

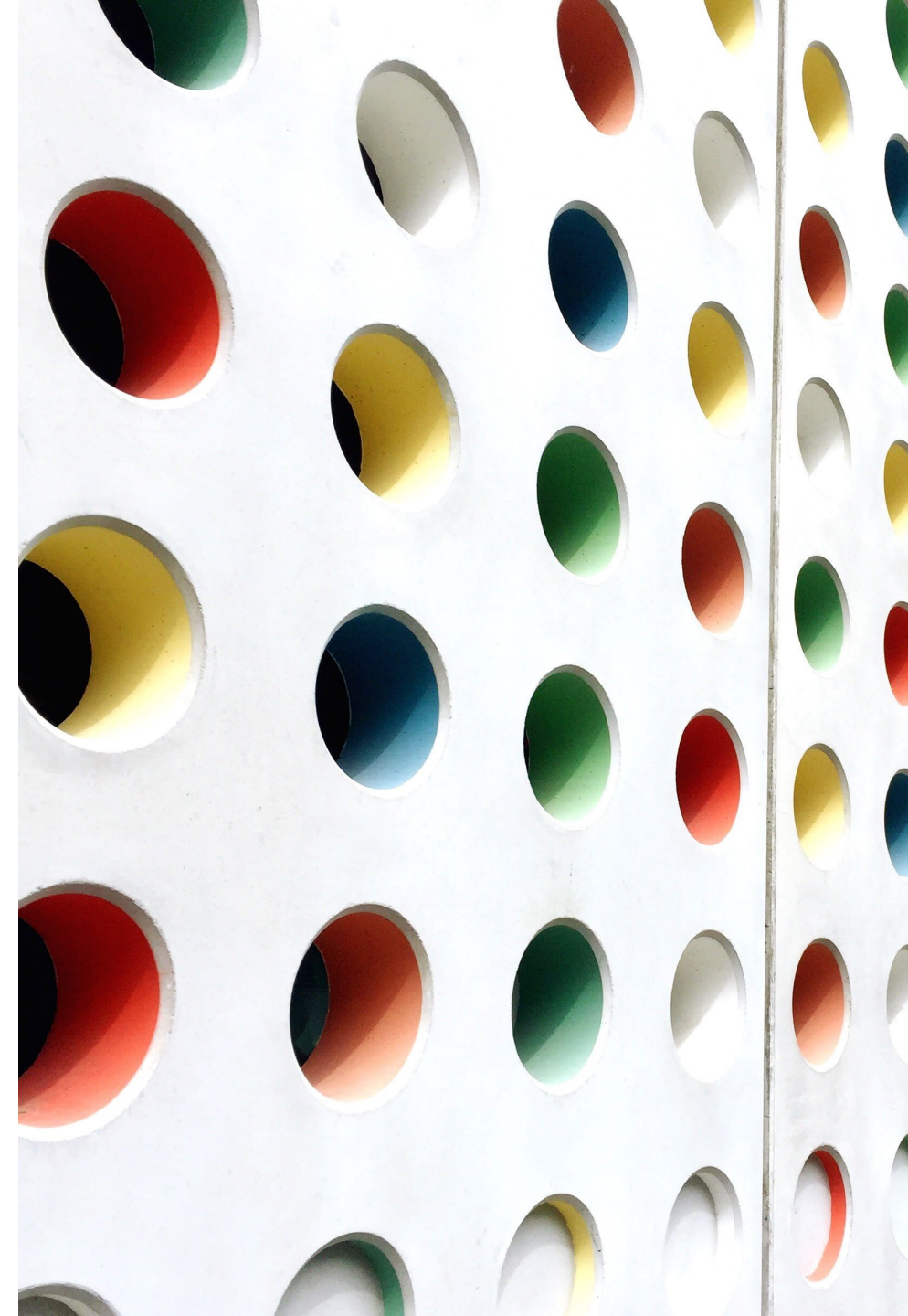


Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

STEERING COMMITTEE MEETING #15 (4/20/23)





Welcome



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	Jessi	Sahaj	Susie
Marcus	Thea	Drew	Gabe
Hasini	Noelle	Giovani	Mathew
		Diego	



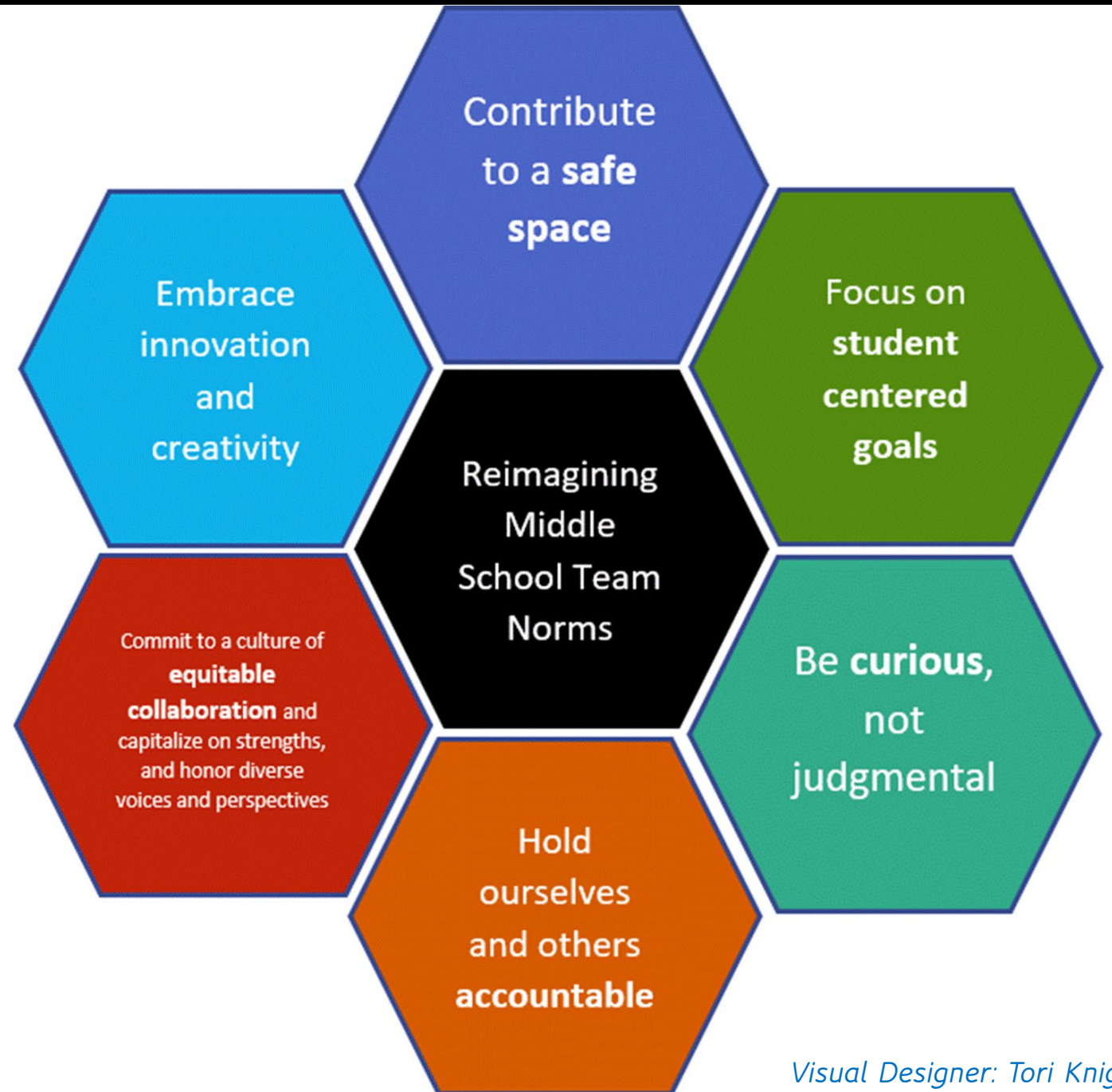
Today's Objectives

WE FINALIZE our PROTOTYPES:

1. Finalize Prototype Presentation **slides**
Including **Script** (no more than 2 min!)
2. Finalize Prototype Document (includes Critical Criteria)

Community Agreements & Roles

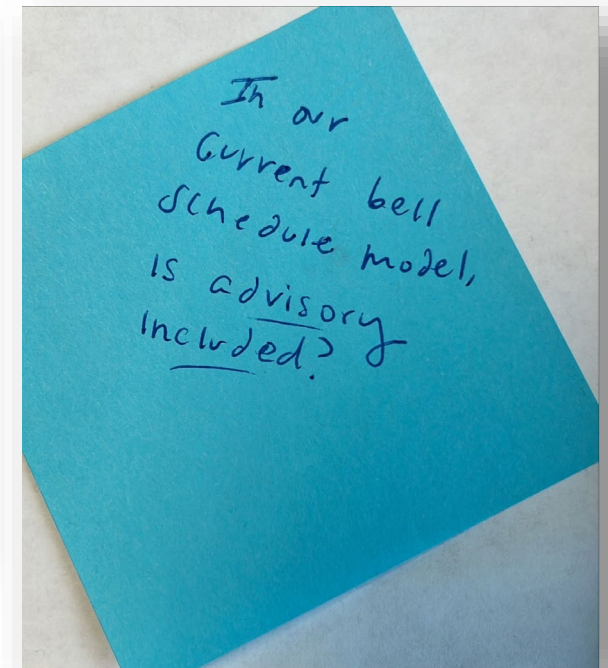
Note Taker	Process Monitor
Melisa	Self-Reflection



Visual Designer: Tori Knight

Parking Lot

Put your questions, comments, needs etc. here!



Hello RMS Committee,

I am a parent of a former, current and future BSD middle schooler and am also a high school teacher in the district, as well as a Bellevue resident. I had intended to attend the recent RMS meeting at Tillicum, but fell ill.

The only bit of input I'd like to give is that I would love for Middle School to be a place with less screen time, more kids up and moving during classes other than CTE and PE. It's not just about no phones during the day, it's about curriculum that's not on a computer. Middle school is a crucial developmental time for building social skills and a screen physically blocks kids from doing that. Kids have their whole lives to learn computer skills (most of them use them at home anyway)-- let's make school a refuge from the screen, so kids have one last chance to just be a kid, moving around and free.

Thank you!



AGENDA

Welcome

Content: We FINALIZE!

Nuts & Bolts

Closing



Prototype PowerPoint Presentation
Prototype Document/ Critical Criteria

Round 3 of RMS
Listening Campaign
(April 25- May 2)

Review and Provide
Feedback on
"Recommendations"
document

Prepare & Present
Draft Executive
Presentation (May 31)

Make Executive
Presentation
(June 8)

Meeting #15 (April 20)

Meeting #16 (May 4)

Meeting #17 (May 18)

Meeting #18 (June 1)

What Happens After June?

Review Round 3 feedback
Finalize prototype
recommendations

Refine "Recommendations"
document

Finalize "Recommendations"
document

Targeted Outreach to
Student Groups



RMS Teams: Now and After June 2023

RMS Steering Committee

WHEN: August 2022 – June 2023 (10 months)

WHAT: Collaboratively craft **recommendations** for a “reimagined” middle school experience. Recommendations will be presented to the BSD Superintendent and Executive Team.

WHY: To improve the middle school experience for students by offering **developmentally responsive, student-centered** structures and practices that can be implemented in our schools.

HOW: Using research and authentic, extensive input and feedback from our students, staff, and families to collectively define our needs, opportunities, and solutions (“Equity-Centered Design Thinking Process”).

WHO: 32 staff, family, student members representing all 5 comprehensive middle schools. (Used application process to ensure diverse stakeholder representation.)

RMS Implementation Team

WHEN: August 2023 – June 2024 (10 months)

WHAT: Create a thoughtful, well-defined, realistic, phased, stakeholder-tested **implementation plan** (including a plan for continuous evaluation and improvement, informed by stakeholder feedback).

WHY: To transform the RMS Recommendations (June 2023) from conceptual ideas to a concrete plan of action.

HOW: Using purposefully selected experts and drawing on relevant research and learnings from within and outside the district.

WHO: ~15 invited individuals who have high levels of expertise and experience in:

- RMS recommendation areas (e.g., Teaching and Learning for PBL, adult learning and PD for Teacher Teams, master scheduling for Scheduling, SEL and Advisory for Advisory)
- Change management
- Continuous evaluation and improvement



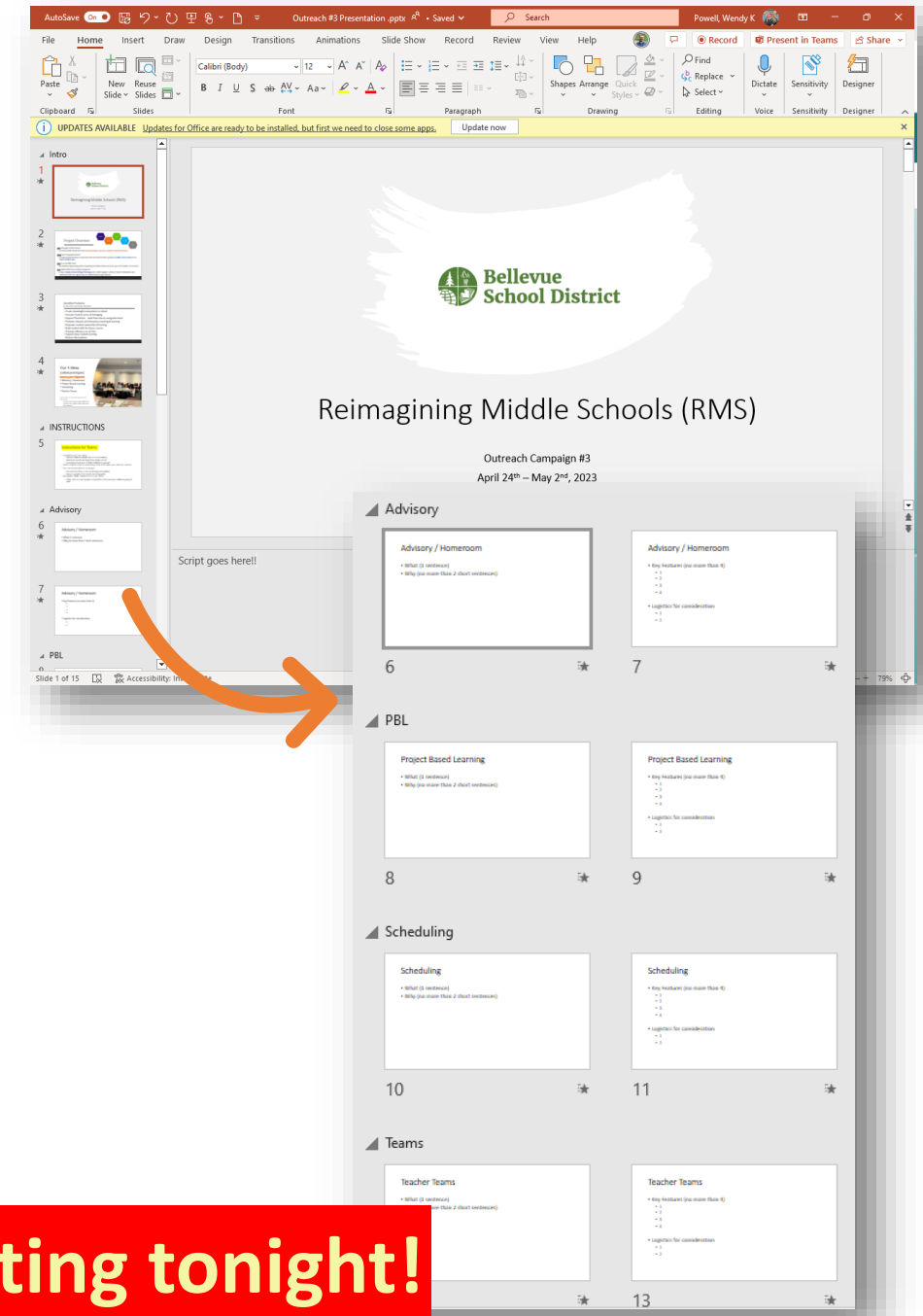
Our Tasks Tonight!



1

Presentation Slides & Script

- You have only 2 slides!

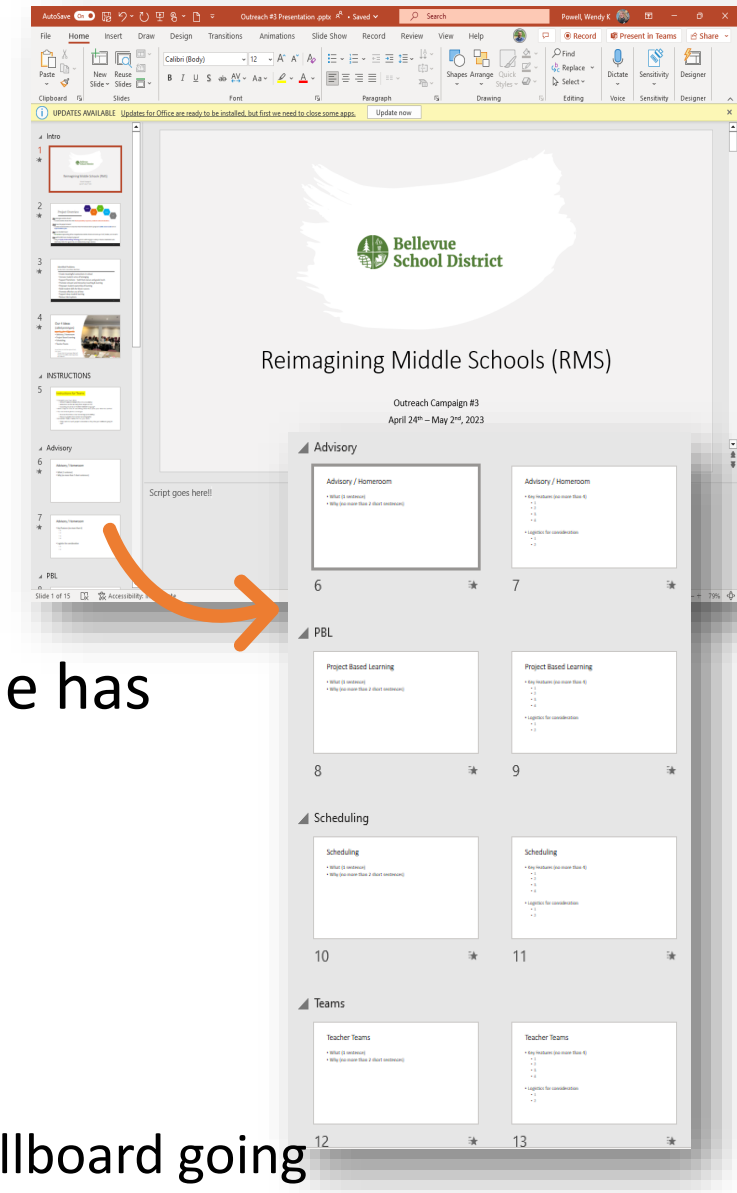


This is “due” by end of meeting tonight!

1

Instructions for Teams

- Complete your two slides
 - DO NOT CHANGE FORMAT (this is for accessibility)
 - Animations are fine but keep them simple and fast
 - Everything should be in STUDENT FRIENDLY Language*
- Write script in notes if something other than what your slide has written
- You can include photos or images
 - No more than three so text can be large (accessibility)
 - Please no graphics that contain text (infographic)
- NO MORE THAN 2 MINUTES for your slides
 - Think “what do I want people to remember as they drive past a billboard going 50 mph”

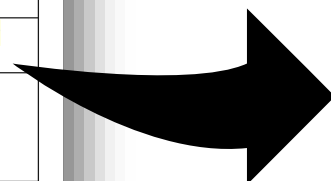


This is “due” by end of meeting tonight!

Recommendation Document

- Add Refinements into new iteration of the Prototype

Refinement #1: Flex Time	1. Not enough meaningful connection to/with peers and adults
Moving tutorial into the Flex time space. A space/time where everyone gets what they need. Extra help or extension opportunities. To occur in the middle of the day.	2. Increase sense of belonging
Students can choose and/or teachers can assign students to a specific flex opportunity based on need. With seat limits. "Enrichment"	3. Irrelevant instruction and use of time
www.EnrichingStudents.com	4. There is a disconnect between the skills being taught and the skills needed to succeed in the future
Some days students can pick their enrichment opportunity, other days teachers can assign enrichment opportunity.	5. Sense of meaningful engagement and student voice
Advisory could one of the options during Enrichment.	6. The school day and classes not typically structured in a way that empower students and promotes their ownership learning
This could occur quarterly or by	7. Students need more breaks
	8. There is no bridge from 5 th grade students to transitions to middle school



Working Draft Recommendation
Scheduling

General Description: Modified Block Schedule

A modified block schedule is defined by student attending all 7 classes on Mon/Tues/Fri for 50 minutes each, and attending periods 2, 4, and 6 on Wednesday, and periods 1, 3, 5, and 7 on Thursdays for 90 minutes each.

Goal:

To deepen student learning by increasing the time spent in classroom reducing transitions/interruptions and stress.

Problems/Opportunities Addressed:

- Irrelevant instruction and use of time
- The school day and classes are not typically structured in a way that empower students and promotes their ownership of learning.
- There is no bridge for 5th grade students to transition to middle school
- There is a disconnect between the skills being taught and the skills needed to succeed in the future.
- Sense of meaningful engagement and student voice
- Student lack of interactive learning environment
- Sense of belonging

Research:

"Successful middle schools intentionally organize people, time, and space to maximize young adolescents' growth and development." (Bishop & Hansen, 50)

"Educators need regular opportunities to discuss how – and how well – they are meeting learners' needs. During common planning time, teachers plan how they will integrate curriculum and personalized learning." (Bishop & Hansen, 51)

"A responsive middle school schedule enables young adolescents to immerse deeply in meaningful learning experiences. Project-based learning, service learning, expeditionary learning, community-based learning, inquiry-based learning, and other experiential approaches are more powerfully enacted when teams have access to large and flexible amounts of time. A flexible block schedule – one over which the teaching teams themselves have control – enables the kind of active and meaningful learning opportunities that are appropriate for young adolescents. Flexible schedules enable educators to bring to life the challenging, integrative, relevant, and exemplary curriculum that middle schools deserve." (Bishop & Hansen, 52)

... (Bishop & Hansen, 50)

purposeful learning & this we believe.

on-site review: United 17356290.pdf

Staff

Teachers would be able to go more deeply into content on longer class days. Teachers could utilize a longer period to check in with students and provide support. Intervention and extension activities, when needed. Teachers could develop deeper relationships with students through a less hectic structure of a seven-period day. Counselors and other support staff could check in during a portion of the longer period during a time that would impact the student less than missing content from a whole class.

Time and it will be changing to

asses on & on each.

nd



Work Time!

1 Presentation Slides

Go to RMS Team

→ General channel

→ Files

→ Listening Sessions

→ Outreach #3 Presentation

This is “due” by end of meeting tonight!

**Want to record tonight?
Helens Room is available!**



2 Recommendation Doc

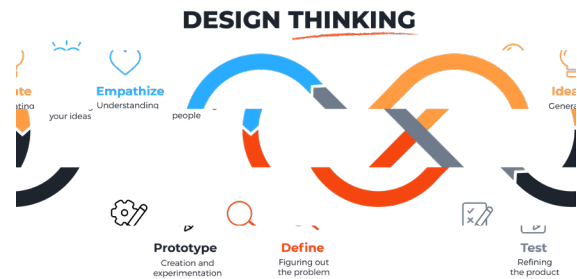
Go to RMS Team

→ General channel

→ Files

→ Recommendation

→ Select your team's document




Nuts and Bolts

Next Meeting- **May 4** at ADAMS

What is coming up-

☐ Listening Campaign #3

- Target week: **April 25th to May 2nd** (closing at 11:00 pm)
- The survey will be sent via email, school messenger and other communication channels to MS **students**, 5-9 grade **families**, and MS **staff**
- This will be the **one survey** for everyone
- **Only a 3 question survey**
- We used simplified the language to allow accessibility to students, staff and families
- A short video will accompany the survey that is produced by our Committee to help explain the purpose and details
- We are focusing on collecting measurable data (*quantitative*) this round; we have collected and used *qualitative* data in the previous outreach campaigns
- We will be visiting schools and attending as many events as possible to promote the survey. We will also be conducting outreach groups to ensure that we capture voices across our system
- Translations will be available

1. To what extent will this prototype improve the middle school experience? * 

	Definitely yes	Mostly yes	Somewhat	Mostly not	Not at all
Advisory / Homeroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Based Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Draft Outreach Groups

Prototype Feedback Sessions	Tillicum	<u>Odle</u>	Tyee	Highland	Chinook	Combined
Staff Outreach Visits	<ul style="list-style-type: none"> • Staff Lead: Alicia 	<ul style="list-style-type: none"> • Staff Lead: Kalena 	<ul style="list-style-type: none"> • Paraeducators Lead: Jesse 	<ul style="list-style-type: none"> • Staff Lead: Tori 	<ul style="list-style-type: none"> • Staff Lead: Susie 	
Targeted Students Outreach Groups	<ul style="list-style-type: none"> • Special Education Lead: Drew • Science Lead: Kristen 	<ul style="list-style-type: none"> • AVID and BSU Lead: Drew • AL Lead: Dan 	<ul style="list-style-type: none"> • AVID Lead: Drew • Science Lead: Gabe 	<ul style="list-style-type: none"> • Dual Language and Leadership class Lead: Drew • MLL Lead: Nellie • Special Education Lead: Thea 	<ul style="list-style-type: none"> • Advisory Social studies Lead: Scott 	
Families/Guardians Outreach Visits	<ul style="list-style-type: none"> • Guardians Lead: D • PTSA Lead: Melisa 	<ul style="list-style-type: none"> • Guardians Lead: Courtney • PTSA Lead: Melisa 	<ul style="list-style-type: none"> • Guardians Lead: Valeri • PTSA Lead: Melisa 	<ul style="list-style-type: none"> • Guardians Lead: Beka • Dual/MLL Lead: Mariela • PTSA Lead: Melisa 	<ul style="list-style-type: none"> • Guardians Lead: G. • PTSA Lead: Melisa 	<ul style="list-style-type: none"> • Mary's Place Lead: Marcus • BSD Family Advisory Committee Lead: Melisa

Closing:
If you could have one
superpower, what
would it be?

**WHAT'S
YOUR
SUPERPOWER?**