

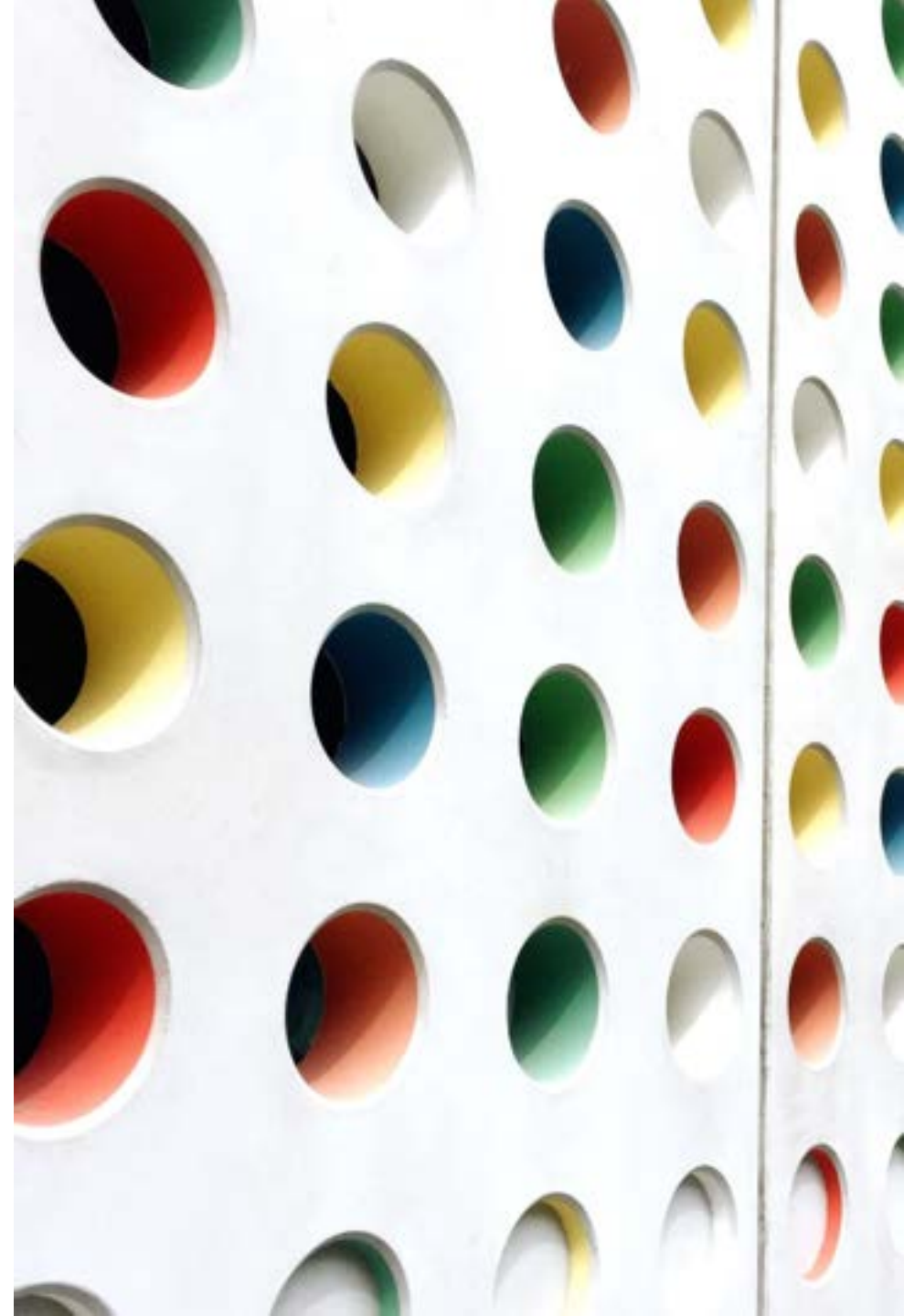
# Reimagining Middle Schools

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BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

STEERING COMMITTEE MEETING #13 (3/23/23)



A chalkboard background with the word "Welcome" written in white cursive script. The chalkboard has a dark, textured surface with visible chalk marks and smudges.

# Welcome

NEW MEMBER: THEA CLARKSON  
FROM HIGHLAND

TEAM # 1	TEAM # 2	TEAM # 3	TEAM # 4
Project Based Learning	Advisory/ Homeroom	Block Scheduling	Teacher Teams with Cohorts
Anna	Kalena	Tom	Regen
Valeri	Courtney	Annisa	Dan
Ishaan	James	Susan	G
Scott	Danielle	Mariela	Wendy
Nellie	Jesse	Sahaj	Susie
Marcus	Davonia	Drew	Gabe
		Giovani	Mathew



# Today's Objectives

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## WE PROTOTYPE:

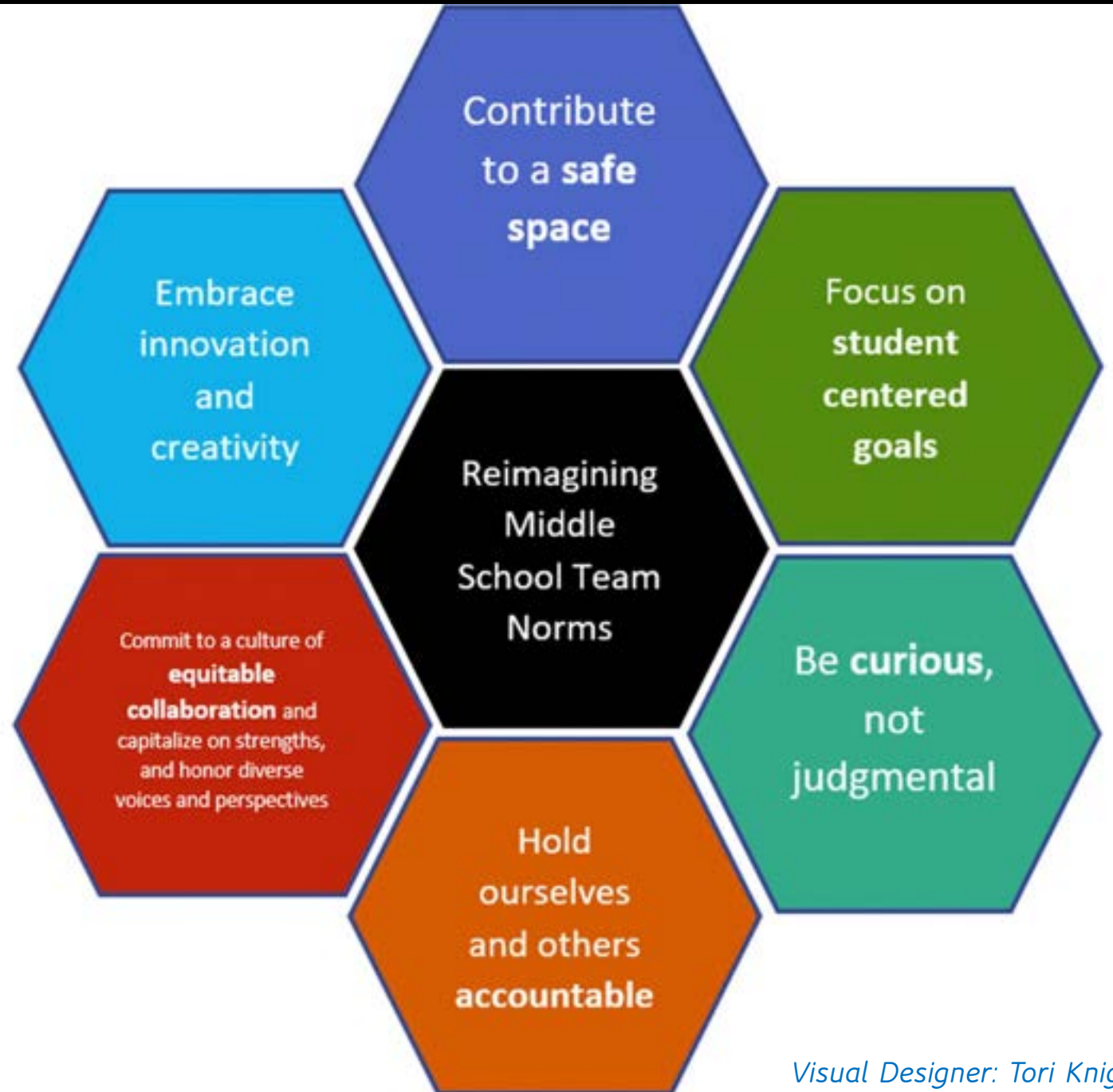
- Review **family and student feedback** and identify what stood out from the **Innovative School Visits**. (Next meeting: We will use this data to **strengthen and refine** our four prototypes for reimagining middle school.)



# Community Agreements & Roles

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Note Taker	Process Monitor
Wendy (School Visits)	Self-Reflection



Visual Designer: Tori Knight

# Parking Lot

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Put your questions, comments, needs etc. here!



# AGENDA

Welcome

Content: We PROTOTYPE!

Nuts & Bolts

Closing

Design39Campus (*San Diego, CA*)



Ellen Fletcher Middle School (*Palo Alto, CA*)



## RMS School Learning Tours at Five Innovative Middle Schools

(January & February 2023)



Summit Atlas (*West Seattle, WA*)



Intrinsic School, Belmont Campus (*Chicago, IL*)



Odyssey Multiage Program (*Bainbridge Island, WA*)



# Optional Note Catcher Tool

- o Record your thoughts and ideas
- o The Note Catcher will help us:
  - o Quick debrief of tonight's school visit presentations
  - o Strengthening & refining your subgroup's prototype

Optional Note Catcher Tool	
Using School Visits and Staff Feedback to Strengthen and Refine our RMS Prototypes (March 2023)	
	How did the school go about meeting student needs? What did you hear that would strengthen your group's prototype?
Intrinsic Schools Chicago, IL (Jesse & Dan)	
Design/TK Learning San Diego, CA (Matthew & Tom)	
Glen Fletcher Palo Alto, CA (Tom & Gabby)	
Odyssey Multiage Barnstable Island, Vt (Saurin & Anna)	
Summer Arden West Seattle, WA (Courtney & Melissa)	

Optional Note Catcher Tool	
<p><i>sits and Staff Feedback to Strengthen and Refine our RMS Prototypes (March 2023)</i></p> <p>If feedback on your group's prototype:</p>	

# School Learning Tours at Five Innovative Middle Schools

Who?	When?	Where?	Innovative Middle School?	Known For?
Tori & Gabe	January 31	Palo Alto, CA	<b><u>Ellen Fletcher Middle School</u></b>	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	<b><u>Odyssey Multiage Program (Grades 7-8)</u></b>	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	<b><u>Summit Atlas</u></b>	Personalized learning environment; “Every student is capable of college success”; Student success in “cognitive skills”, “content knowledge”, “habits of success”

# ELLEN FLETCHER MIDDLE SCHOOL VISIT

Gabe and Victoria

Palo Alto, California





## NAME AND LOCATION

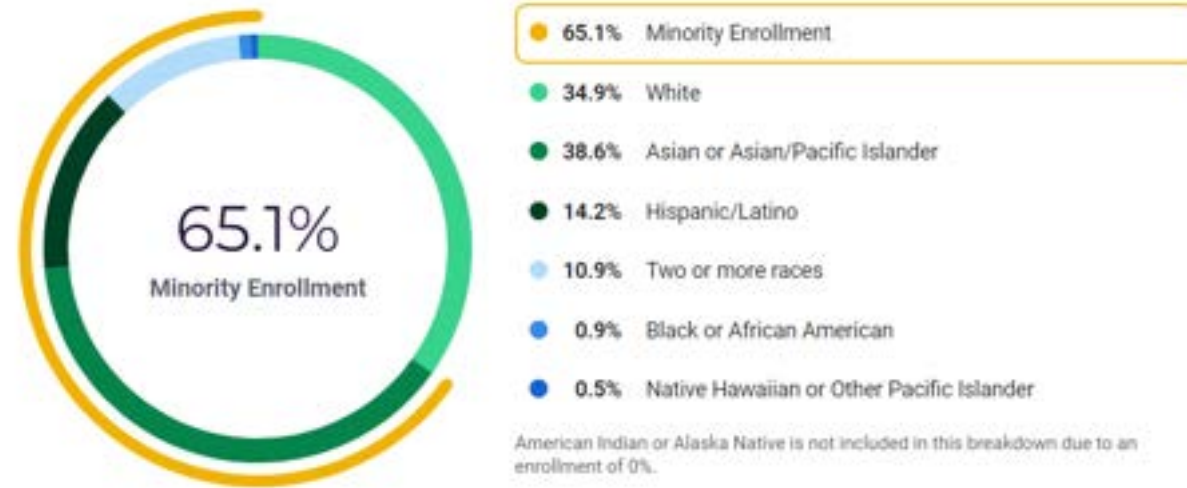
- Ellen Fletcher Middle School
- Palo Alto, California



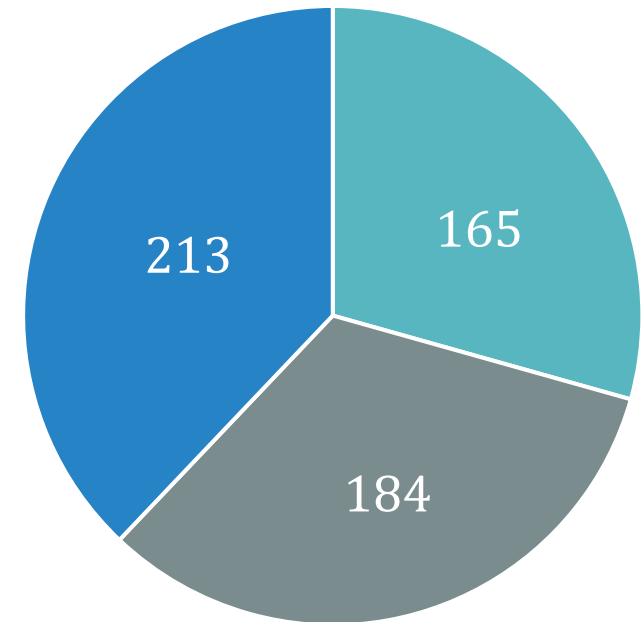
# WHO GOES TO AND WORKS AT THIS SCHOOL



## Student Diversity

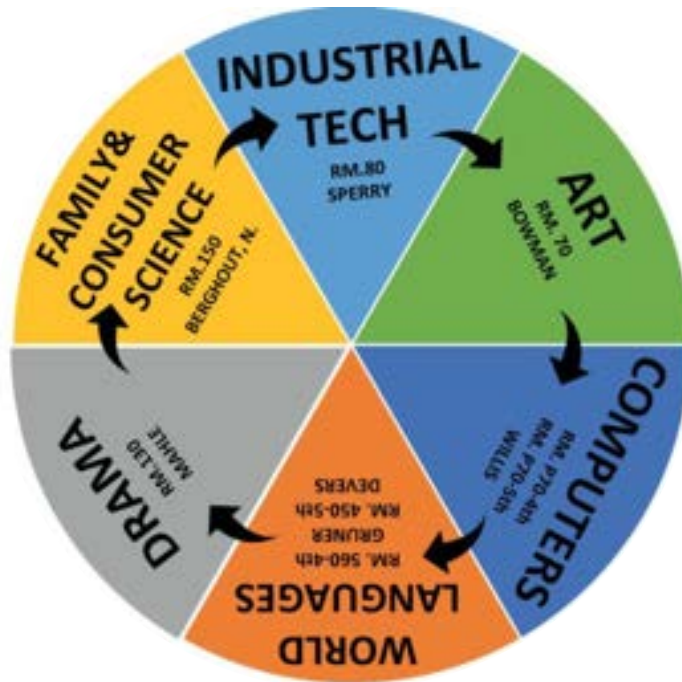


## Students by Grade



■ Grade 6 ■ Grade 7 ■ Grade 8

# WHAT MAKES THIS SCHOOL INNOVATIVE



## Bell Schedule = The Foundation

### PAUSD Middle School Bell Schedule

- New since August 2021 ([SB 328](#))
- Modified Block is the same for all three middle schools: Greene/Fletcher/JLS
  - 7 Periods, meeting 3 times per week
    - 1620 weekly minutes
    - Includes PRIME/Advisory
  - Shared Staff, schedule matches\*
  - Grade 6 schedule is coordinated
    - FLEX (aka Core)
    - Wheel
    - PE/Music

### PAUSD Middle School Daily Bell Schedule (5-day week)

Monday 7:30-15:00	Tuesday 8:00	Wednesday 8:00	Thursday 8:00	Friday 8:00
8:30-9:15 Period 1 & Assessment	8:30-9:15 Period 1 & Assessment	8:30-9:15 Period 1 & Assessment	8:30-9:15 Period 1 & Assessment	8:30-9:15 Period 1 & Assessment
9:15-10:00 Period 2	10:00-10:15 Break	10:00-10:15 Break	10:00-10:15 Break	10:00-10:15 Break
10:00-10:15 Period 2	10:15-11:40 Period 2	10:15-11:40 Period 2	10:15-11:40 Period 2	10:15-11:40 Period 2
11:00-11:40 Period 3				
11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch	11:40-12:15 Lunch
12:15-12:30 Classroom Bell 12:15	12:15 Classroom Bell	12:15 Classroom Bell	12:15 Classroom Bell	12:15 Classroom Bell
12:30-1:10 Period 4	12:30-1:40 Period 3	12:30-1:40 Period 3	12:30-1:40 Period 3	12:30-1:40 Period 3
1:10-1:40 Period 5				
1:40-2:00 Period 6	1:40-2:15 Period 4	1:40-2:00 PRIME (Advisory)	1:40-2:15 Period 4	1:40-2:15 Office Hours

## Building and Bridging Pathways in Middle School

Our Vision: In PAUSD, we support all students as they prepare themselves to thrive as global citizens in a rapidly changing world. We develop our students' knowledge, critical thinking, and problem solving skills, and nurture their curiosity, creativity, and resilience, empowering every child to reach his or her fullest intellectual, social, and creative potential. [PAUSD Promise](#)

### • PAUSD Middle School Bell Schedule

- 6th Grade "Wheel"
- 6th Grade FLEX/Core
- PRIME/Advisory
- Q and A

- Serve and Celebrate Others
- Mental Health and Wellness
- Early Literacy
- Equity and Excellence
- Healthy Attendance

Note: All CA 6th graders are required to take music, which is why it doesn't show up on the wheel

Personal  
 Reteaching  
 Intervention  
 Mentoring  
 Enrichment

## PAUSD Middle School Daily Bell Schedule (5-day week)

<b>Monday</b> 7 Period Day	<b>Tuesday</b> A-Day	<b>Wednesday</b> B-Day	<b>Thursday</b> A-Day	<b>Friday</b> B-Day
8:30-9:15 Period 1 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements	8:30-10:00 Period 1 & Announcements	8:30-10:00 Period 5 & Announcements
9:20-10:00 Period 2				
10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch	10:00-10:10 Brunch
10:15-10:55 Period 3	10:15-11:40 Period 2	10:15-11:40 Period 6	10:15-11:40 Period 2	10:15-11:40 Period 6
11:00-11:40 Period 4				
11:40-12:15 Lunch Clean-up Bell 12:10	11:40-12:15 Lunch 12:10 Clean-up Bell	11:40-12:15 Lunch 12:10 Clean-up Bell	11:40-12:15 Lunch 12:10 Clean-up Bell	11:40-12:15 Lunch 12:10 Clean-up Bell
12:20-1:00 Period 5	12:20-1:45 Period 3	12:20-1:45 Period 7	12:20-1:45 Period 3	12:20-1:45 Period 7
1:05-1:45 Period 6				
1:50-2:30 Period 7	1:50-3:15 Period 4	1:50-2:30 <b>PRIME (Advisory)</b>	1:50-3:15 Period 4	1:50-2:10 <b>Office Hours</b> <sup>6</sup>



Teacher Name	Room #	1	2	3	4	5	6	7	Advisory
6th Grade									
Suganthi Subramanian (E4b)	E4b	6TH TEAM Prep	6TH TEAM Prep	SS 3	SS 4	ELA 3	ELA 4	FLEX	E4b
Becky Rea (Math IL)(TL)(F2)	F2	6TH TEAM Prep	6TH TEAM Prep	TT ALG E5	TT Alg J3	TT Alg E5/J3	MATH 3	IL Prep	F2
Jim Cox (Sci IL)(TL)(G8)	G8	6TH TEAM Prep	6TH TEAM Prep	SCI 4 (CT)	SCI 3	IL Prep	SCI 6	FLEX	G8
Heather Driscoll (H4)	H4	6TH TEAM Prep	6TH TEAM Prep	SS 5	SS 6	ELA 6	ELA 5 (CT)	Foods/Foods	H4
Lauren Priddy (H9)	H9	6TH TEAM Prep	6TH TEAM Prep	MATH 6 (6th)	MATH 5	MATH 8	MATH 7	OS	H9
Keith Casey (H3)	H3	6TH TEAM Prep	6TH TEAM Prep	SCI 1	SCI 2	MATH 1 (CT)	MATH 2	FLEX	H3
Joanne Maher (H11)	H11	6TH TEAM Prep	6TH TEAM Prep	SS 2	SS 1 (CT)	ELA 2	ELA 1	FLEX	H11
Team 7th Grade									
Katie Ratermann (H10)	H10	ELA 7	Prep	7TH TEAM Prep	ELA 7	OS - PALY	OS - PALY	OS - PALY	NO
Richard Hung (Tech TOSA)(E4a)	E4a	TT M7 (E4a)	Math 7	7TH TEAM Prep	Prep	Math 7	Math 7	Prep	E4a
Tristan Ginanni (F3)	F3	SS 7	SS 7	7TH TEAM Prep	FOS 7	TT SS 7	Prep	FLEX	F3
Noel Woodward (K3)(ELA IL)	K3	ELA 7	ELA 7	7TH TEAM Prep	Prep	ELA 7	IL Prep	ELA 7	K3
Cherish Larsen (TL)(J9)	J9	TT M7 (E4a)	Math 7	7TH TEAM Prep	Prep	Math 7	Math 7	FLEX	J9
Elisa Lynch (TL)(G4)	G4	Prep	Sci 7	7TH TEAM Prep	Sci 7	SCI 5 (6th)	Sci 7	Sci 7	G4
Nicole Bliss (G9)	G9	Prep	SS 7	7TH TEAM Prep	SS 7	TT SS 7	TT SS 8	SS 7	G9
Team 8th Grade									
Deanna Jones (K11)	K11	Prep	ELA 8	ELA 7 (6th)	ELA 8	ELA 8	ELA 8 (6th)	8TH TEAM Prep	K11
Bryan Nabas (J3)	J3	GEO	TT Alg E5	Prep	TT Alg J3	TT Alg J3	TT Alg E5	8TH TEAM Prep	J3
Tammy Wallace (TL)(J4)	J4	Sci 7	Sci 7	Prep	SCI 8	SCI 8	SCI 8	8TH TEAM Prep	J4
Ross Helsaple (E6a)	E6a	Prep	SS 8	SS 8 (6th)	SS 7 (6th)	SS 8	SS 8	8TH TEAM Prep	E6a
Ander Lucia (TL)(A28)	A28	ELA 8	ELA 8	Prep	ELA 8	ELA 8	ELA 8	8TH TEAM Prep	A28
Paul Jorgens (E5)	E5	ALG (CT)	TT Alg E5	TT ALG E5	Prep	TT Alg E5	TT Agl E5	8TH TEAM Prep	E5
Beth Carlson (J7)	J7	Prep	SCI 8	SCI 8	SCI 8 (6th)	SCI 7 (6th)	SCI 8	8TH TEAM Prep	J7
Victoria Blockhus (F1)(SS IL)	F1	SS 8	SS 8	Prep	FOS 8	Prep	TT SS 8	8TH TEAM Prep	F1
PE									
Cindi Ahern (GYM)	Gym	PE 6	PE 6	PE 7	Prep	Prep	PE 7	PE 8	Gym
David Franceschi (GYM)	Gym	PE 6	PE 6	PE 7	Prep	Prep	PE 7	FLEX (H10)	H10
Aileen Delaney (GYM)	Gym	PE 8	Prep	PE 8	PE 7	Prep	PE 7	PE 8	Gym
Travis Wood (GYM/K9)	Gym	PE 8	Prep	LSHP/BC	BC/LSHP	Prep	Prep	PE 8	K9

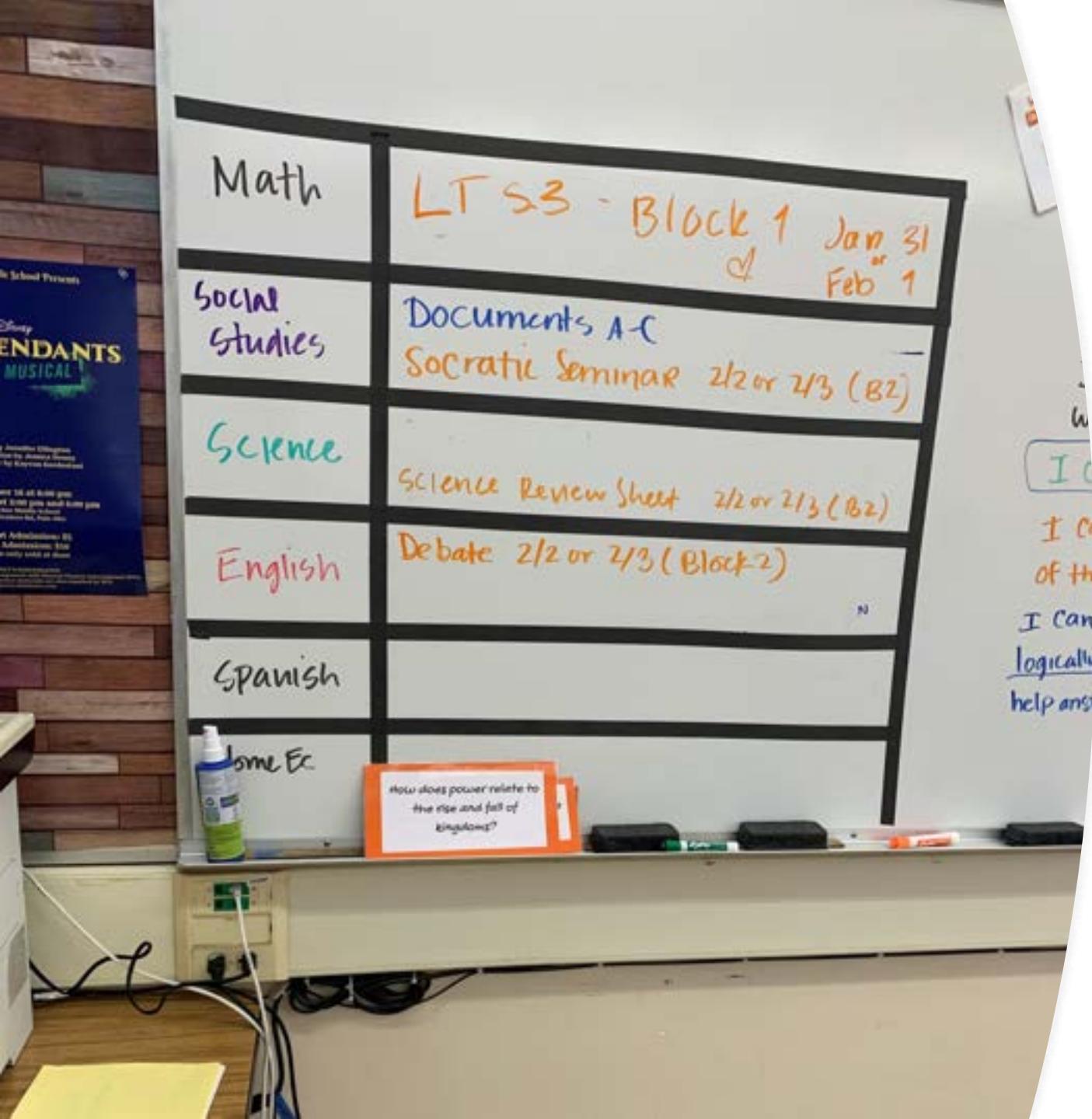
Mix



Teacher Name	Room #	1	2	3	4	5	6	7	Advisory
Specialists									
Arcia Dorosti (EL,ALD, AVID)	J8	ALD 7/8	EL Prep	Inclusion	AVID	Prep	TT ELA 6 K10	ALD 6	J8
Tanner Ziegleman (Reading)	A27	Prep	Inclusion	Inc - 6th SS	Inc - 6th SS	Prep	Inclusion	FLEX	A27
Ed Specialists									
Jessamy McKinney (6th)(G10)	G10	6TH TEAM Prep	Prep	SCI 4 (CT) G8	SS 1 (CT) H11	MATH 1 (CT) H3	ELA 5 (CT) H4	AP G10	G10
Gillian Reid (7th)(E6b)	E6b	Prep	CT ELA 7 K3	7TH TEAM Prep	AP 7th E6b	AP 7th E6b	SAI ELA 6 E6b	SAI ELA 7/8 E6b	K12
Jason Roberts (8th)(K12)	K12	CT ALG E5	AP 8th K12	AC 7th/8th K12	AP 8th K12	SAI Math	Prep	8TH TEAM Prep	E12
D'Evi McCauley (F6)	F6	Prep	Prep	SCI/SS	SCI/SS	MATH	ELA	AC 6 / Service	E6b
Rebecca Tzarnotzky (E12)	E12	SPEECH							
World Languages									
Margarita Mendez (K10)	K10	Spanish 1B	Spanish 1B	Spanish 1A	Prep	Spanish 1A	Prep	Spanish 1B	K10
Mathilde Lenoir (J8)	TBD	OS - Greene	OS - Greene	OS - Greene	OS - Greene	French 1B	French 1A	Prep	NO
VAPA									
Sandra Na (C3)	C3	Orch 6th	OS - Gunn	OS - Gunn	OS - Gunn	Orch 7/8	Orch 7/8	Prep	NO
Jesse Denny (C3)	C3	Prep	Choir 6th	Choir 7/8	Choir 7/8	OS	OS	OS	NO
Mark Dungan* (C1)	C1	Band 6th	Band 6th	Prep	Prep	Adv Band	OS - JLS	Sym Band	C1
Jennifer Ellington* (C7)	C7	Wheel	Wheel	Drama/CW	OS - Gunn	Prep	Prep	MT/Drama 1B	C7
Jessica Antonio (H8)	H8	Wheel	Wheel	Art/Art	Art/Prep	OS - Greene	OS - Greene	OS - Greene	NO
CTE									
Eileen Chang (G1)	G1	Wheel	Wheel	ITA/ITB	ITA/MB	Prep	Prep	ITA/ITB	G1
David Rosenblatt* (A29)	A29	Wheel	Wheel	Web/Comp	Comp/Web	Prep	Prep	Comp/BC	A29
Heather Driscoll (F7)	F7							Foods/Foods	H4

Similar to BSD, there are several staff members who are itinerant.



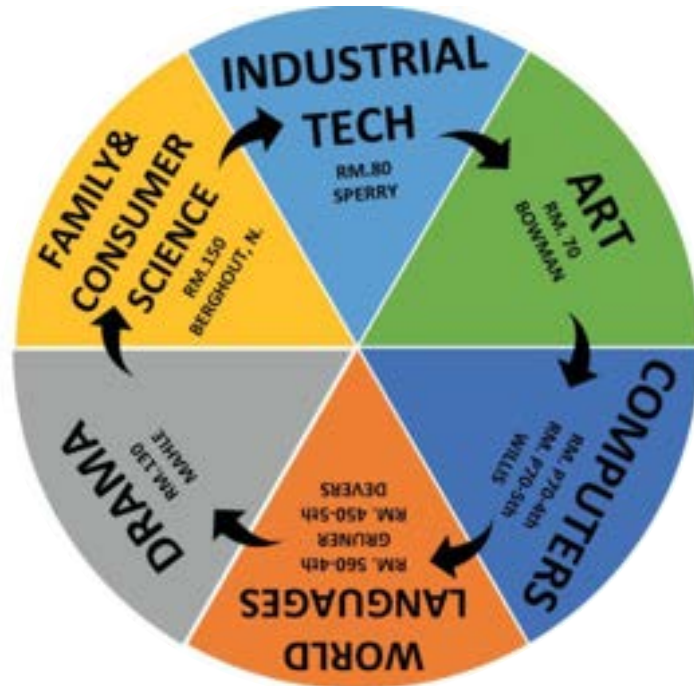


## ADDITIONAL INFORMATION ABOUT TEAMING / COHORTS

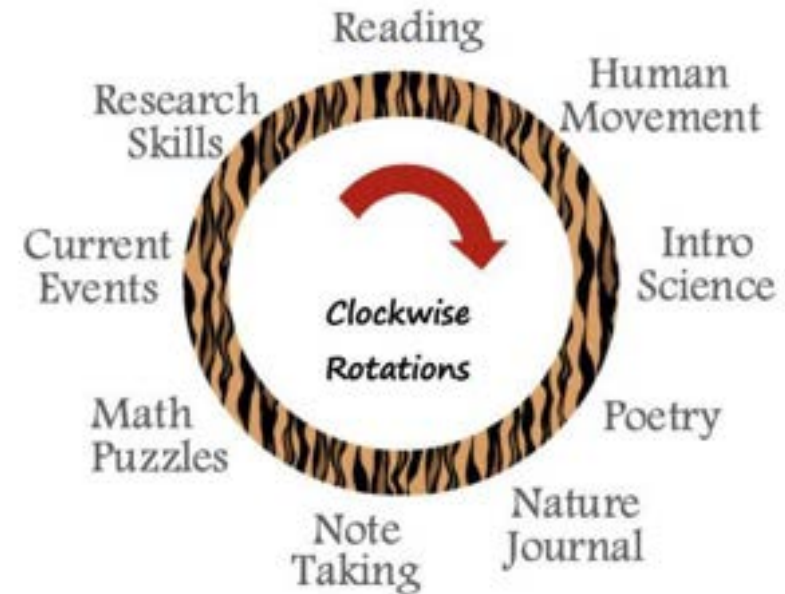
- Contractual requirement to meet (as a grade level team or teacher team) during one planning period a week.
- Consistent communication to students across classes. (see picture)
- Because of enrollment declines, they have had to move away from specific team meetings and to grade level meetings.

# BUILDING AND BRIDGING PATHWAYS TO MIDDLE SCHOOL

## FOCUSING ON 6<sup>TH</sup> GRADERS



Note: All CA 6th graders are required to take music, which is why it doesn't show up on the wheel



Fletcher Flex/Core Rotations

THESE TWO STRUCTURES ARE IN ADDITION TO THE PRIME OR ADVISORY CLASSES.

**SPECIFIC  
IDEAS OR  
APPROACHES  
YOU  
OBSERVED  
( HELPFUL  
FOR RMS)**

**Common planning time** – essential for block, advisory, and student support

**Intentional planning around 6<sup>th</sup> grade bridge to secondary**

**Various Co-Teaching Models** with specific intention


- E.g. Literacy specialists as co-teacher in Social Studies classes to specifically support reading and writing
- Coteaching every math class – structured either as an added support for sped students or to differentiate up and down.

**Extended break** during the day for students to snack and otherwise “chill”




## OTHER MAIN TAKE AWAYS...

We got to see a solid team, but they were honest about some teacher teams not always working well.



When asked what they liked about school, almost every student we asked first responded, “the teachers.”



Transitioning to this model has taken ~10 years.



## Odyssey Multiage Program (Grades 7-8) Bainbridge Island, WA

- Date: 3<sup>rd</sup> February 2023
- Observe the school ecosystem and explore what can be realistically adopted to BSD schools
- Directly engaged with Principal, 2 Core Teachers, 1 Music teacher, 1 Parent, ~15 Students

"The core focus is good learning and whole growth, not academic achievement." Odyssey Principal

- K-8 choice program (BISD)
- Multi-age learning environment
- High parent involvement
- Whole growth learning
- Community
- Social skills
- Small school size

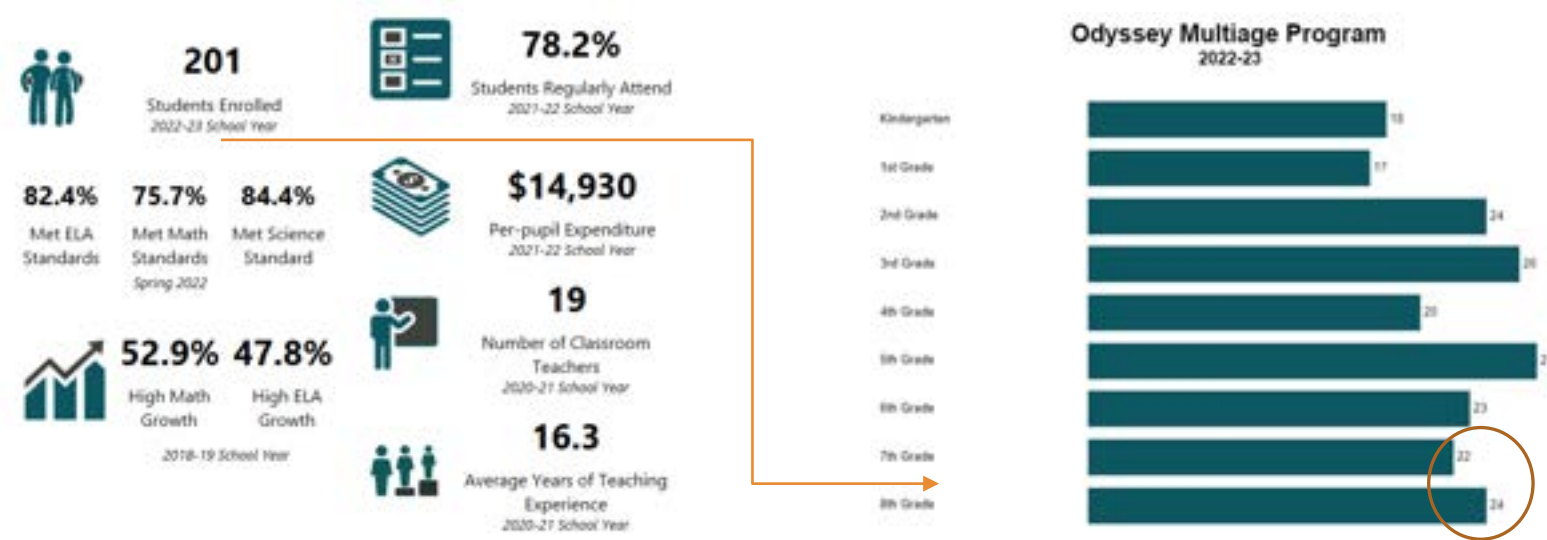


### *Welcome to Odyssey Multiage Program.*

We are a K-8 grade education choice program within the Bainbridge Island school district emphasizing a multi-age learning environment and high parent involvement. Our program was founded on the belief that all students can become motivated and self directed, that parent involvement in and outside the classroom is key to academic success and that involving students meaningfully in their community allows them to connect what they are learning in the classroom to their lives in the outside world. It is the mission of Odyssey to evoke and nurture a love of learning in children, which encompasses continuous learning, academic success, and the development of social skills needed for successful, caring and responsible community participation.

# Odyssey Students

200 students K-8  
~50 students in 7-8



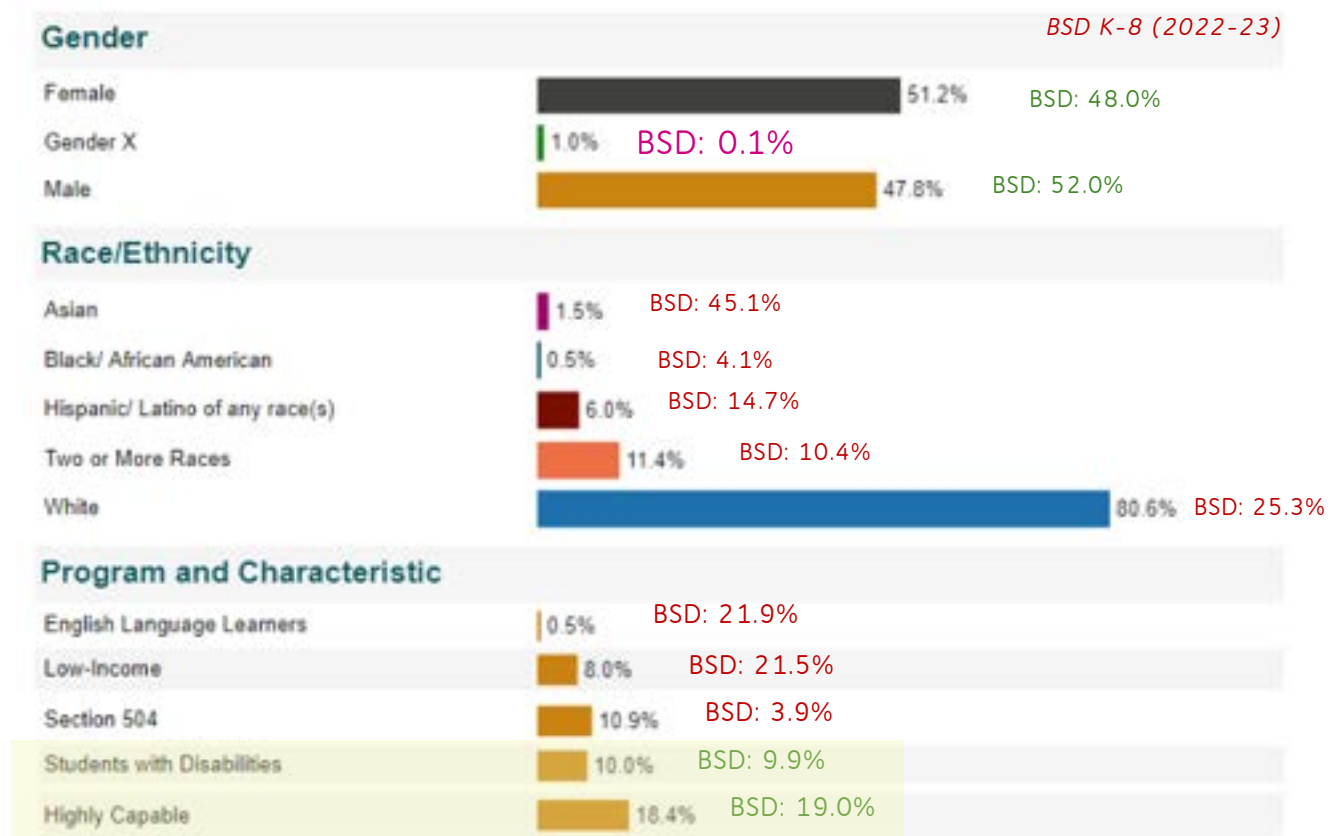
Source: [Washington State Report Card \(OSPI\)](#)



# Odyssey Students

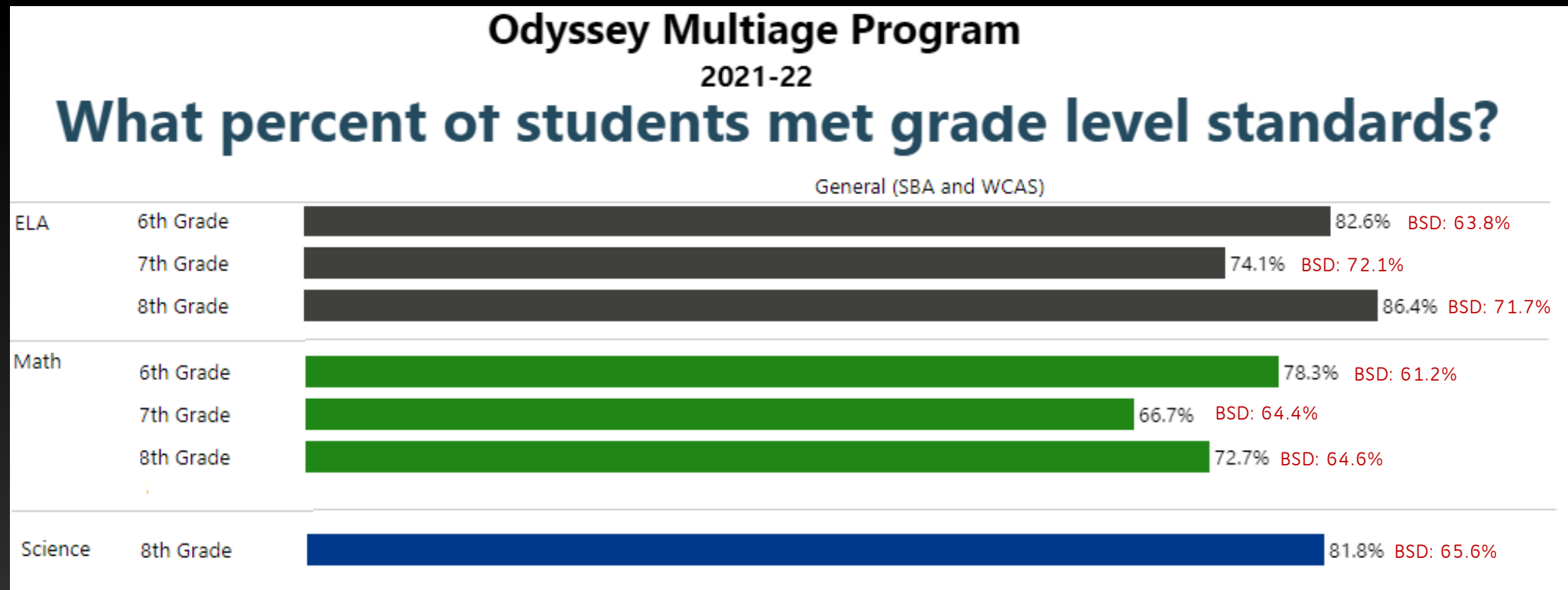
Low racial & socio-economic diversity

Similar to BSD in terms of proportions of highly capable students and students with disabilities



# Odyssey Students

*Consistently Outperforms BSD on standardized scores*



Source: [Washington State Report Card \(OSPI\)](#)

# Student Day

Focus on developing skills & interests  
(PBL / Study skills / Mini-classes)

Mini-classes run by parents  
6-8 weeks, multiple classes,  
community service

Gives teachers time to plan and  
collaborate

Odyssey 7-8 Schedule 2022-2023					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00
	9:05-9:45	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00
1	Pre - Alg	Pre - Alg	Pre - Alg	Pre - Alg	Pre - Alg
	LA 1	LA 1	LA 1	LA 1	LA 1
	9:50-10:30	10:05-10:55	10:05-10:55	10:05-10:55	10:05-10:55
2	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo
	LA 2	LA 2	LA 2	LA 2	LA 2
	10:35-11:25	11:00-11:50	11:00-11:50	11:00-11:50	11:00-11:50
3	Social Studies 1	Music A	PE 1	PE 2	Music B
	Science 1	Art B	PBL 2/Study Skills	PBL 1	Art A
	LUNCH 11:30-12:00	LUNCH 11:50-12:20	LUNCH 11:50-12:20	LUNCH 11:50-12:20	LUNCH 11:50-12:20
	12:05- 12:55	12:25-1:25	12:25-1:25	12:25-1:25	12:25-1:25
4	Social Studies 2	PBL 1/Tech 1	PE 2	PE 1/Tech 1	PBL 2/Tech 2
	Science 2	Study Skills	Tech 2	Study Skills	Study Skills
	1:00 - 1:45	1:30-2:20	1:30-2:20	1:30-2:20	1:30-3:15
5	Art A	Social Studies 1	Social Studies 1	Social Studies 1	Social Studies
	Music B	Science 1	Science 1	Science 1	Science
	1:45	2:25-3:15	2:25-3:15	2:25-3:15	Mini-Classes
6	Early Release	Social Studies 2	Social Studies 2	Social Studies 2	Service
		Science 2	Science 2	Science 2	






# Student experience

+



• Content follows district curriculum  
• Flexibility in groups and instruction  
students to WORK on what they need to complete.  
• Focus on learning labs, workshops, project work, and independent goals  
• Purposeful work that honors student voice and choice

Each class may look a little different, but the goal is the same: How can we support the self-directed learner?



## Whole growth focus

- Learning at their own pace
- Less pressure to perform academically
- Teachers familiar with strengths / weaknesses
- Self-directed learning

## Project based learning

- Explore areas of interests through projects and workshops
- Multiple projects each year
- Key skill focus includes time management & research

## SEL

- Intense focus on enabling each individual to be their best
- Close knit group of students across
- Semi-custom programs for students with needs
- Flexibility in groups

## Parent engagement

- Parents run interest-based clubs that provide non-academic experiences
- Community mentors available to kids with special interests
- Annual offsite retreats

-

## Limited academic choices

- Limited electives
- No language courses

## Limited exposure to real world

- Students not challenged academically
- Limited diversity of thought – very small group of teachers and students

# Odyssey Staff

Team of 2 multitalented, highly-experienced teachers in grades 7 & 8

Liz (LA / SS)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00
	9:05-9:45	9:05-10:00	9:05-10:00	9:05-10:00	9:05-10:00
1	LA 1	LA 1	LA 1	LA 1	LA 1
	9:50-10:30	10:05-10:55	10:05-10:55	10:05-10:55	10:05-10:55
2	LA 2	LA 2	LA 2	LA 2	LA 2
	10:35-11:25	11:00-11:50	11:00-11:50	11:00-11:50	11:00-11:50
3	Social Studies 1	Planning Time	PBL 2	PBL 1	Planning Time
	LUNCH 11:30-12:00	LUNCH 11:50-12:20	LUNCH 11:50-12:20	LUNCH 11:50-12:20	LUNCH 11:50-12:20
	12:05-12:55	12:25-1:25	12:25-1:25	12:25-1:25	12:25-1:25
4	Social Studies 2	PBL 1	Planning Time	Planning Time	PBL 2
	1:00-1:45	1:30-2:20	1:30-2:20	1:30-2:20	1:30-3:15
5	Planning Time	Social Studies 1	Social Studies 1	Social Studies 1	SS/Sci
	1:45	2:25-3:15	2:25-3:15	2:25-3:15	Mini-Classes
6	Early Release	Social Studies 2	Social Studies 2	Social Studies 2	Service

Paul (MATH / SCIENCE)

Period	Monday	Tuesday	Wednesday	Thursday	Friday
	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00	Advisory 8:45-9:00
	9:05-9:45	9:05-9:55	9:05-9:55	9:05-9:55	9:05-9:55
1	Pre - Alg	Pre - Alg	Pre - Alg	Pre - Alg	Pre - Alg
	9:50-10:30	10:00-10:50	10:00-10:50	10:00-10:50	10:00-10:50
2	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo	Algebra/HGeo
	10:35-11:15	10:55-11:45	10:55-11:45	10:55-11:45	10:55-11:45
3	Prep	Tech 1	Tech 2	Tech 1	Tech 2
	LUNCH 11:20-11:55	LUNCH 11:45-12:20	LUNCH 11:45-12:20	LUNCH 11:45-12:20	LUNCH 11:45-12:20
	12:00-12:50	12:25-1:15	12:25-1:15	12:25-1:15	12:25-1:15
4	Science 1	Prep	Prep	Prep	Prep
	12:55-1:45	1:20-2:15	1:20-2:15	1:20-2:15	1:20-3:15
5	Science 2	Science 1	Science 1	Science 1	Science
	1:45	2:20-3:15	2:20-3:15	2:20-3:15	Mini-Classes
6	Early Release	Science 2	Science 2	Science 2	Service

# Staff Experience



+

## Student advocacy

- High familiarity with each student & their family
- Curriculum and project work flexibility to enable students

## Assistance from parents

- Projects
- In-class assistance
- Special interest classes once a week ("mini classes")

## Supportive environment

- Alignment of purpose
- Flexibility to experiment
- Infrastructure supports whole growth focus
- No pressure to compete with or conform to standards
- Dedicated time for planning & collaboration
- Family like environment

-

## Small staff

## High-levels of workload & expertise required



# Parent experience

Parent engagement is a key component of Odyssey

- Mandatory 100 hours per family per year
- In-class assistance (Teachers / projects)
- Short term clubs (Cooking class for 6 weeks)
- Plan & assist annual offsite (4 days)

+

- Focus on child's all-round development
- SEL support
- Small class size (individual focus)
- Safe & nurturing environment
- Engaged in student's progress

-

- Lack of diversity
  - Teachers
  - Students
- Need to do 4 day trip to reach goal of 100 hours per year

# Alignment with RMS 4 Prototypes



Project-based learning (PBL) can bring students to life!



Project based learning

Teacher teams with student cohorts

Scheduling

Homeroom / advisory



Leverage family expertise and include them in their students' school lives.

Project based learning

Teacher teams with student cohorts

Scheduling

Homeroom / advisory



Leverage power of teacher-student relationships and teachers knowing students as whole people.



Project based learning

Teacher teams with student cohorts

Scheduling

Homeroom / advisory



Student voice, choice and guidance are important.



Project based learning

Teacher teams with student cohorts



Scheduling



Homeroom / advisory

# Our Recommendation

- **INCORPORATE this into our RMS Recommendations:**
  - Leverage parent and community to help drive growth for students
    - After school special interest classes (how to start a business / aero modelling / coding / language)
    - Learn about different careers
    - Build skills (public speaking)
    - Summer projects / internships
    - Parent involvement in offsite / camps

- Questions?





**Every student** is seen as Highly-Capable (Core Belief)

Differentiation of learning takes place with student led pacing

- Solving real-world problems
- Building the skills of self-direction
- Collaboration
- Reflection – critical for college and life success

Curriculum is based in proven learning science and supports development of the whole child.

Prepared for success in a 4-year college. But beyond this, Summit students grow as happy, kind, independent and curious young adults prepared with the habits and skills they need for success in life



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# Summit Atlas

# Enrollment

CHARTER PUBLIC SCHOOL

- FUNDED AS PUBLIC SCHOOL
- OPEN FOR ANYONE

## Summit Public School: Atlas 2022-23

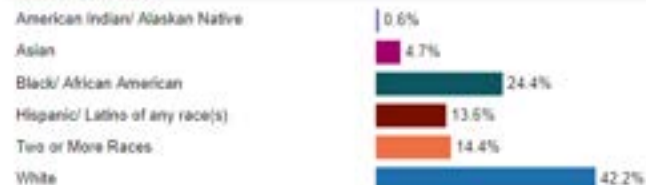
### Total Student Enrollment

464

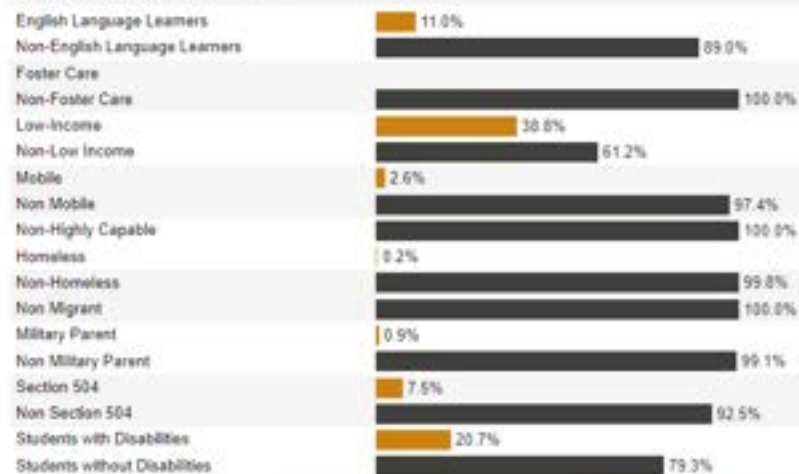
### Gender



### Race/Ethnicity



### Program and Characteristic



## Our schools rank among the best in the nation:



**96%**

of all graduates are 4-year college ready



**96%**

of graduates are accepted to 4-year college



Summit alumni complete college at nearly

**2x**

the national average

AP EXAM



**2X**

Summit graduates in the Class of 2021 passed at least one AP exam vs. the national average




Mission Statement

# Summit Atlas

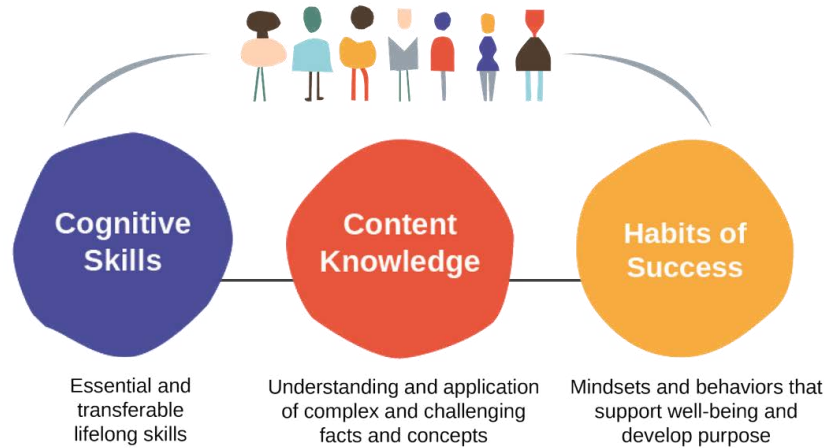
- ☐ Who are we accountable for?
- ☐ Do your action reflect your accountability?



# Students unlock the power within themselves to gain the knowledge, habits, and skills to successfully navigate college and careers.

Teacher's role	Student's role	Family's Role
Serving as content experts, mentors, and leaders. Ensure that students have the right supports to meet and exceed grade-level expectations; help students practice self-direction, an invaluable skill that students will use in all parts of their lives; and provide mentoring and coaching to help students reach their goals	Students are empowered to become self-directed learners – they set goals for their learning, reflect on their progress, and build habits and mindsets to help them succeed in college, career, and life. 	Families have unparalleled access to their student's school experience and a direct window into what their students are working on daily through their dedicated mentor. Because each mentor stays with a student for all four years, families have a single point of contact to help advocate for their child and provide guidance to help their student reach their goals.

## SUMMIT LEARNING STUDENT OUTCOMES



Every single element of the Summit model is grounded in what science tells us about how students learn best. In *The Science of Summit*, we translate the science of learning into the intentional design of our schools to achieve student success in three outcomes: Cognitive Skills, Content Knowledge, and Habits of Success.

# The Science of Summit

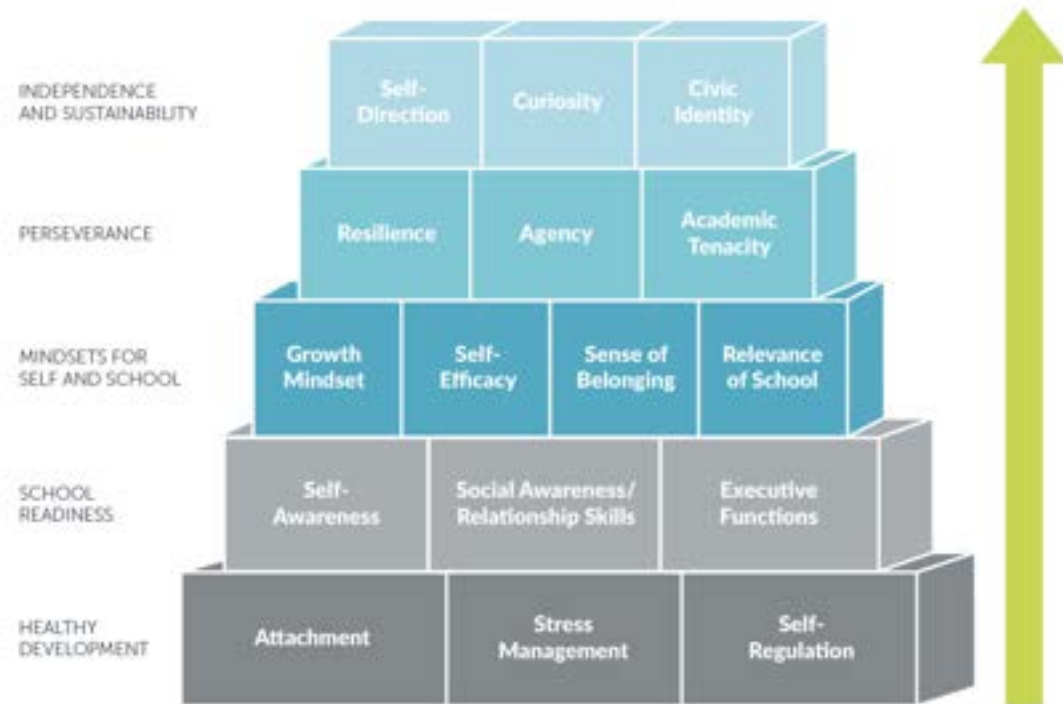


## The Building Blocks for Learning Framework

Turnaround for Children's Building Blocks for Learning framework represents the skills and mindsets that students use to access, acquire and apply the academic content prioritized in classrooms.

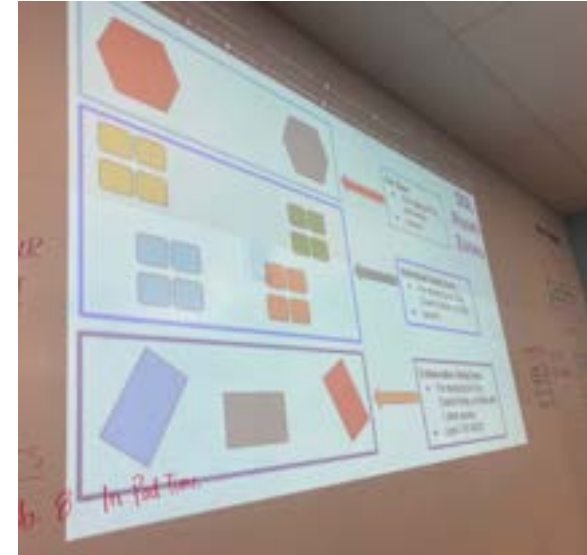
Figure 1

## BUILDING BLOCKS FOR LEARNING



# Flexible & Differentiated Learning Environments

- **Role of the Teacher:** Teachers develop close, personal relationships with students and their families, and all teachers mentor groups of students. Both students and parents like engaging with teachers and feel respected in their interactions.
- **Pedagogical Methods:** Pedagogical methods focus on vertically- and horizontally-aligned courses that are mapped backward from essential questions and focus heavily on project-based approaches.
- **Student Self-Direction:** Students have time at school to learn how to learn, learn in different ways, access multiple resources, and use all the tools they need to be successful.
- **Assessment:** Students are assessed on mastery. They are expected to master all appropriate skills, knowledge, and habits in order to earn a diploma.
- **Student Performance Reporting:** Parents and students have access to constant, accurate data on student performance.



After group instruction, classrooms are transformed into flexible groupings using a variety of modern furnishings that can be utilized to create different stations for individualized learning needs:

Ex. Individual Study Zone, Collaboration Study Zone, CA Zone (More instruction needed).

Students often self-group according to goals identified in goal-setting time.



# Personalized Learning Plans

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## Plan A

- I am
- My relationships
- How full is my cup?  
(Mental Well Being,  
Emotional, Spiritual,  
Physical)
- My feelings about school
- What I love about my self?

## Plan B

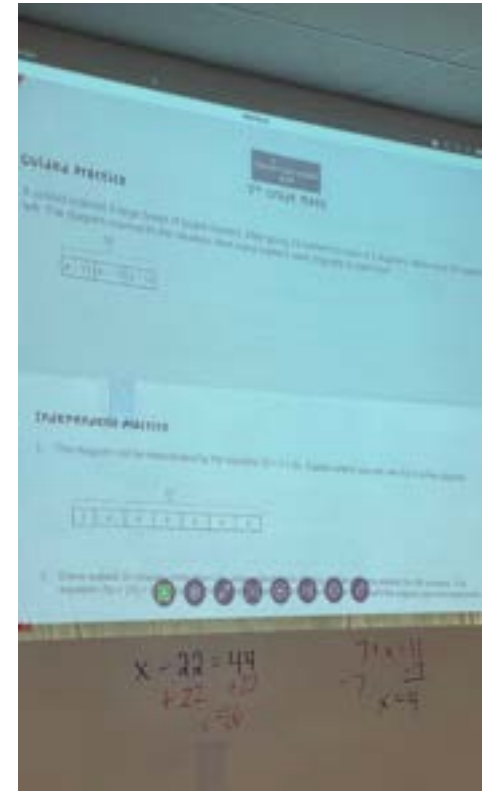
- My mission statement
- How I define success?

## Plan C

- What is school's role in achieving my vision for success?
- What do I want to share about my life outside of school will help me achieve my vision for success?

## **Commitment**

- My commitment
- My mentor commitments
- My caregiver commitment

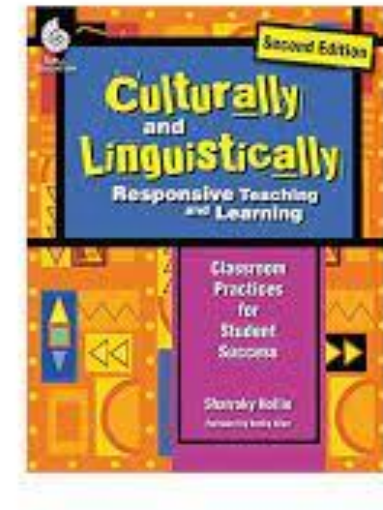


# Summit Atlas Reflections

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- ❑ Mentorship Personal Learning Programs  
(goals and check points)
- ❑ Expeditions (expose to pathways)
- ❑ Community, Culture and Instruction
- ❑ Social Discipline (restorative practice)
- ❑ Everyone should have a “say”- everyone voice is considered
- ❑ Concrete next steps toward a fulfilled life- Mission statement
- ❑ Educators for equity
- ❑ Belief (assumptions) → Reproduce or **TRANSFORM**





<https://www.nationalequityproject.org/>

Culturally and Linguistically Responsive Teaching and Learning –  
Classroom Practices for Student Success, Grades K-12

RESOURCES

# Debrief School Visits

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How did the schools go about meeting student needs?

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What did you hear that would strengthen your group's prototype?

**Optional Note Catcher Tool**  
Using School Visits and Staff Feedback to Strengthen and Refine our RMS Prototypes (March 2023)

After exploring the staff feedback on your group's prototype:

YOUR NOTICINGS:	
What in the staff feedback stands out to you?	

<b>Optional Note Catcher Tool</b> Using School Visits and Staff Feedback to Strengthen and Refine our RMS Prototypes (March 2023)	
How did the school go about meeting student needs? What did you hear that would strengthen your group's prototype?	
Interview Schools Chicago, IL (Jana & Sam)	
Design/Kampus San Diego, CA (Matthew & Tom)	
Elton Harkins Palo Alto, CA (Teri & Gabi)	
Oliverio Mulhugo Baltimore, MD (Laura & Anna)	
Samuel Akio West Seattle, WA (Courtney & Melissa)	







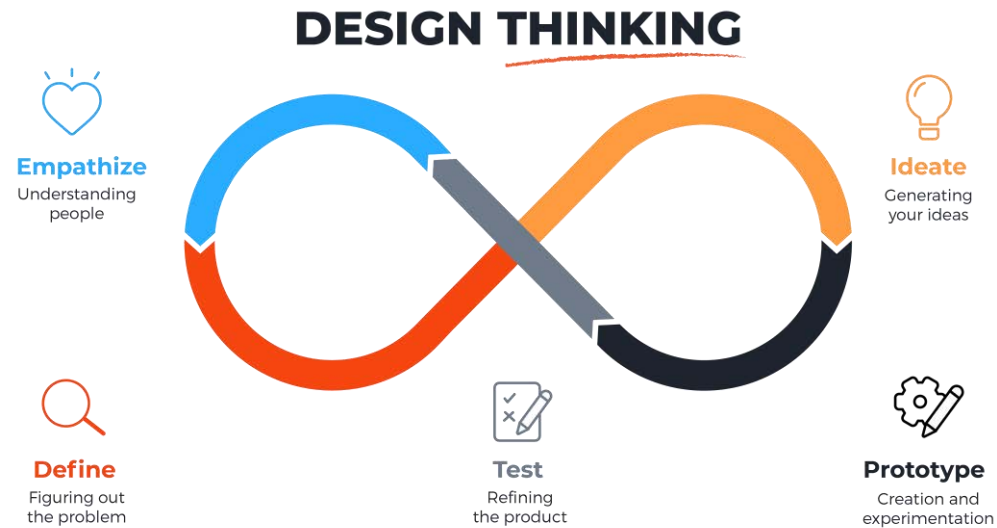
# Strengthen & Refine Our Prototypes

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- Review & discuss student and family prototype feedback
  - What stands out to you?
  - Think about revisions
  - Consider including ideas heard during the school visit presentation



Time to work:  
12 min



# Nuts and Bolts

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Next Meeting- APRIL 6 at ESC 200

What is coming up: We TEST & REFINE our prototypes

# Closing

