

RMS (Reimagining Middle Schools) Committee

Steering Meeting Minutes

March 9

Inclusive Welcome –

- Steering committee members were asked to sit with their prototype group from 2/2. We had four groups representing the big 4 ideas: advisory/homeroom, project-based learning, teachers with a cohort of students, and longer classes/block schedule.
- Objective of the day was reviewed: Using staff feedback and what stood out from the Innovative School Visits, we will strengthen and refine our four prototypes.
- Community agreements were reviewed.

Content-

- 1) School Learning Tours presentations were reviewed by four steering committee members.

Who?	When?	Where?	Innovative Middle School?	Known For?
Jessi & Dan	January 30	Chicago, IL	<u>Intrinsic Schools- Belmont Campus</u>	Personalized learning & pathways (goal-setting & reflection; early postsecondary planning; career/passion exploration), cohorted “pods” of students & teachers, challenging core curriculum, high levels of staff/student ownership
Mathew & Tom	January 31	San Diego, CA	<u>Design39 Campus</u>	Design thinking, learner-centered, inquiry, technology, collaboration, global connections, Explorations (6-week 45-min/day electives driven by students)

[Intrinsic School, Belmont Campus \(Chicago, IL\): Jessi & Dan](#)

- The physical building is different.
- Includes an advisory, embedded SEL, Student Led Conferences are included (super exciting)
- In house subs, AP does not do discipline. There is a Dean of Culture and an Asst Dean of Culture who work on student discipline and a culture team which includes a social worker.
- One counselor for MS and HS. They also had social workers to work with outside resources and families. This helps have a deeper reach into the community.
- Advisory: in MS is by grade level. It is also gender specific. They had good reasons for it. In HS it is by grade level and teachers loop with students.
- [EPIC curriculum](#) vs [Summit](#), which is the platform. EPIC is a behavior model they have, incorporated into advisory. EPIC points which are PBIS-like. They also have corrective points, which is when a student is not on track. This builds into the student led conferences. This helps students gauge how they're doing. This is tied together with Summit and how everything is tracked. Everything is integrated there.
- The campus is designed more like a tech office. Advisories can be found in common areas as well as in classrooms spaces.
- There is a separate teacher prep/planning space. Sometimes this is hard and they feel like they are on top of each other, but also allows them to collaborate.
- There are 4 core classes, to include block scheduling. Multiple teachers in the room, working with students in different orientations.
- There is a person stationed in the hall, who is part of the culture team.
- There are tables located throughout the building for students and staff to use when needed.
- The furniture is accessible and manipulatable to meet students' needs and desires for comfort.
- Blended learning and flexible grouping allows for inclusive environments.
- Students reported feeling that learning is flexible, the environment is calm.
- 4/5 students asked said advisory was their favorite class, safe space.

[Design39Campus \(San Diego, CA\): Tom and Mathew](#)

- They have foundational beliefs, Design thinking, Building dispositions and Curriculum, and Moving towards 21st century skills.
- They were purposeful in identifying the skills they want students to have.
- They think about moving from compliance to innovation.
- They are very willing to work with students and meeting them where they are.

- School was designed by the teachers there.
- 4 major takeaways:
 - Learning happens everywhere. The element of physical space greatly influences the learning spaces.
 - What I love is that when students walk through the halls, they can see what's in their future. Community centered, de-privatization of practice. Making thinking visible. Showcase accomplishments in the halls.
 - We've worked hard to flatten our leadership structures. Empowered staff, bargained collaboration time.
 - In order to change what we do we have to change the way we speak. New language=shared language. Shifting mindsets, rethinking assumptions.

- No "teachers", they have LEDs-Learning Experience Designers.
- Block schedules. Three block days, A and B.
- Collaboration time built in everyday for educators.
- All 6/7/8 graders have 2 LEDs, one for STEM and one for Humanities.
- No bells ringing.
- The A/B blocks just roll through the days/weeks.
- After lunch on B days, all 6/7/8 graders go to workshop elective classes (deep dive).
- Homeroom is every B Day.
- They all utilize the same schedule but structure the time differently utilizing the space in different ways.
- Electives only fit into one block of the 6 A/B structure. Core teachers taught most of the electives.
- Each grade has about 150 kids in a POD and 4 LEDs.
- One main teacher, but that just means it's their homeroom teacher.
- Collaboration for teachers is structured and includes time with School Psych.
- The emphasis on the design process is quite clear. Same with deeper learning and exploration. Teachers really own what is happening.
- They bring in community partners to help teach and explore content.
- Homeroom/Advisory - students attend every morning. Teacher is one of the POD LEDs. The focus in homeroom is differentiated by grade level. They use Second Step - SEL content. SEL is vertically aligned, but stops after 6th grade as explicit instruction.
- Older students can work with younger elementary age students.

2) Strengthen & Refine Our Prototypes

RMS members were asked to refine their prototypes using the following steps:

Step 1: Reread & discuss staff prototype feedback

What stands out to you?

Think about revisions

Consider including ideas heard during the school visit presentation

Step 2: Strengthen & Refine

Tweak, refine, modify your group's prototype (via chart paper or the PPT presentation)

Put talking points (what you want us to say when we present) **in the NOTES section of your PPT slides**

Nuts and Bolts-

- The Next meeting - March 23 in ESC @ 200
- Members were asked to join our families and students outreach campaign:

	Anna	Wendy	Darren	Drew	Melisa	
	Tillicum	Odle	Tyee	Highland	Chinook	Additional
Families - Guardians Listening Session	March 14 6:30-7:15 PM Library	March 15 6:30- 7:15 PM Commons	March 16 9:30-10:30 AM Library	March 14 6:30-8:00 PM Library	March 13 9:00-10:30 AM Room 1402	Family Advisory Committee March 13 4:00-5:00 PM Virtual
Students Listening Session Targeted Circles	Special Education	Black Student Union	Leadership Class	MLL/Dual Language	Advanced Learning	Student Advisory Committee (virtual)