

RMS (Reimagining Middle Schools) Committee

Steering Meeting Minutes

March 23

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: Review student and family feedback and identify what stood out from the Innovative School Visit.
- Community agreements were reviewed.

Content-

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

Who?	When?	Where?	Innovative Middle School?	Known For?
Tori & Gabe	January 31	Palo Alto, CA	<u>Ellen Fletcher Middle School</u>	Daily 15-minute “Brunch” period; academic skill development in a “whole child” environment; promotes “innovation, creative thinking, intellectual curiosity, academic excellence, thoughtful change, and good citizenship”
Gaurav & Anna	February 3	Bainbridge Island, WA	<u>Odyssey Multiage Program (Grades 7-8)</u>	Multiage classes, self-directed learners (~40% independent learning), student “passion projects”, close student-teacher relationships, high levels of family involvement (100 hrs/yr) including “Mini Classes” run by parents during school day,

Courtney & Melisa	February 9	West Seattle, WA	Summit Atlas	Personalized learning environment; "Every student is capable of college success"; Student success in "cognitive skills", "content knowledge", "habits of success"
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Notes:

Ellen Fletcher – Palo Alto, CA

- Very similar to BSD (similar demographic, district size, was across the district)
- Very similar to Tyee's demographic. Also going through declining enrollment
- Block schedule; one lunch but outdoor spaces for lunch,
- PRIME Advisory – intervention tool
- Office hours – like tutorial, pick what you need
- The "Wheel"
- Super intentional about transitioning 6th graders
- Super intentional about TEAMING
- In contract – spend 1 prep during a week with the grade level team (6th grade)
- It was a challenge to schedule but it doing it WITH teachers helped a lot
- 6th grade runs different but 7/8 runs very similar to our current model
- Team meetings include curriculum and big projects and talked about kids with supports they need. They had a leader and agenda. Organized and collaborative (required to enter stuff into it prior to meeting). Only one teacher had to go to IEP student b/c they know the kid and can speak to the kid (more personal)
- Wheel – all 6th graders take a unit of each elective (5-6 weeks)
- All have music since that is a California requirement
- Pass/fail (no grade)
- FLEX – class taught mostly by core teachers; taught by need or interest
- Time we can build in specific interventions – and used early on
- Sneaky skills – but staff and students felt agency in this
- Teacher wanted to teach these
- Common planning time
- Co-Teaching Models
- Extended Break during day
- Some teacher teams didn't work well all the time
- Students said "teachers"
- TOOK TIME – 10 years!
- PRIME – everyone had it; AVID-y; lessons that they have to follow but flexible and differentiated by grade level; not graded

Odyssey Multiage Program – Bainbridge Island, WA

- K-8 choice
- Multi-age
- Small school 46 students 7th and 8th grade
- Adaptive learning
- Community support
- Big question: what can scale?
- “Whole growth learning, focus on student learning)
- Choice school based on lottery
- Felt like a liberal arts college
- Lower diversity but similar in highly capable
- Teachers – two teachers (teach everything)
- Student Day – PBL is a focus – students explore their own interests (small groups or pairs); students managed their own time and do their own research. Very few electives. Brought in parents to teach various electives (“mini classes”)
- Intense focus on SEL
- 100 hours towards school – parent requirement
- 4-day trip
- In class assistance
- Students brought up that they don't have a lot of electives, no language classes. Very limited exposure to real world.
- Teachers are super heroes.
- Recommendations – roles for parents (how to incorporate in our prototypes/recommendations)

Summit Atlas, Seattle, WA

- Every student is seen as highly capable (core belief)
- Curriculum – self direction
- Collaboration
- No bells – felt very different environment; flexible but engaged
- Charter but funded as public school
- Open to anyone
- 464 grades 6-12
- “accountable”
- Driving questions: Who are we accountable for? And Do your actions reflect your accountability?
- Students create their own goals, plan, learn, show and reflect.
- Family is partnered
- Cognitive skills
- Content Knowledge
- Habits of Success
- Sense of Purpose

- Building Blocks for learning
- Space is so flexible! Serves a variety of purposes. Create a new space using the furniture.
- Personalized learning plan – place online (platform) (Plan A, Plan B, Plan C)
- Commitment
- Kept over the years
- Restorative practices – peace (physical and emotional safety); adults to children as well. Climate of humanity. Everyone takes ownership.
- Equal voices – all equal from student to staff to leaders of school
- Mission statement – college acceptance letter is the goal. Financial independence is their mission.
- Follow up surveys with alumni – did the program work for them? Data since 2013.
- We all have our own beliefs and assumption à reproduce or transform
- How did grades work? Not sure but goal focused. Enabled differentiated learning.
- Interventions – receive additional instruction with supports
- Summit program is used across all their schools
- Sharing with other educators.

2) Members debrief about the information received responding to two questions:

- How did the schools go about meeting student needs?
- What did you hear that would strengthen your group's prototype?

3) Strengthen & Refine Our Prototypes

Review & discuss student and family prototype feedback

- What stands out to you?
- Think about revisions
- Consider including ideas heard during the school visit presentation

Nuts and Bolts-

- Next Meeting- **APRIL 6** at **ESC 200**
- What is coming up: We **TEST & REFINE our prototype**
- Members were asked to review data collected during the second listening campaign

Closing circle: one take-away from today's meeting