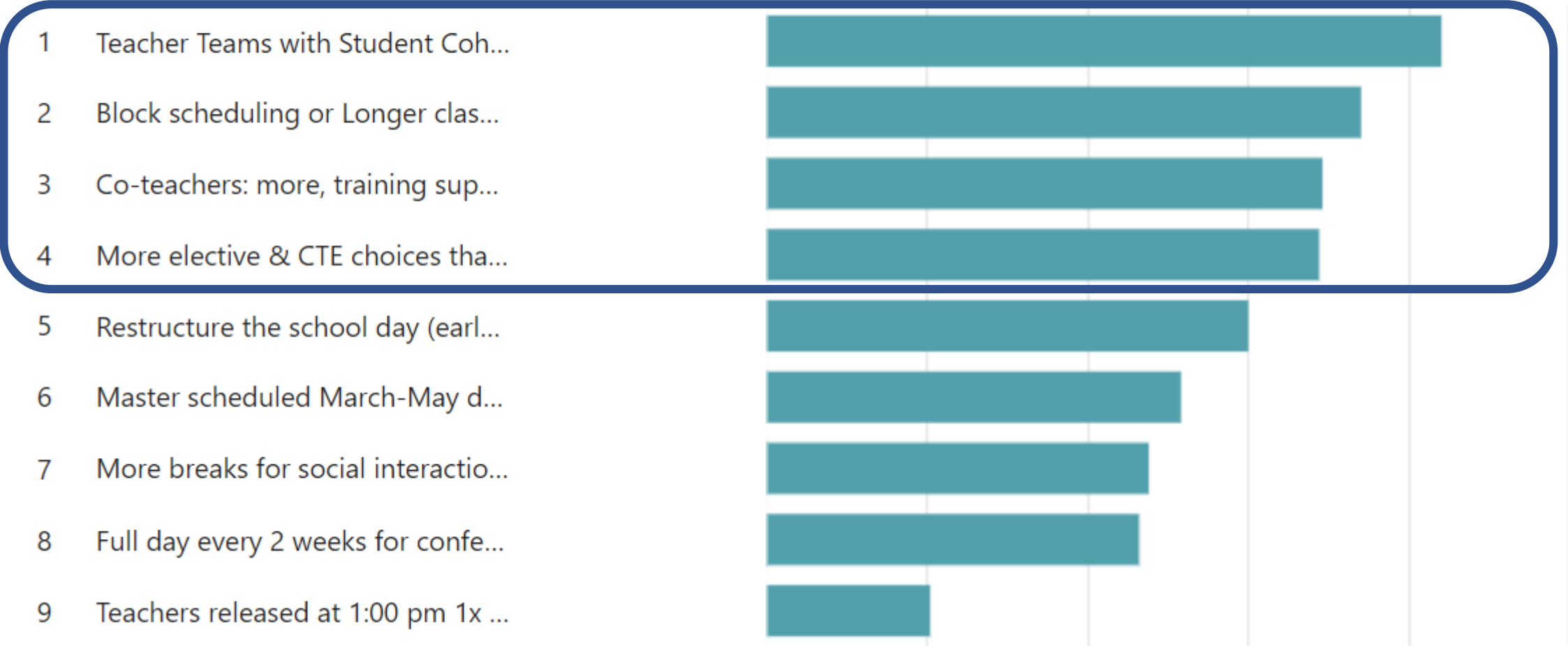- RMS Design Dimensions document references: 1.16, 3.6, 4.3, 4.4

More elective & CTE choices that reflect student needs & input; core disciplines incorporated = 38% or 11/29 respondents chose this as one of their "TOP 3" solutions for Organizational Structures
- 3.4% (1st *choice*) + 24.1% (2nd *choice*) + 10.3% (3rd *choice*)
- RMS Design Dimensions document references: 1.15, 3.10, 3.14, 5.6

3. Organizational Structures

More Details

1	Teacher Teams with Student Coh...	
2	Block scheduling or Longer clas...	
3	Co-teachers: more, training sup...	
4	More elective & CTE choices tha...	
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Teacher Teams with Student Cohorts (1.14)

Block scheduling or Longer class periods (3.12, 4.2, 4.3, 4.6, 4.8)

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More elective & CTE choices that reflect student needs & input; core disciplines incorporated (1.15, 3.10, 3.14, 5.6)

3. Organizational Structures

29 Responses

Teacher Teams with Student Cohorts (1.14)

Rank Options

Block scheduling or Longer class periods (3.12, 4.2, 4.3, 4.6, 4.8)

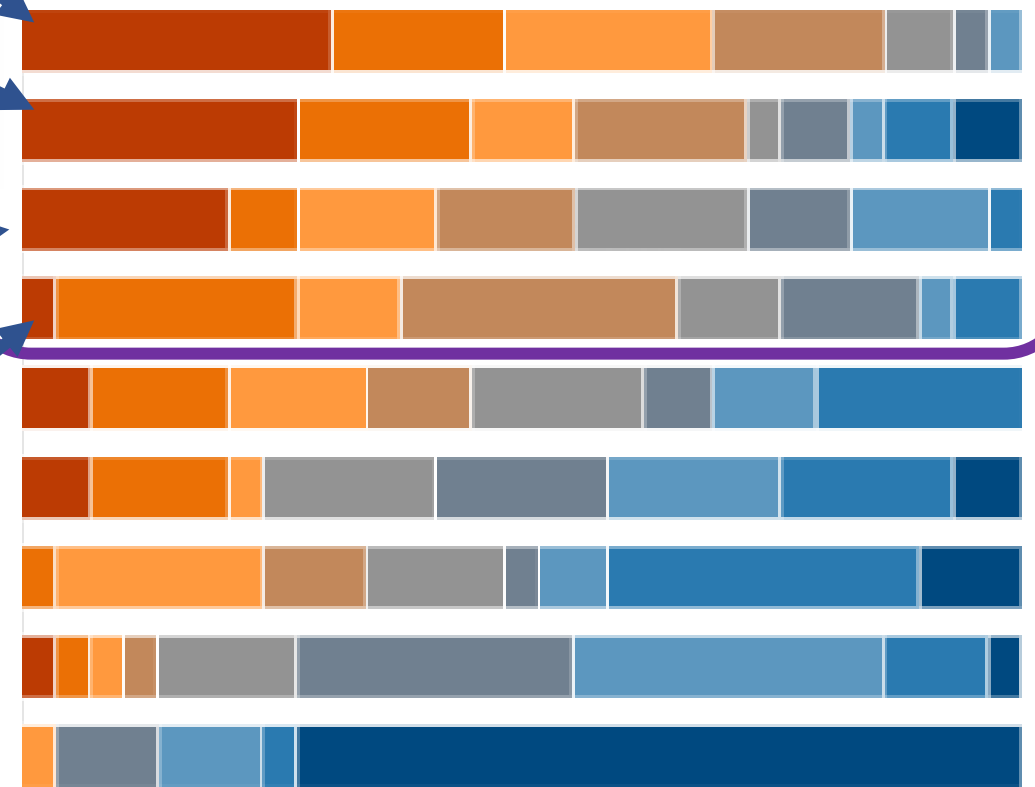**Co-teachers: more, training support & looping (1.16, 3.6, 4.3, 4.4)**

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First choice ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ Last choice

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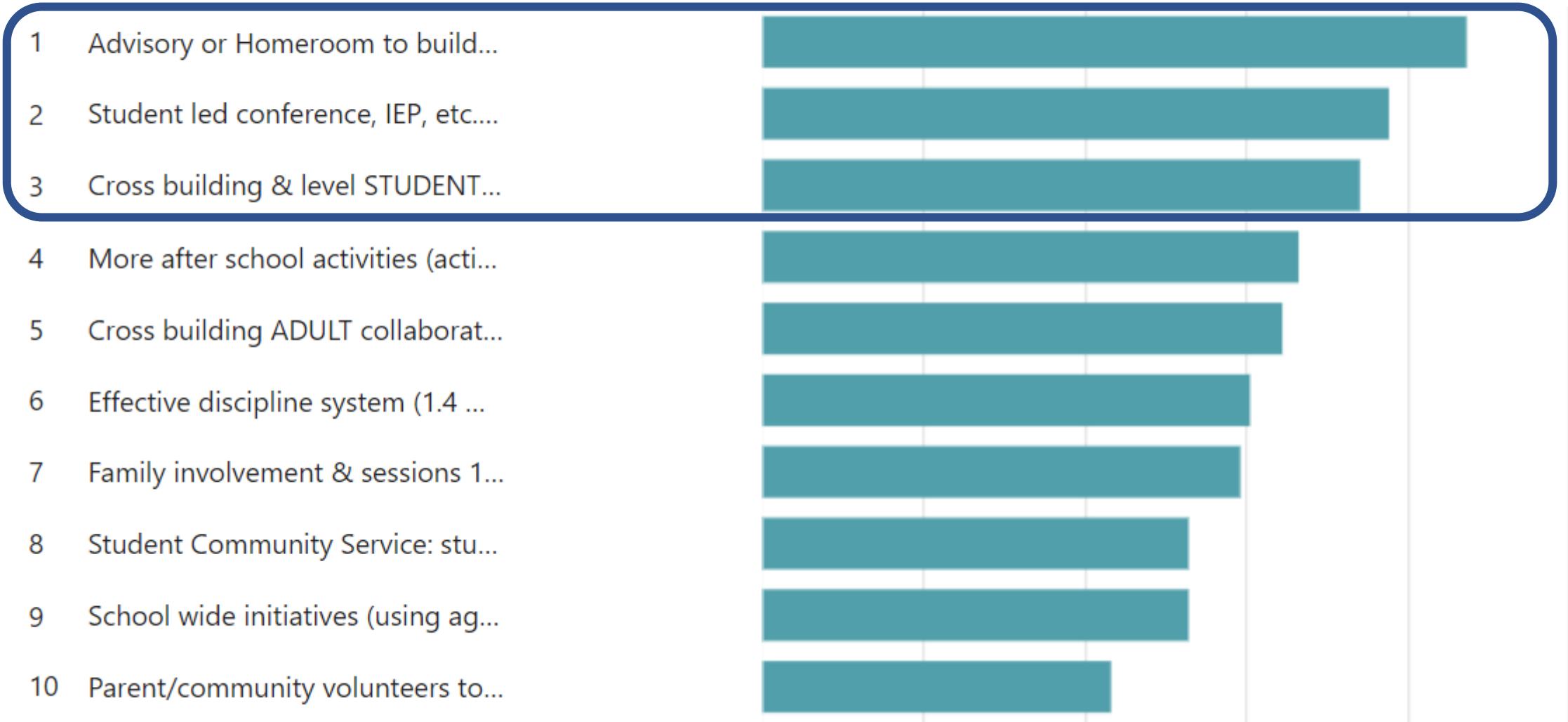- 20.7% (*1st choice*) + 6.9% (*2nd choice*) + 13.8% (*3rd choice*)
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1. Culture & Community

[More Details](#)

#	Item
1	Advisory or Homeroom to build...
2	Student led conference, IEP, etc....
3	Cross building & level STUDENT...
4	More after school activities (acti...
5	Cross building ADULT collaborat...
6	Effective discipline system (1.4 ...
7	Family involvement & sessions 1...
8	Student Community Service: stu...
9	School wide initiatives (using ag...
10	Parent/community volunteers to...

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Advisory or Homeroom to build community, teach SEL, bullying prevention & study skills (1.2, 2.3, 2.5, 3.1, 4.1, 5.2, 1.11, 1.17, 5.7, 5.8)

Student led conference, IEP, etc. min 1x year (1.1, 5.11)

Cross building & level STUDENT collaboration & mentorship (2.1, 3.2, 3.3, 3.8, 5.5, 3.16, 5.7)

1. Culture & Community

29 Responses

First choice ▪▪▪▪▪▪▪▪▪▪ **Last choice**

Advisory or Homeroom to build community, teach SEL, bullying prevention & study skills (1.2, 2.3, 2.5, 3.1, 4.1, 5.2, 1.11, 1.17, 5.7, 5.8)

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Cross building & level STUDENT collaboration & mentorship (2.1, 3.2, 3.3, 3.8, 5.5, 3.16, 5.7)
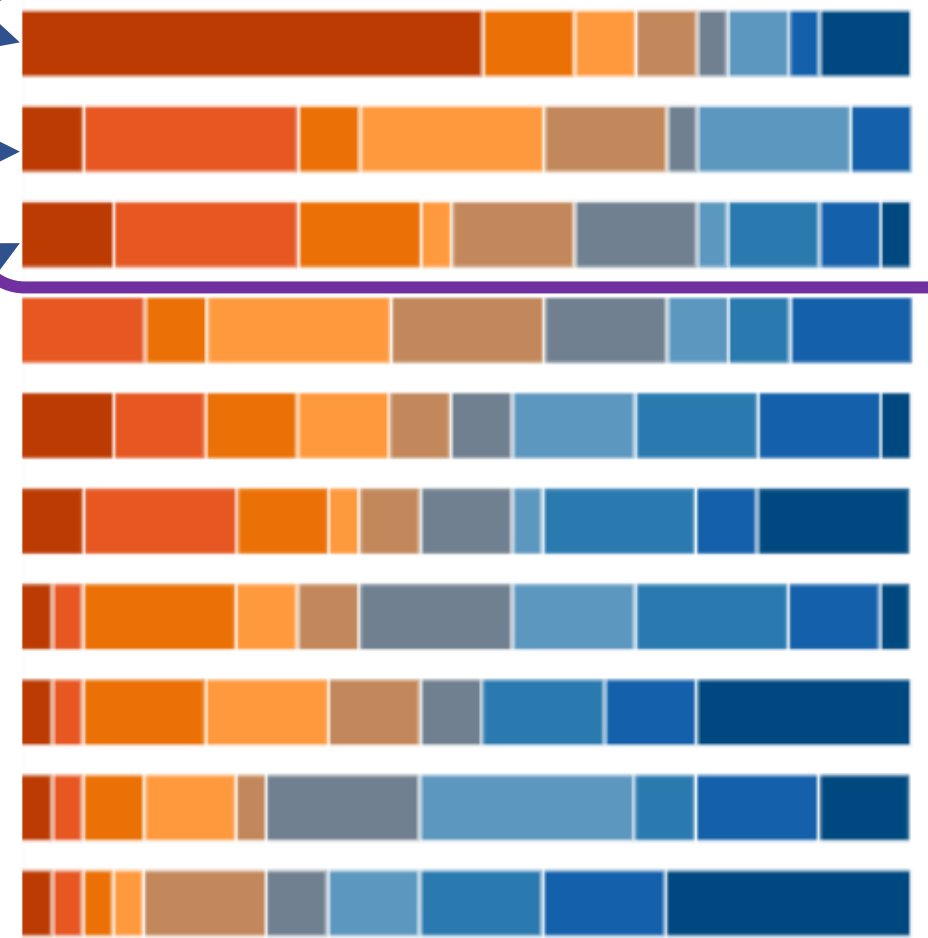
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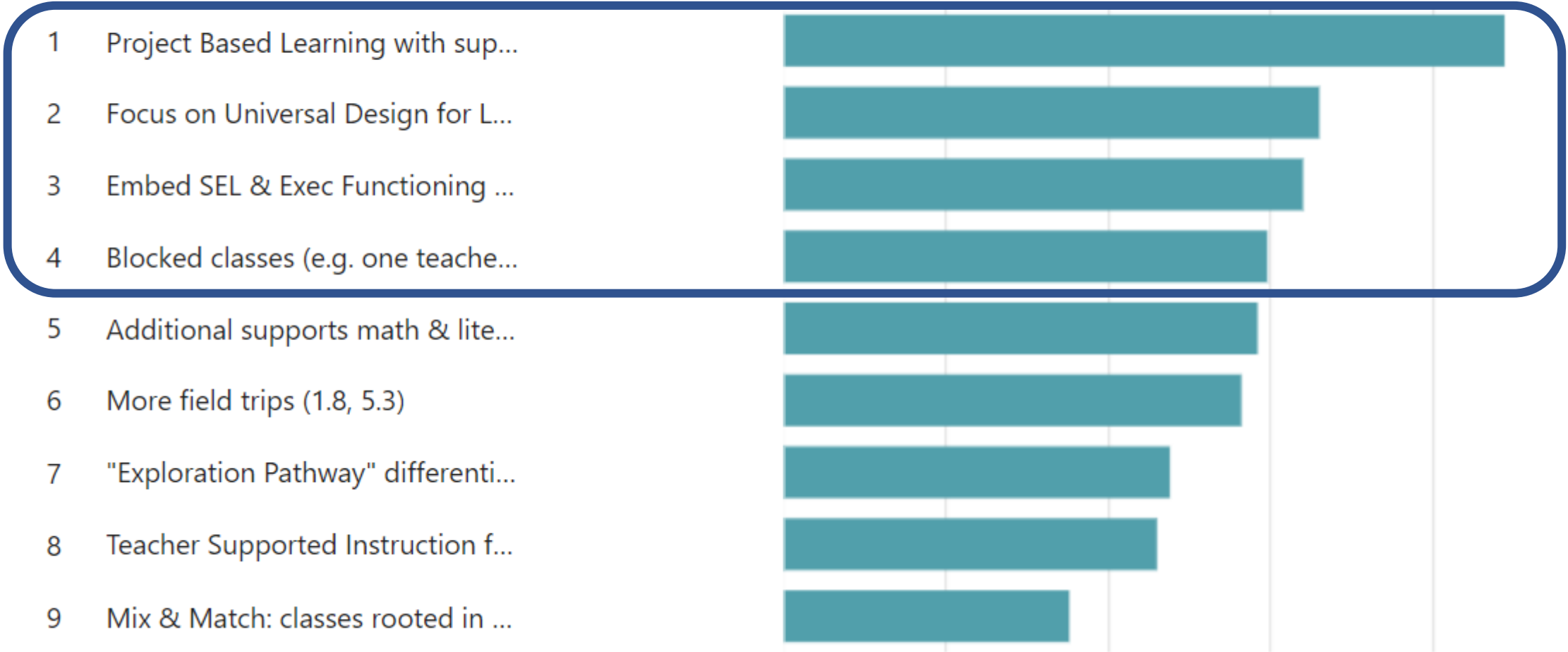
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2. Curriculum, Instruction & Assessment

[More Details]

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3	Embed SEL & Exec Functioning ...	
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5	Additional supports math & lite...	
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7	"Exploration Pathway" differenti...	
8	Teacher Supported Instruction f...	
9	Mix & Match: classes rooted in ...	

2. Curriculum, Instruction & Assessment

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Project Based Learning with support and collaboration; Hands-on Learning: authentic audience & academic integrated project-based work (3.9, 1.10, 4.2, 5.10)

Focus on Universal Design for Learning (UDL) (1.9)

Embed SEL & Exec Functioning skills (1.13, 2.5, 2.6)

Blocked classes (e.g. one teacher for LA & SS) 4.3

Project Based Learning with support and collaboration; Hands-on Learning: authentic audience & academic integrated project-based work (3.9, 1.10, 4.2, 5.10)

Rank Options

Focus on Universal Design for Learning (UDL) (1.9)

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Blocked classes (e.g. one teacher for LA & SS) 4.3

First choice   Last choice

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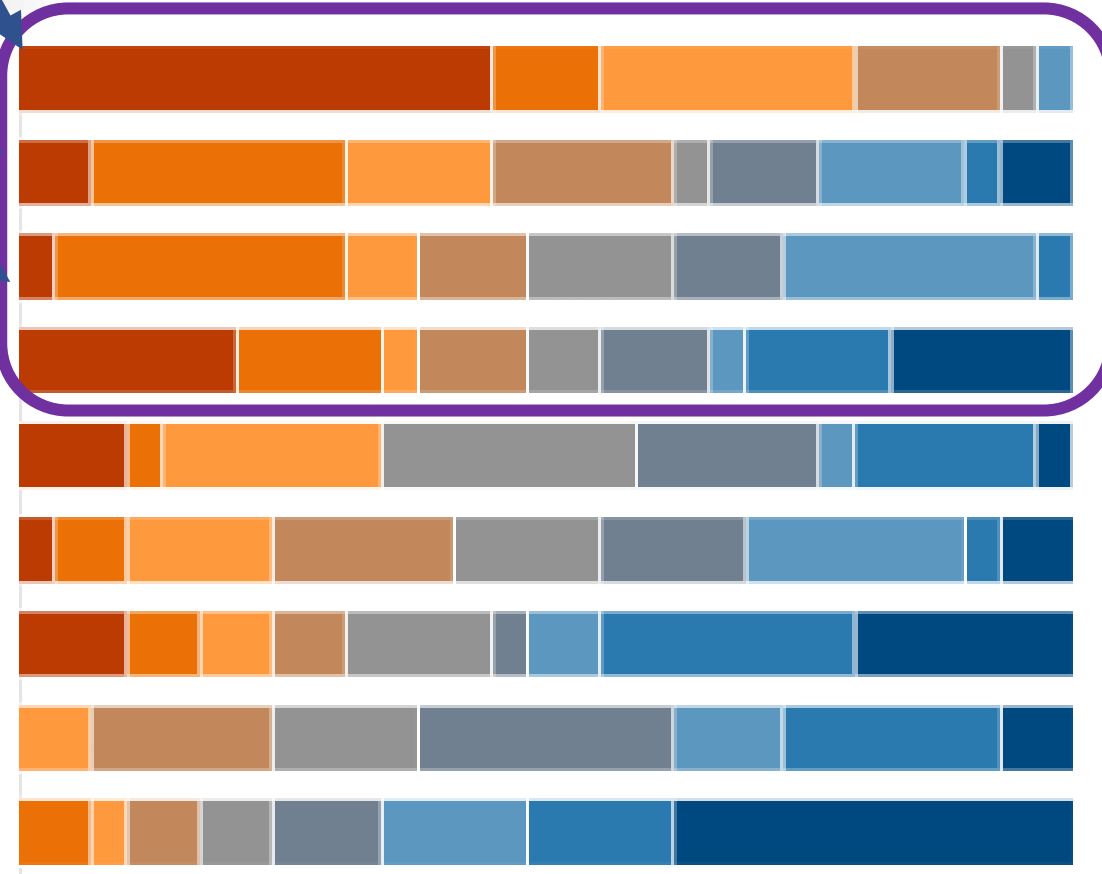
Prioritization Grid

- Reach consensus in two teams by using prioritization grid

- Decide our next move by focusing on the intersection of **student-centered** and **feasibility**

- Discuss ideas through the lenses of our students and feasibility to inform decision-making
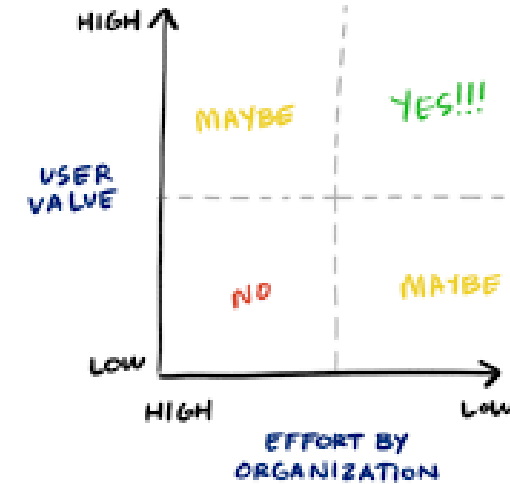
It's nearly impossible for our brains to **evaluate** and **create** at the same time.

Consider asking yourself:

Which solutions are most aligned with our Vision, AMLE and Student Needs?

Which solutions are most groundbreaking?

Which solutions are most likely to delight the students (end user)?

Which solutions are easiest to implement?

Source: https://www.brightspotstrategy.com/how-prototyping-can-transform-student-services-faster/

1. Prepared with ideas

We have a strong set of ideas to prioritize

2. Setting up the activity

On each table, we have:

* A chart paper with two axes:
"Value to the student" (low to high) and "Feasibility for the team" (low to high (i.e. difficult to easy)).
* The top ten ideas
* RMS Vision
* The 8 problems/opportunities Identified
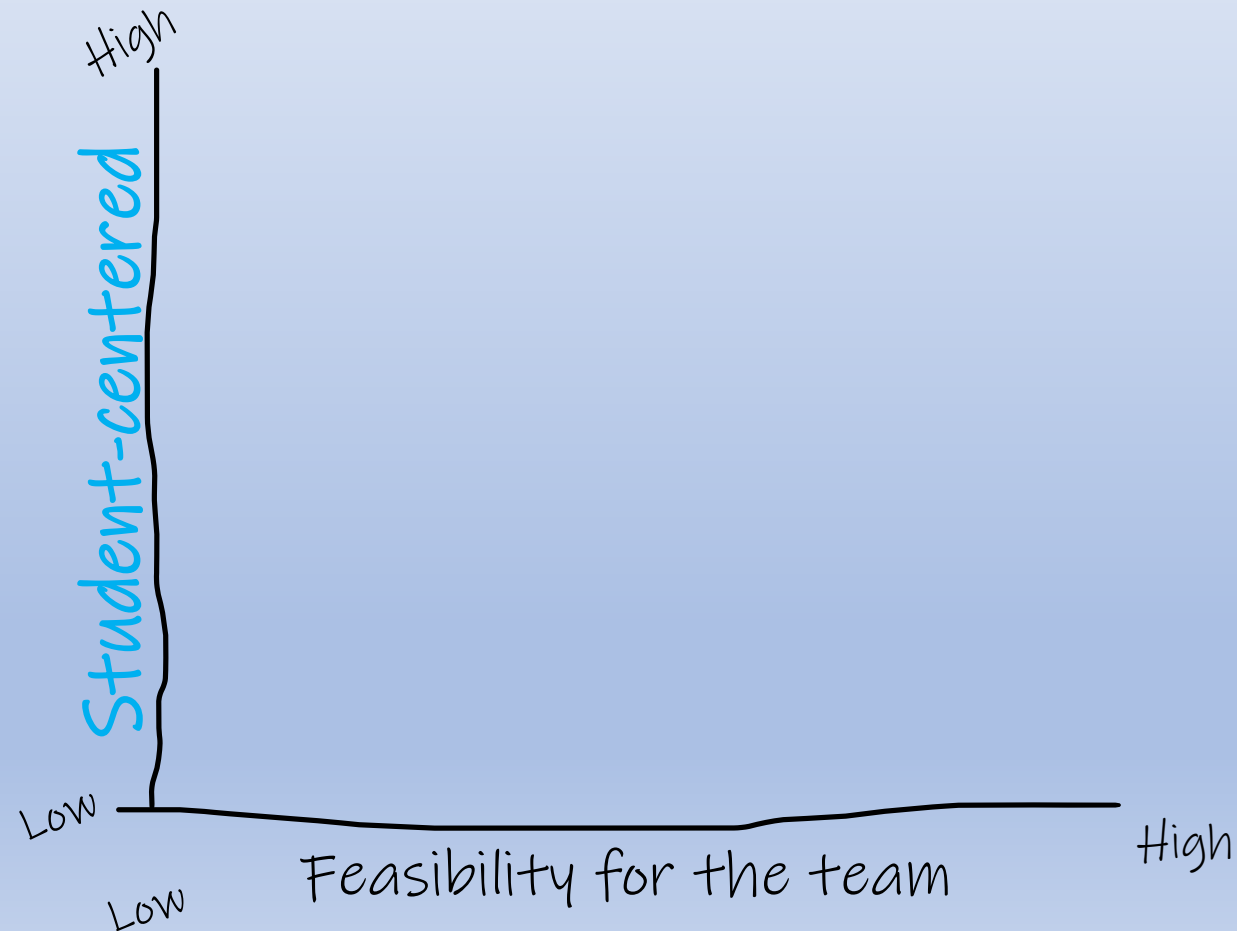
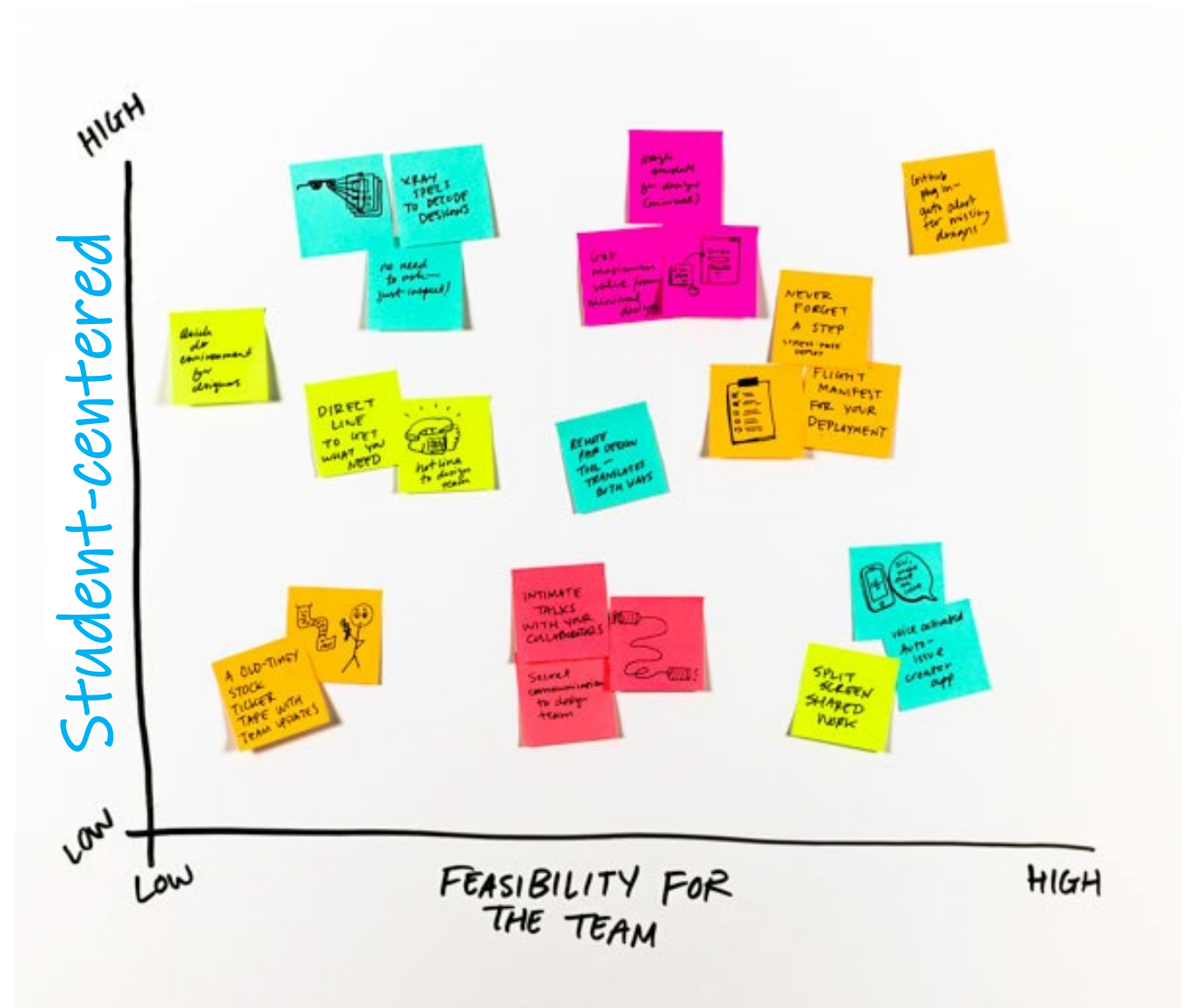# 3. Evaluate ideas
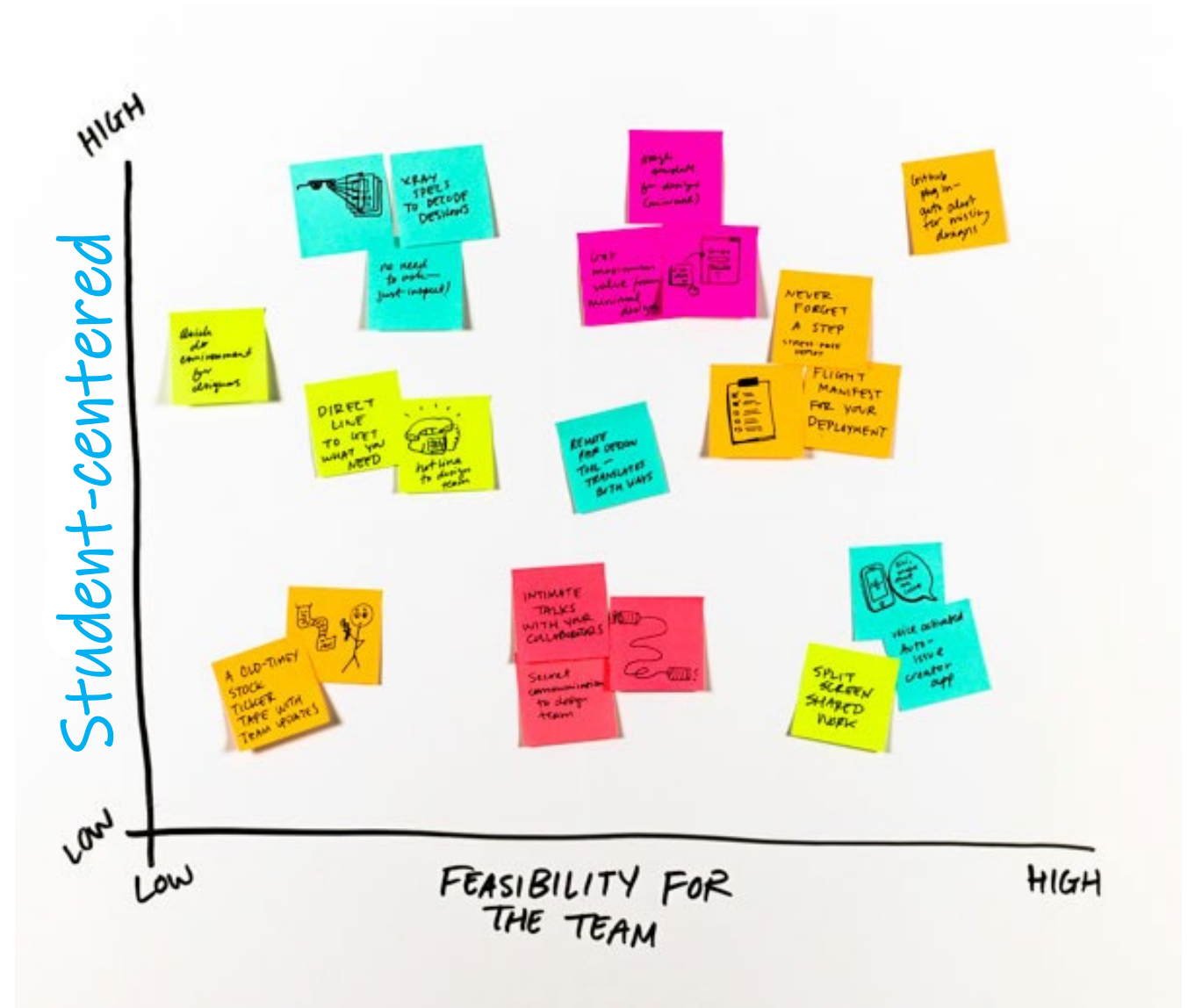
Everyone quickly evaluate each idea on their own.

Roughly plot them on the grid where they make sense.

3. Evaluate ideas

Once many items are on the grid, start discussing with your teammates and reposition them in relation to each other as a TEAM.

4. Focus the discussions

Label the upper right-hand quadrant "No Brainers," the center-right area "Utilities," and the center-top area "Big Bets." Focus the discussion around "Big Bets"—mid-feasibility, high-importance ideas that reflect significant investments with potentially big payouts.
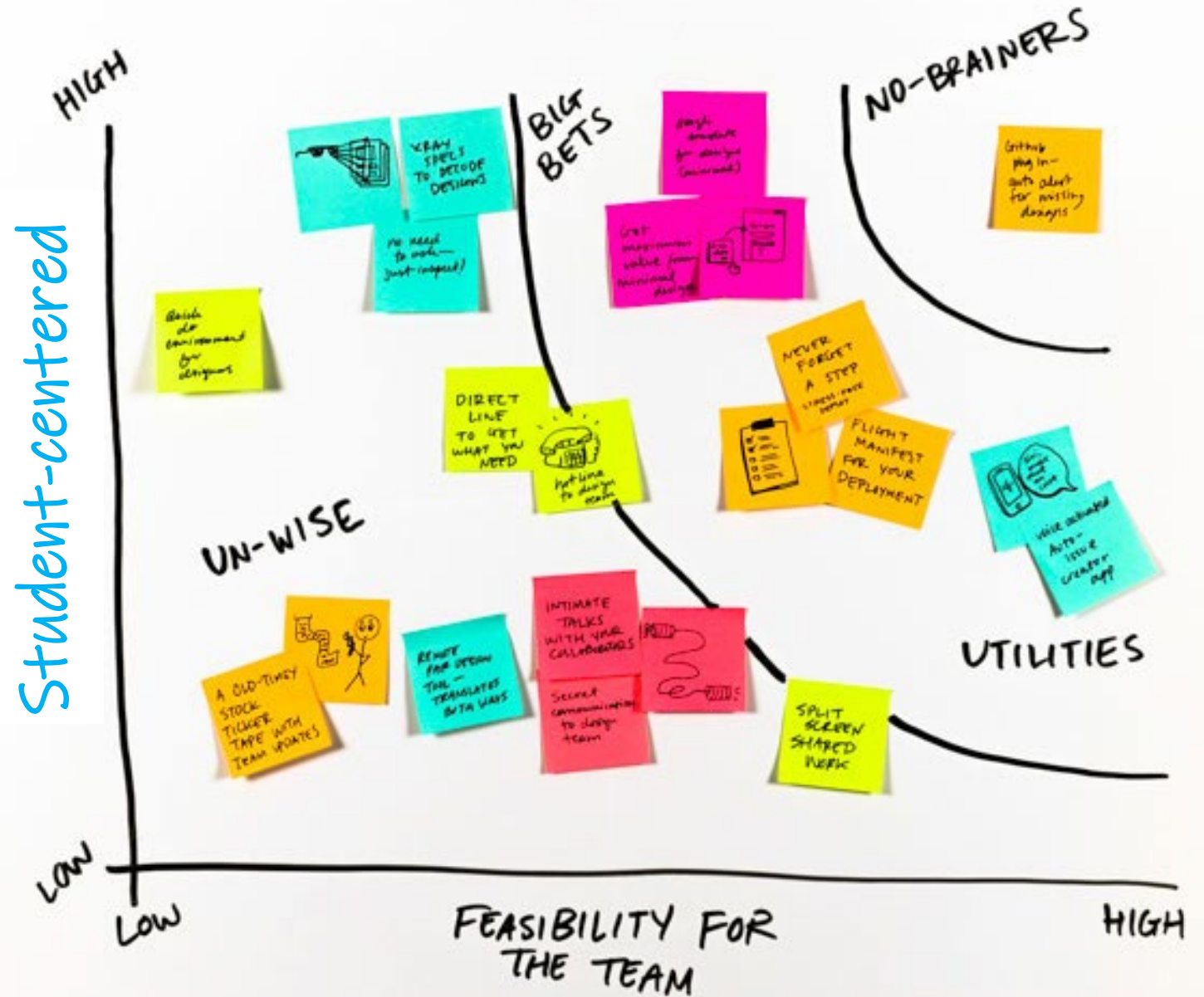
Roles for Team **A** and **B**

❑ **Facilitator**. (Equity of voice). Everyone has a marker and a pad of stick notes. Facilitating the conversation.

❑ **Engagement Monitor**. (Stay Engaged). Avoid side conversations. Use "parking lot" to capture issues that are off- topic.

❑ Quality Assurance Monitor. (Stay focus). To stay focus on students' needs, RMS vision and problems/opportunities

❑ **Time Keeper** (Stay on time). To meet our goals, we need to watch the clock and stick to the plan.

❑ Process Checker (Decision Making). The majority rules!
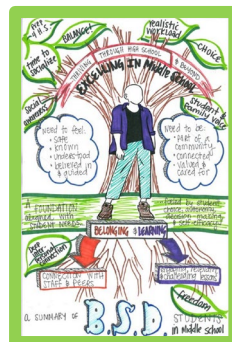
Collaboration Time

40 Minutes

✓Identify your team's "Top 3" (The No-Brainers)

Share and Come Together

Sharing

Table 1

- **PBL**
- **Teacher Teams w/ Cohort**
- **Block scheduling**

Table 2

- **PBL**
- **Block scheduling**
- **Advisory/homeroom**

Top 11 Solutions for Reimagining the BSD Middle School Experience

- ==Project Based Learning with support and collaboration; Hands-on Learning: authentic audience & academic integrated project-based work==

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Moving on to Prototyping...

- **PBL**
- **Teacher Teams with Student Cohorts**
- **Block Scheduling or Longer Classes**
- **Advisory or Homeroom**

Nuts and Bolts

Next Meetings & What is coming up: We **PROTOTYPE** (with Naomi Calvo)

DATE and TIME Change Request
- Feb. 2nd from 4:30-6:30 PM at WISC (Adams room)
- Change Feb. 14th to Feb. 9th- 4:30-6:30 PM

School Learning Tours at Innovative Middle Schools
- Jessi & Dan- Intrinsic Schools- Belmont Campus (Chicago, IL)
- Tori & Gabe- Ellen Fletcher Middle School (Palo Alto, CA)
- Matthew & Tom- Design39 Campus (San Diego, CA)
- Courtney & Melisa- Summit Atlas (West Seattle)
- Mr. G & Anna- Local school (*TBD*)

Listening Campaign
- Target window: Feb. 28 to March 17

Closing: Sahaj