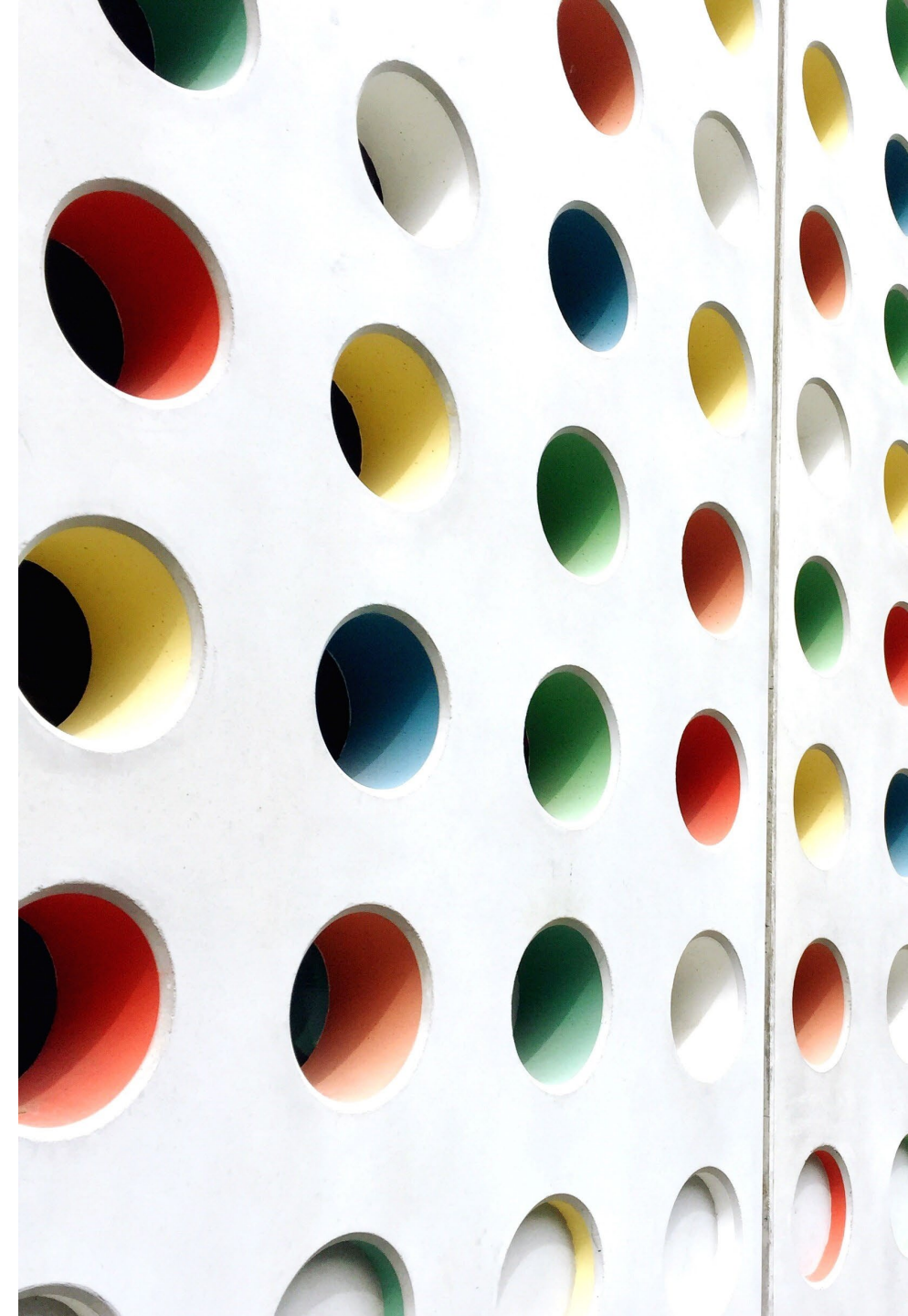




# Reimagining Middle Schools

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BELLEVUE SCHOOL DISTRICT  
2022-2023 SCHOOL YEAR  
STEERING COMMITTEE MEETING #16 (5/4/23)





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

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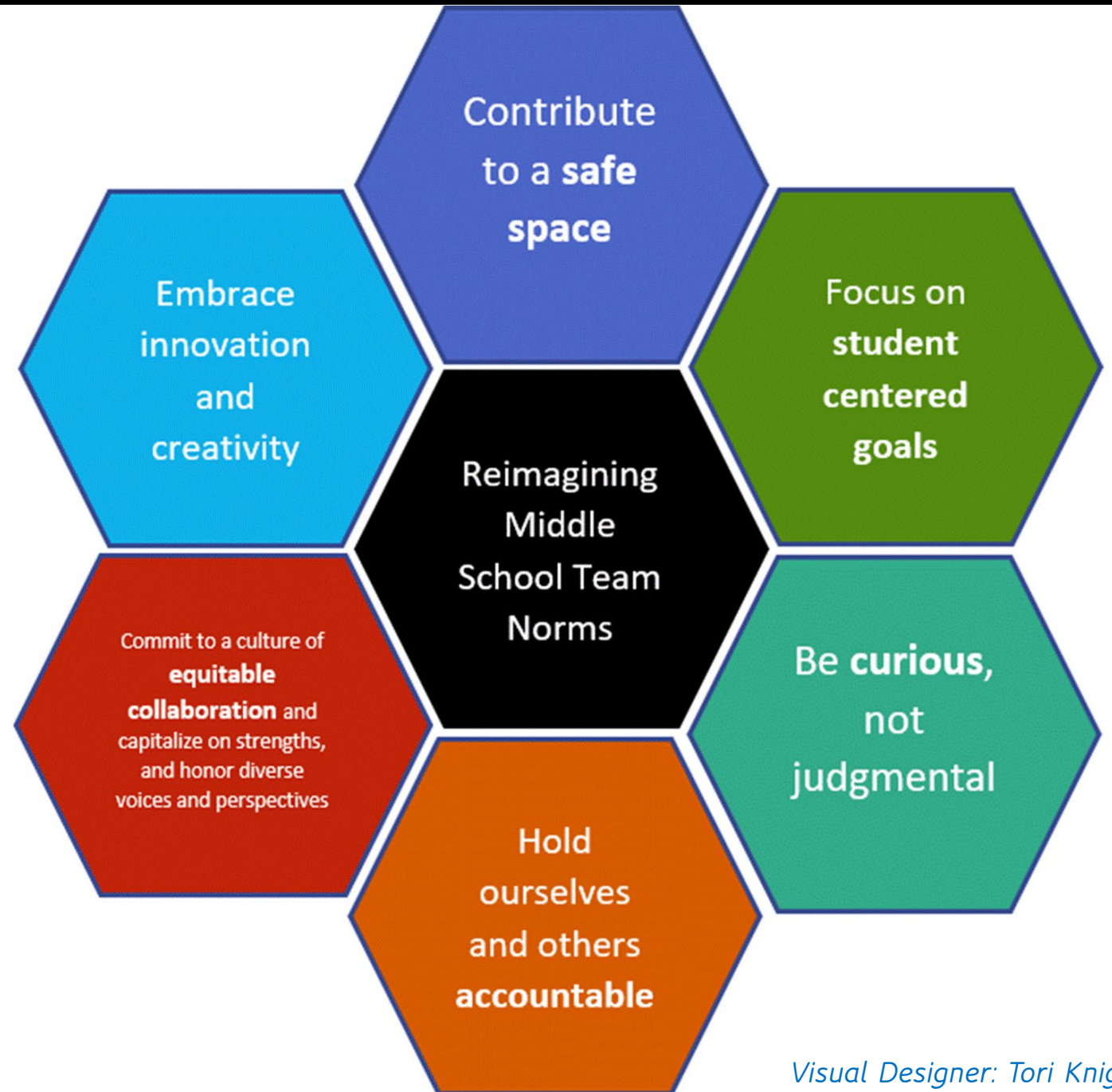
We FINALIZE our PROTOTYPES by:

1. Reviewing & Editing Prototype Document
2. Reviewing & Making Sense of RMS Listening Campaign #3 Data

# Community Agreements & Roles

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Note Taker	Process Monitor
Melisa	Self- Reflection



Visual Designer: Tori Knight

# Parking Lot

Put your questions, comments, needs etc. here!



## Listening Campaign #3

### Feedback and Responses

Received	Response
<p>Good morning Dr. Macias!</p> <p>As there wasn't a chance to add any comments in the form, here is short context to my answers- I'm confused regarding "advisory/home room option- as there already is daily tutoring option- would they be on top of it/how is it different?</p> <p>Scheduling: I'm having hard time understanding how this would work - meaning if I work with fixed time (total hours) for each class over the school year, what would be the true impact? Having a day with 90min math class on Monday while it's only 30min class on Wednesday/Friday? That seems somewhat disruptive. Hope I'm making sense here- Love the two other ideas.</p> <p>Was somewhat surprised that there isn't any "advanced learning", or leadership/community involvement options considered, we can't start too early on those!</p>	<p>Thank you very much for your question and for reaching out. We truly appreciate hearing from our community and we welcome the opportunity to answer your question.</p> <p>To answer your question, there will be no change to the number of instructional minutes in the proposed modified block schedule when compared to the current schedule in BSD middle schools. Currently, students attend 50 minute classes, 4 days per week (M, Tu, Th, Fr) and 40 minute classes, 1 day per week (Wednesday) for a total of 240 minutes of instruction, per class. In the proposed Modified Block Schedule, students will attend 50 minute classes, 3 days per week (M, Tu, Fr) and 90 minute classes 1 day per (either Wed or Thurs depending on the period) for a total of 240 minutes.</p> <p>In the proposed modified block schedule, students will be able to go deeper into their learning on the 90 minute block days, possibly to apply their learning, extend learning and/or for intervention opportunities. The 50 minute class days would likely feel similar to what students currently experience. Just to clarify, there would be no 30 minutes classes in the proposed modified block. The "flex time" is going to be explored more deeply during the implementation phase in 2023-24.</p> <p>Thank you again and please let me know if anything above needs clarification. Have a wonderful day!</p>
<p>Nice work creating these ideas.</p> <p>Middle school should be just that - in the middle between elementary and high. Middle school is NOT the time to be college preparatory, as it seems now. As the RMS ideas emphasize, it is a transitional period between elementary and high. RMS ideas seem like a good bridge between solo teacher/one classroom in elem to multiple teachers/multiple periods in high. Treating middle</p>	<p>It was so lovely to read your message. We really appreciate your positive feedback. We will share your message with the RMS Steering Committee. Thank you again for taking the time to share your perspective.</p> <p>Have a wonderful night!</p>



# 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?

Reviewing Prototype  
Document  
Review Round 3  
feedback

Refine "Recommendations"  
document

Finalize "RMS PROPOSAL"  
document (final)

Targeted Outreach to  
Student Groups

Prioritizing  
Prototypes Survey  
(for Committee)





# Our Tasks Tonight!



# Recommendation Document

- Review the new iteration of the Prototype

## Teacher Teams with Student Cohorts

### Table of Contents

What.....	1
Why.....	1
Key Features.....	1
Goal.....	1
Problems/Opportunities Addressed.....	2
Research.....	2
Overview of the Critical Criteria Review.....	2
Prototype Details.....	3

### What

Teachers: a core group collaborate to teach and support a cohort of students.  
Students: more consistency in routines, norms, procedures, etc. in their core classes.

### Why

In order to provide a bridge from elementary to middle school and provide a strong foundation for secondary education, teachers need to be able to consistently collaborate and promote a strong sense of community and instructional coherence. Teacher teams promotes this intentional focus on student needs. Collaborating needs to be done together.

### Key Features

- Smaller communities characterized by stable, close, and mutually respectful relationships are formed when teachers are working together.
- Enhanced teaching and learning through a set of educators collaborating frequently and effectively on instruction, assessment, routines, and student well-being
- Ability to support individual student needs as a group, especially those students receiving services like IEP, MLL, and 504s.

### Goal

To promote a strong sense of community and instructional coherence by having a set of core subject educators dedicated to their assigned students' middle school learning and success through collaborating frequently and effectively on instruction, assessment, routines and student well-being.

### Problems/Opportunities Addressed:

Middle school is currently organized as mini high school where students' individual schedules determine who and how many people they interact with during the school day. Intentionally teaming teachers to educate a common group of students provides opportunity for consistent routines, cross discipline projects, and deeper relationship development between students and their core teachers.

- Not enough meaningful connection to/with peers and adults
- There is no bridge to 5<sup>th</sup> grade students to transition to middle school

### Research

- <https://marvelousmiddle.wordpress.com/teaming/>
- <https://www.ascd.org/44/articles/why-teacher-teams-are-more-critical-than-ever>
- "Teaming: The Heart of the Middle School Philosophy" a presentation by Dr. David Kommer available online at: <http://mediasite.ashland.edu/mediasite/Viewer/?peid=c9d798e3f7434097af8ad7dc6faee7a1> This lecture provides an excellent overview of the teaming concept.
- "Beyond Interdisciplinary Teaming" available online at: <http://www.principals.org/portals/0/content/48778.pdf> This article, targeting principals, discusses the importance of creating an infrastructure that supports high performing teams and consequently, student success.
- "What Makes Interdisciplinary Teams Effective?" available online at: <http://www.cprd.illinois.edu/files/MSJ%20article%20March%20202000.pdf> This article provides an in-depth look at the "implementation of and the functioning of teams" (p. 56). It is well-researched and worth reviewing.
- "Stages of Team Development" available online at: <http://www.youtube.com/watch?v=2PWAR3wnJGAT> This video describes the four Stages of Teaming and how teachers can work effectively together.

### Overview of the Critical Criteria Review

	Students	Families	Staff
<b>Benefits</b>	Students will have four classes (core subject areas) that will have consistent routines. Students will notice that teacher collaborate "behind the scenes" to foster healthy relationships and deeper learning. Students will notice teachers offering support in an intentional way across the four classes.	Single point of contact (a team behind every child enables families to communicate with one person, knowing there is a team that knows and supports their child).	Enable educators to collaborate throughout the MTSS "tiers of support"  Common planning time that has specific weekly agendas to help guide the work
<b>Harm/Barriers</b>	Students will not notice significantly notice a change from our current system.	There is no harm or barrier compared to our current system.	Collaborate with 3 other colleagues that they may not currently work closely with.  Administrators may need to shift who they observe (many are by departments now) to

			these newly formed teams. Elective teachers will not be affected by this scheduling, which could be seen as a negative.
<b>Risk Mitigation</b>	Intentional and thoughtful placement of students in cohorts will be imperative. Progress monitoring will also ensure placement is the right fit.	n/a	Significant support and professional development so that teachers are able to use time effectively and efficiently Communication protocols, methods and systems will need to be very well organized

### Prototype Details

#### Currently:

- Students have no clear transition from elementary to secondary
- Students must navigate up to seven systems (routines, expectations, rules, workload expectations, homework, grading, etc.)
- Student occasionally get mixed messages with academic skills (e.g., different reading and writing expectations in each class)
- Teachers try to support student on their own without knowing how students are doing in other classes
- Teachers communicate with parents and families without knowing who else has reached out and what was discussed
- There are few connections between core subject areas
- It is a challenge to be consistent with behavioral, academic and social-emotional supports

#### In this COHORT Model:

- Small group of teachers (core subject areas) will share all the same students
- Time and support for collaboration during the school day
- Act as a sounding board for teachers trying new things
- Streamline executive function instruction and practice
- Consistent expectation and rules across classes
- Co-construct and leverage learning experiences
  - Common language and utilization of academic skills
  - Cross-curriculum lessons and units
  - Common calendar to support students
- Common grading structures
- Efficiently communicate with families
- Shared experience help students work together to navigate social and academic challenges
- Supports students building healthy and authentic peer relationships as well as deepen teacher-student connection



1

# Work Time!

End: 5:15 pm

## Recommendation Documents

Go to RMS Team

→ General channel

→ Files

→ Recommendation

→ Select your team's document

Does this document  
describe your  
prototype well?

**This is “due” by end of meeting tonight!**

# RMS Listening Campaign Round 3 (April/May 2023)

## Stakeholder Feedback on Four Prototypes

### *“Making Middle School Better” Survey*



**Advisory/Homeroom:** This is a time when students can connect with each other and feel like they belong at school. It can also help them when they move up to a new grade.

**Problem-Based Learning:** This is a way of learning where students get to do hands-on activities that are interesting and relevant to them. It can help them learn better and feel more motivated.

**Scheduling:** This means that some classes will be longer than others. This can help students engage in deeper, less interrupted learning.

**Teacher Teams:** This is when teachers work together to support a common group of students and their learning. Though students may not notice a huge difference in their classes, teachers will be able to focus on what students need.

These ideas could make middle school a better experience for students. What do you think about them?





1. Do you think this prototype (idea) will improve the middle school experience for students (when implemented well)? SCROLL FOR ALL ANSWER OPTIONS. \*

	Unfavorable		Neutral	Favorable		I don't know
	Not at all	Mostly not	Neutral	Mostly yes	Definitely yes	I don't know
Advisory / Homeroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Based Learning	<input type="radio"/>	<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"/>	<input type="radio"/>
Teacher Teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Role \*

- ☐ Student
- ☐ Family Member/Guardian
- ☐ Staff Member

3. School \*

- ☐ Chinook
- ☐ Highland
- ☐ Odle
- ☐ Tillicum
- ☐ Tyee
- ☐ BSD High School
- ☐ BSD Elementary School
- ☐ Other

4. Which of the following best describes your race/ethnicity? \*

- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Multiracial or Biracial
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White
- ☐ I prefer not to answer
- ☐ Other



# Administration of “*Making Middle School Better*” Survey

- *Survey Window*: Tuesday, April 25 – Tuesday, May 2, 2023
- *Survey Platform*: Microsoft Forms
- *Other Survey Details*: Anonymous & available in seven languages
- *Stakeholder Messaging & Outreach*:
  - Survey was sent via email, School Messenger, other communication channels to:
    - All **students** and **staff** at the five comprehensive middle schools (Chinook, Highland, Odle, Tillicum, Tyee)
    - **Families/Guardians** of students in Grades 5-9 (special emphasis on those in Grades 6-8)
- Big thanks to all the **folks listed in the table** and to **Lynne Simpson** (BSD Teaching and Learning Data Analyst) for her assistance in survey analysis

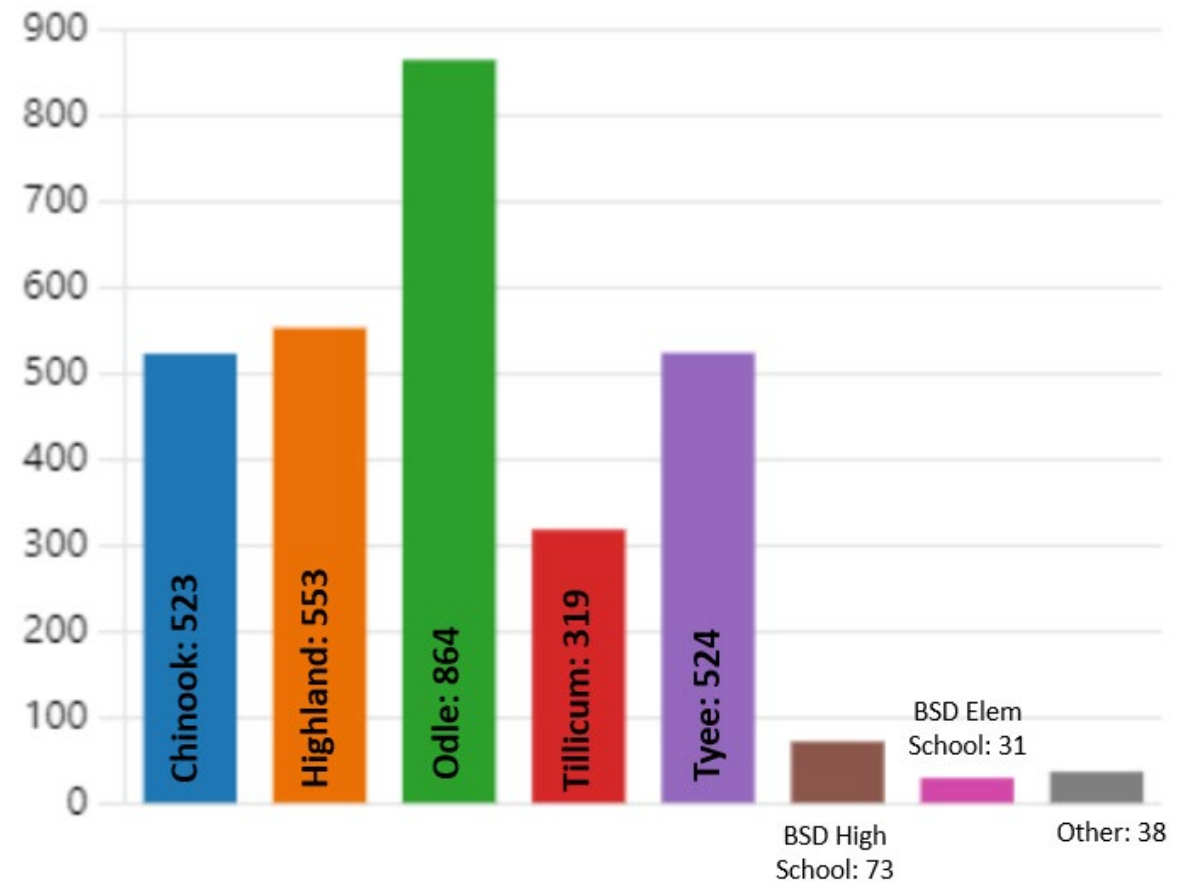
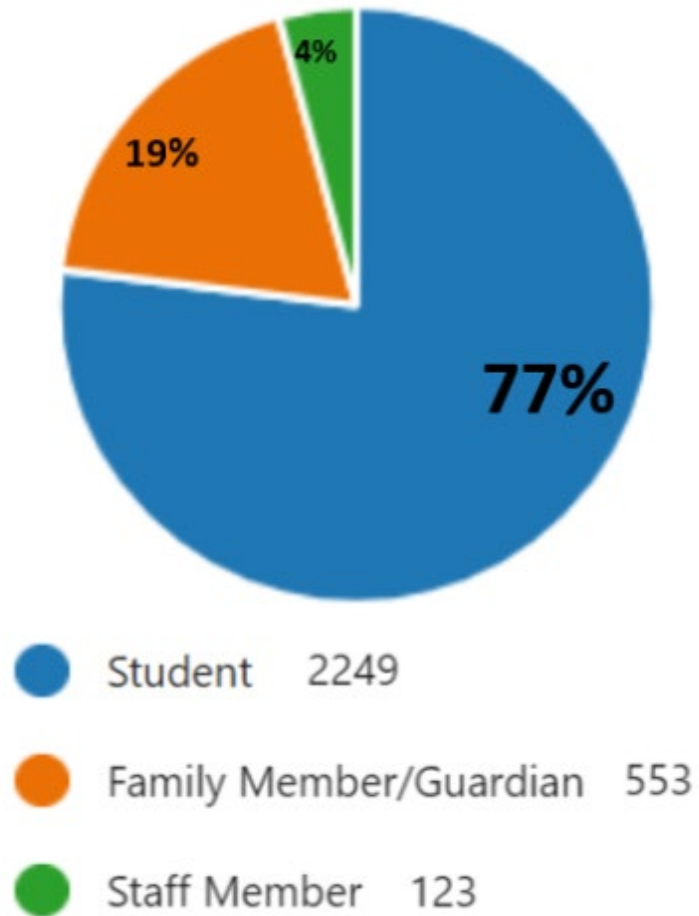
Additional outreach efforts included:

Survey Outreach Sessions	Tillicum	Odle	Tyee	Highland	Chinook	Combined
Staff Outreach Visits	• Staff Lead: Alicia	• Staff Lead: Kalena	• Staff: Jessi and Gabe	• Staff Lead: Thea	• Staff Lead: James	
Targeted Students Outreach Groups	• Science Lead: Tracy and Yusra  • MLL Lead: Nellie  • Special Education Lead: Drew (4.28.2023)	• Math Lead: Dan  • MLL Lead: Nellie  • AVID and BSU Lead: Drew	• Science Lead: Gabe  • AVID Lead: Drew	• Social Studies Lead: Tori  • Dual Language and Leadership class Lead: Drew  • MLL Lead: Nellie	• Advisory/ Social Studies Lead: Scott	
Families/Guardians Outreach Visits	• Guardians Lead: Dee  • PTSA Lead: Melisa  • Newsletter Lead: Dee	• Guardians Lead: Courtney  • PTSA Lead: Melisa  • Newsletter Lead: Joe	• Guardians Lead: Valeri  • PTSA Lead: Melisa  • Newsletter Lead: Byron	• Guardians Lead: Beka and Anissa  • Dual/MLL Lead: Mariela  • PTSA Lead: Melisa  • Newsletter Lead: Susan	• Guardians Lead: G  • PTSA Lead: Melisa  • Newsletter Lead: James	• Mary's Place Lead: Marcus

thank you

# Survey Respondents

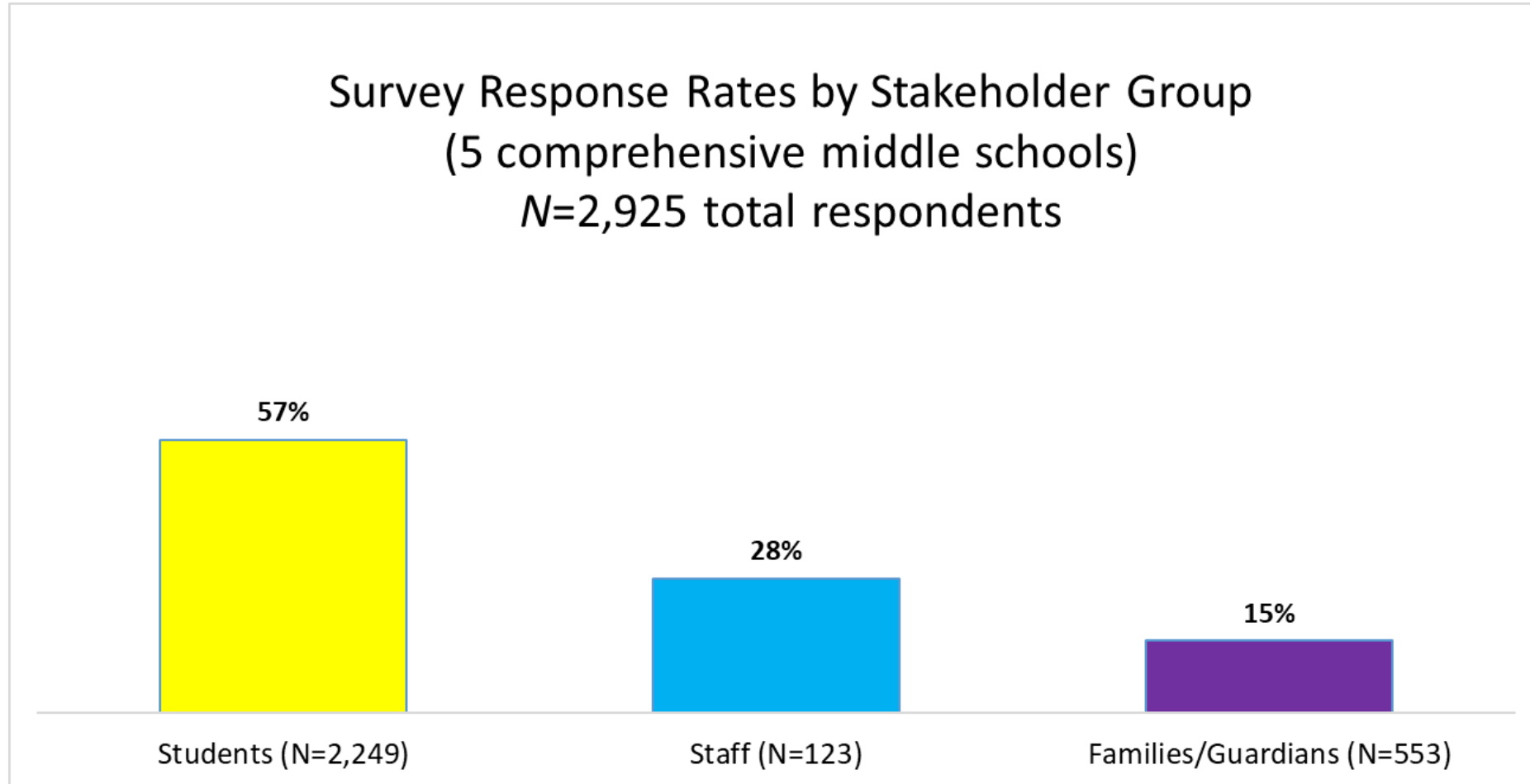
*Who responded to the survey?*



Total respondents=2,925; Student respondents=2,249; Staff respondents=123; Family/Guardian respondents=553

# Survey Response Rates

*Who responded to the survey?*



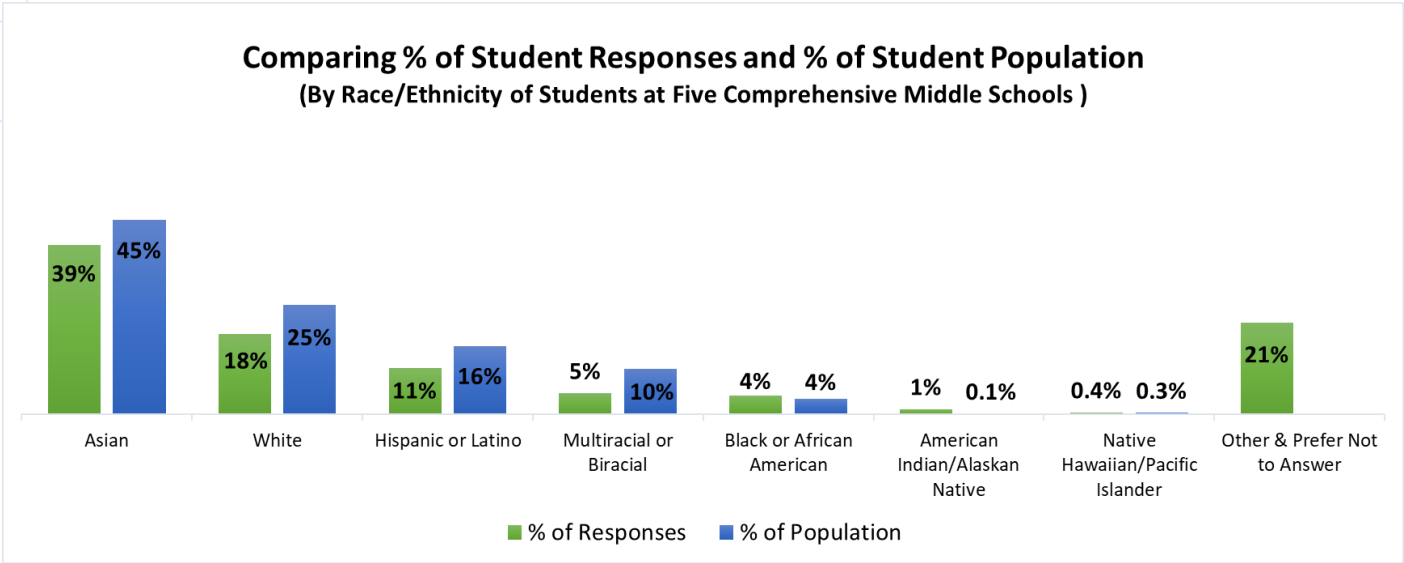
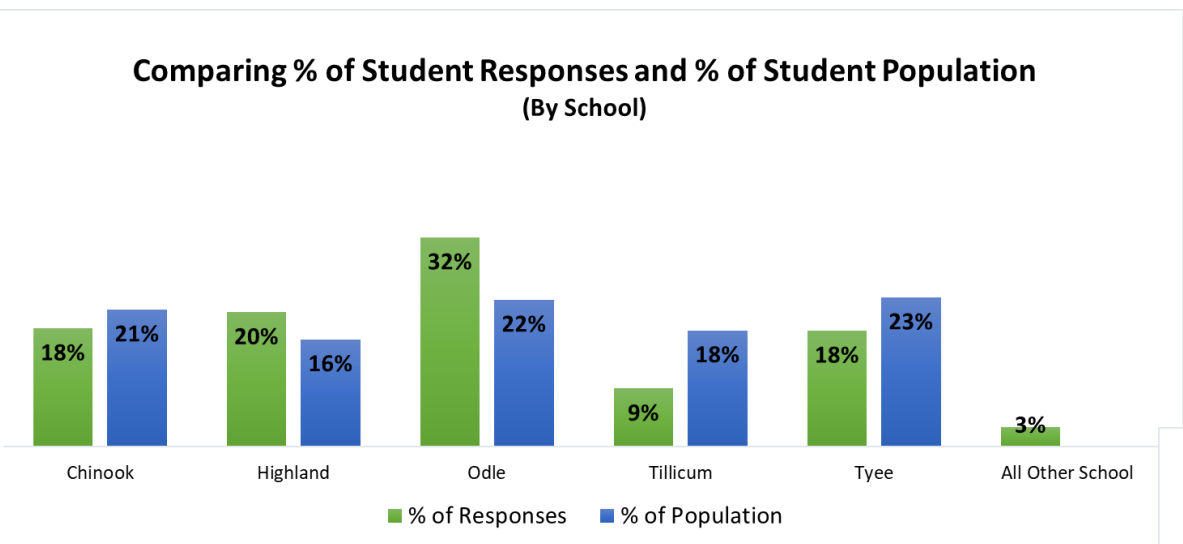
Total respondents=2,925; Student respondents=2,249; Staff respondents=123; Family/Guardian respondents=553





# Representativeness of Student Respondents

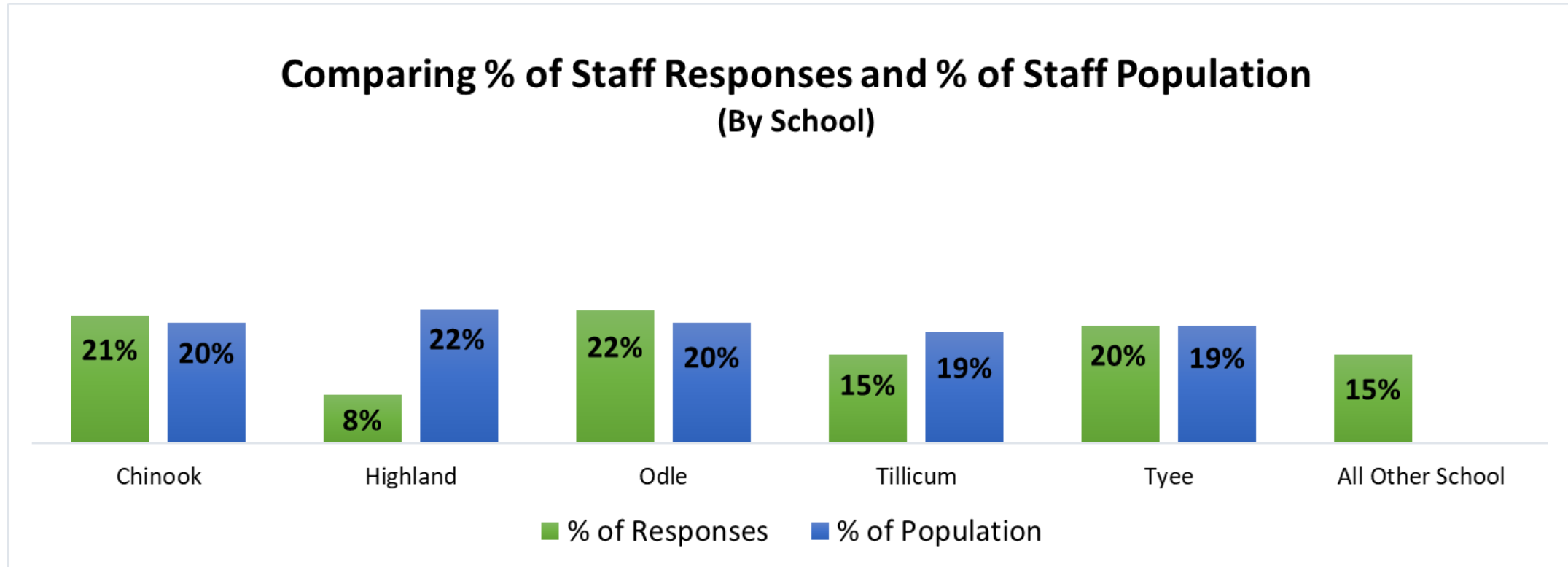
*How representative were student respondents of the larger middle school population?*



Total respondents=2,925; Student respondents=2,249

# Representativeness of Staff Respondents

*How representative were staff respondents of the larger middle school population?*

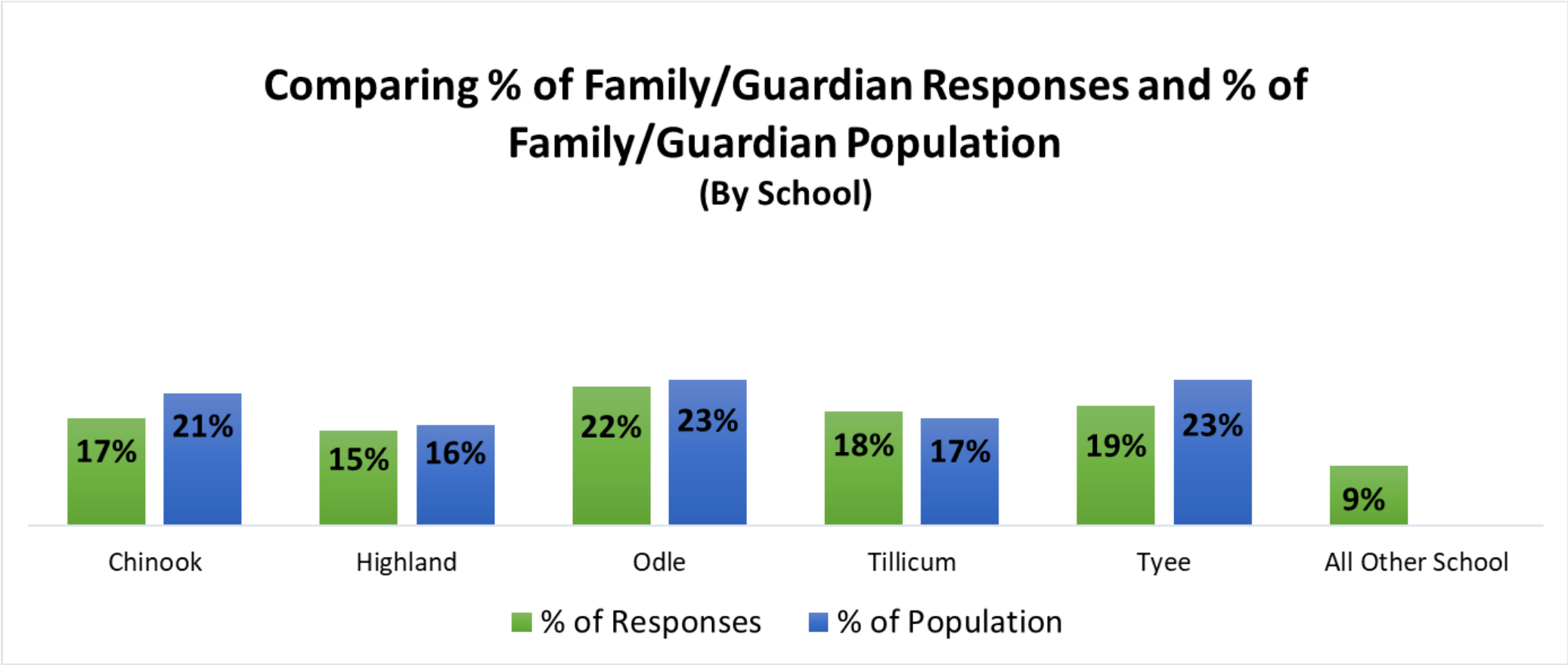


Total respondents=2,925; Staff respondents=123



# Representativeness of Family/Guardian Respondents

*How representative were family/guardian respondents of the larger middle school population?*



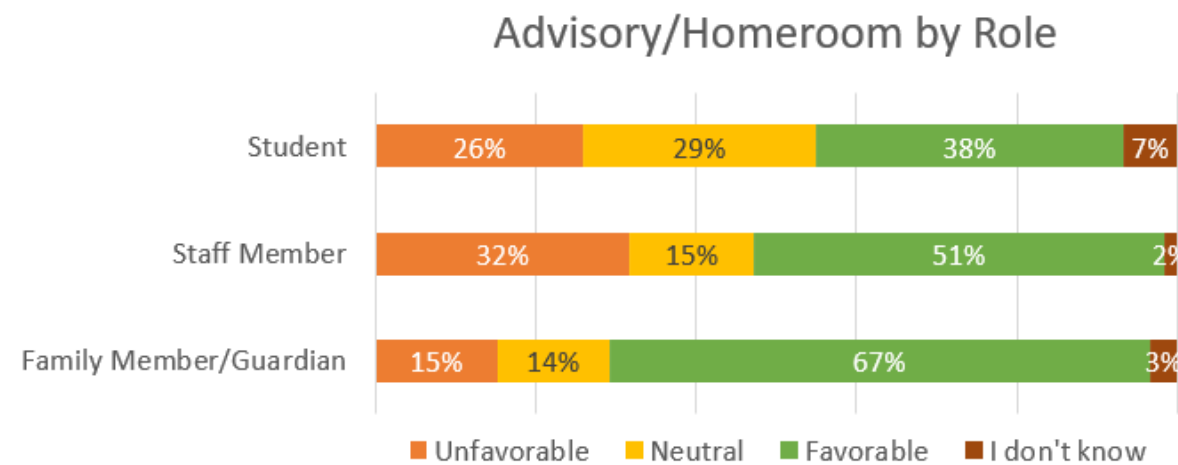
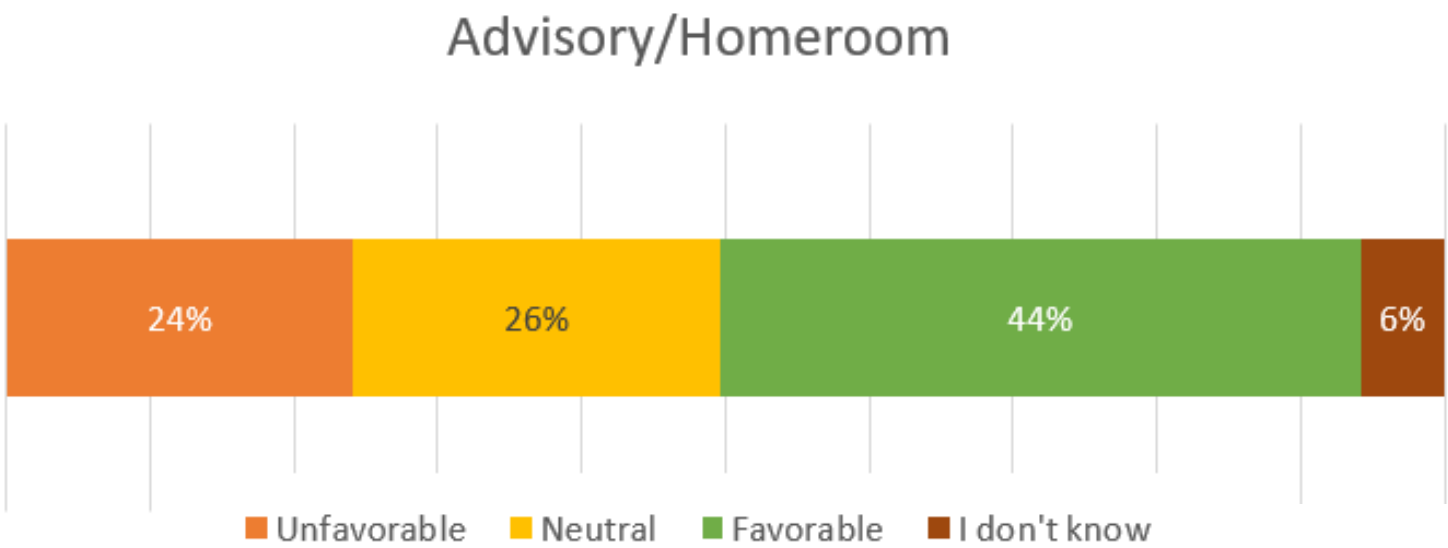






# Stakeholder Perception of Advisory/Homeroom

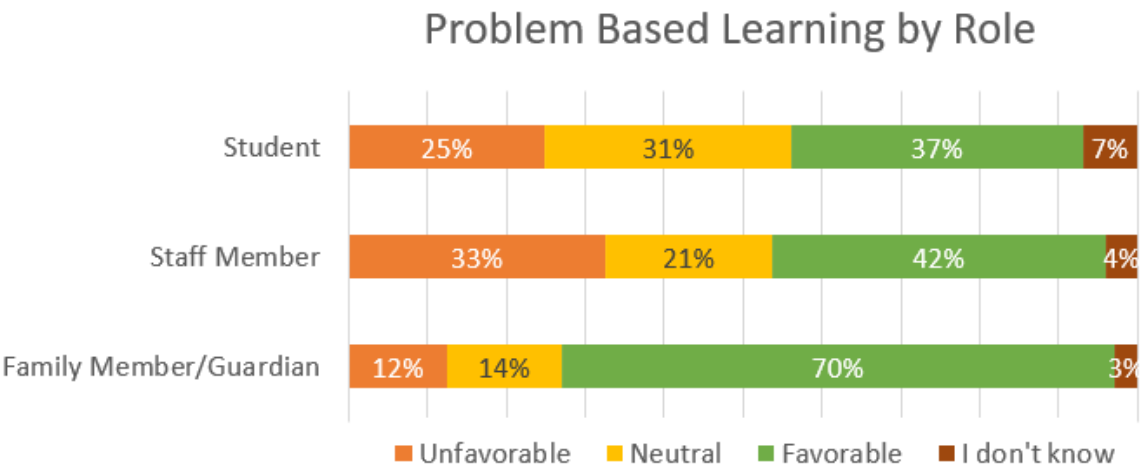
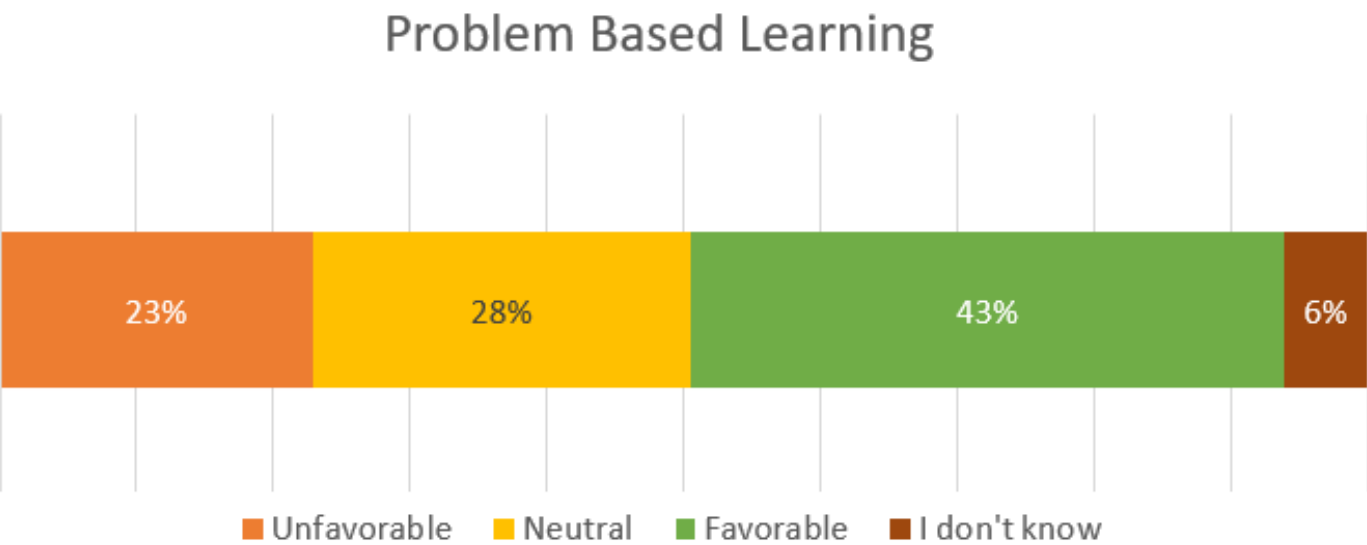
*What was stakeholder perception of Advisory/Homeroom’s potential to improve the middle school experience for students?*





# Stakeholder Perception of Problem-Based Learning (PBL)

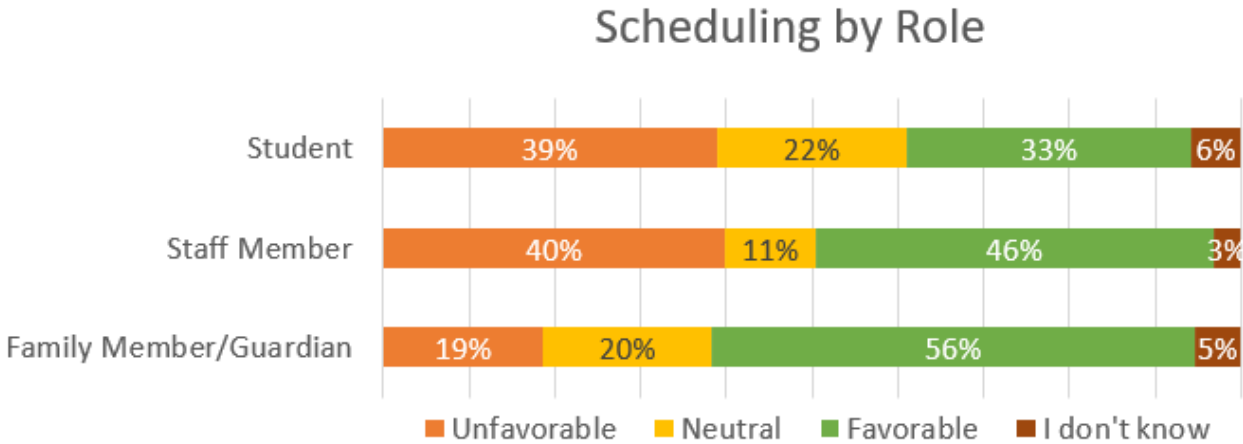
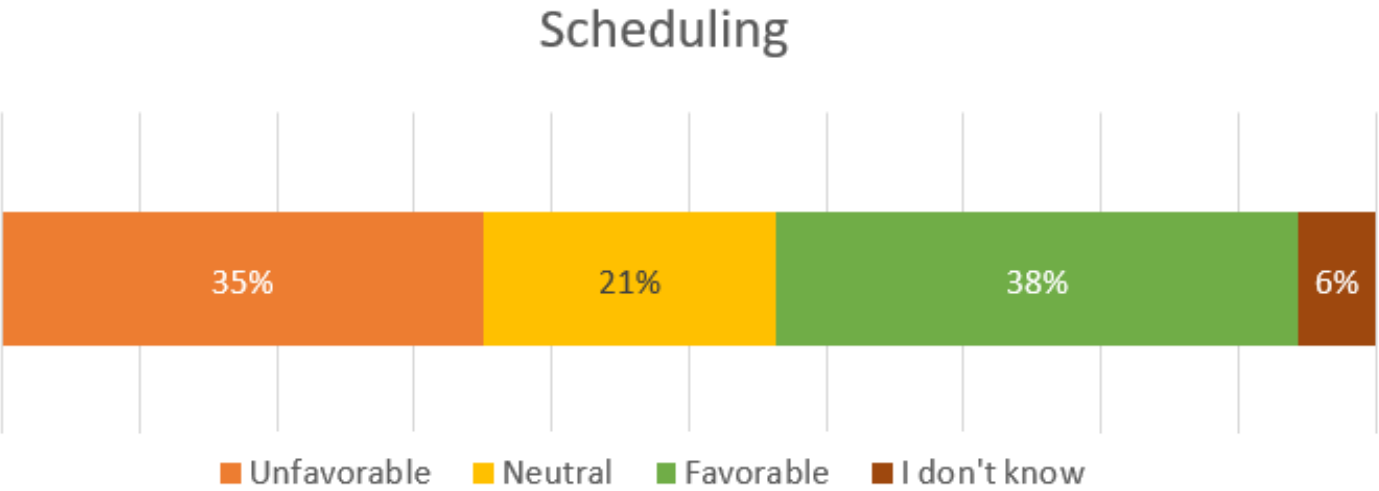
*What was stakeholder perception of PBL's potential to improve the middle school experience for students?*





# Stakeholder Perception of Scheduling

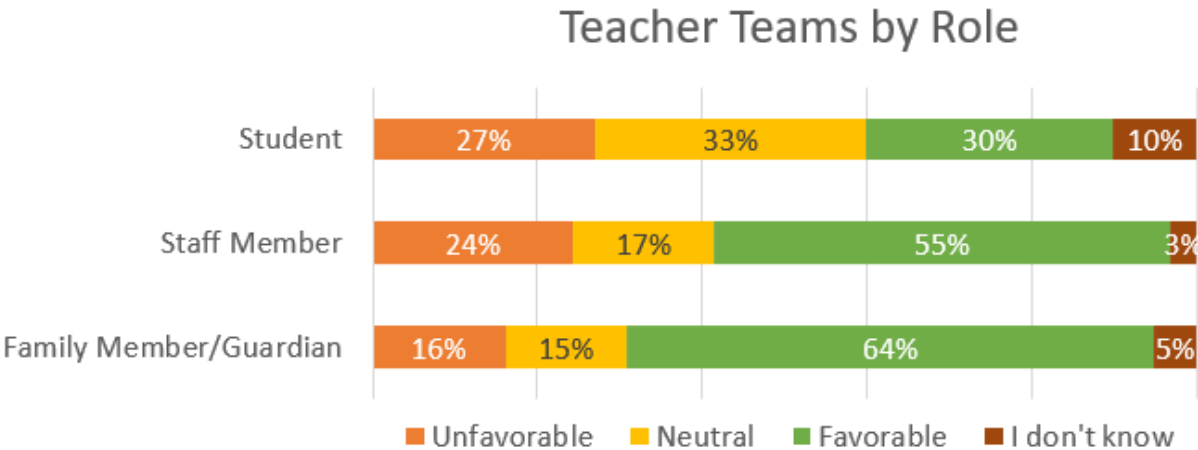
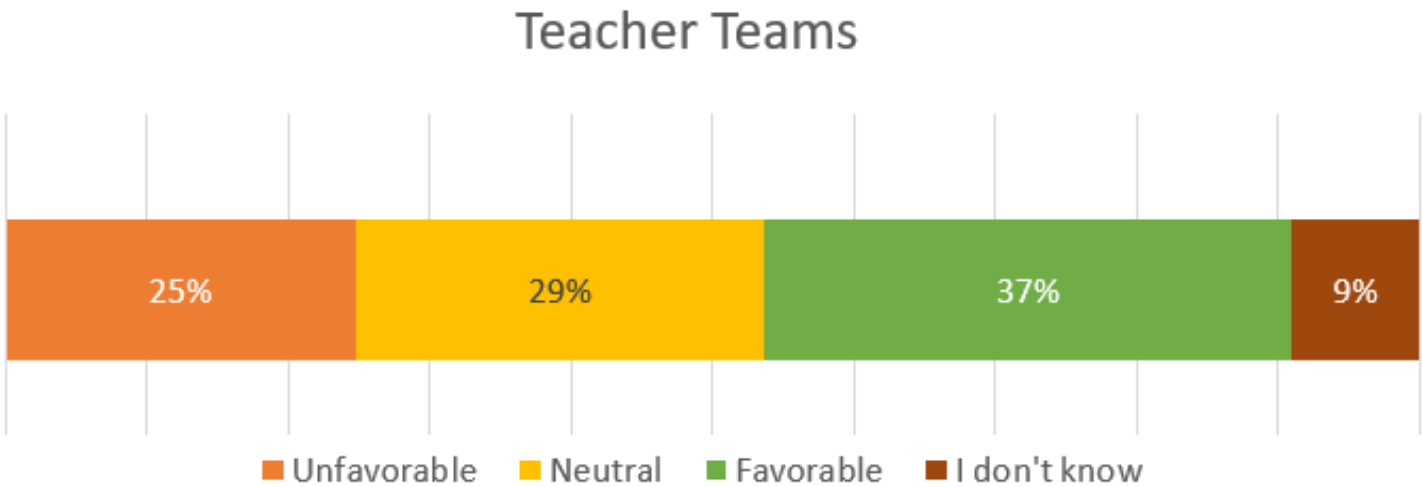
*What was stakeholder perception of Scheduling’s potential to improve the middle school experience for students?*





# Stakeholder Perception of Teacher Teams

*What was stakeholder perception of Teacher Team’s potential to improve the middle school experience for students?*

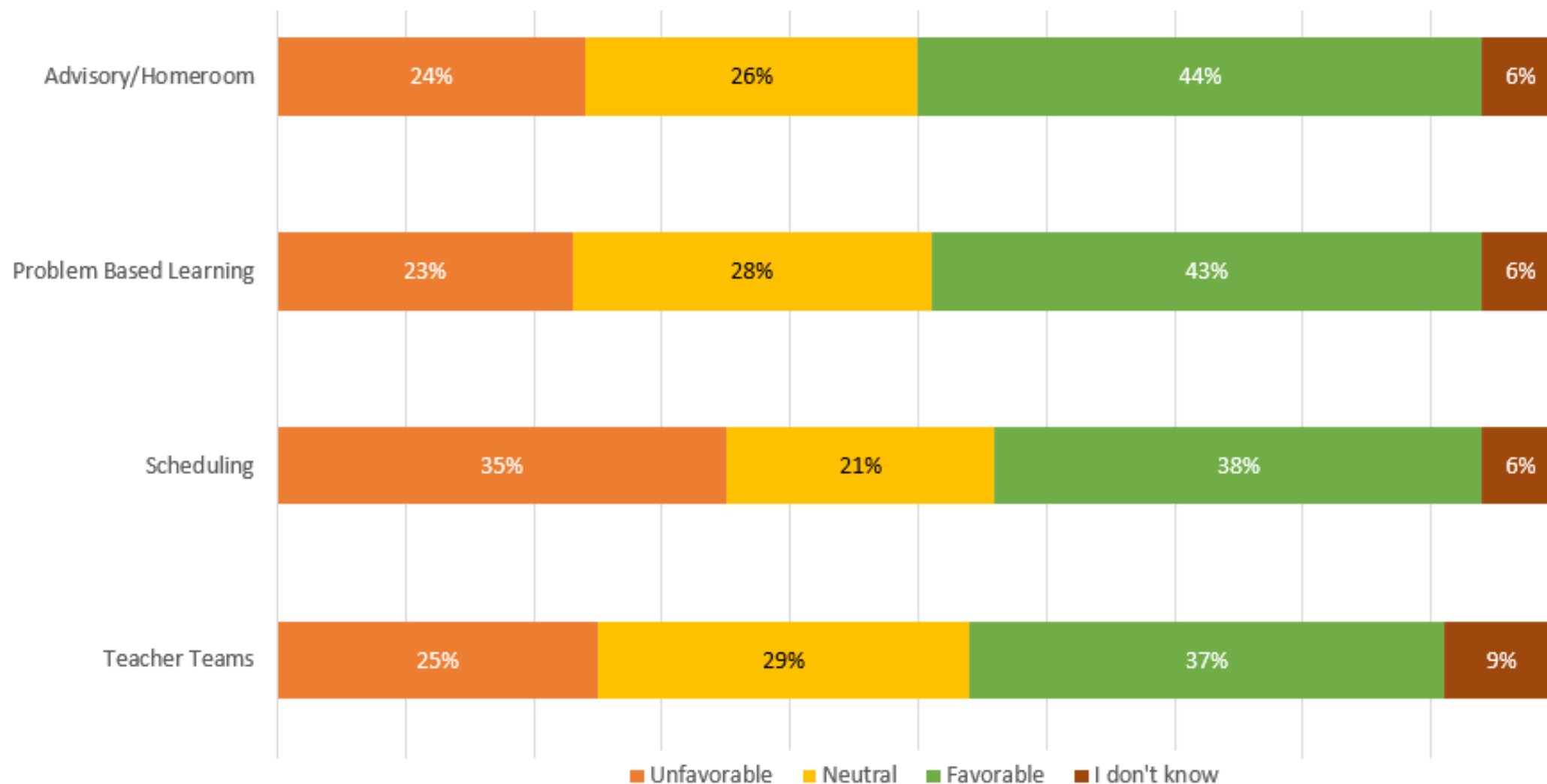






# Summary of Stakeholder Perception by Prototype

*What was stakeholder perception of the prototypes' potential to improve the middle school experience for students?*



## What now? Let's Prioritize!

### **Task Goal:**

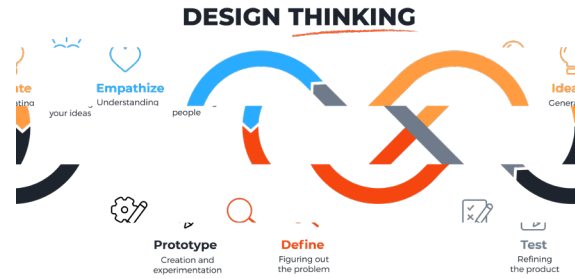
What would you recommend the implementation team to focus on first?

### **How:**

- Brainstorm ideas for implementation
- Create different scenarios for the implementation team
  - Option 1- Prioritize individual prototypes
  - Option 2- Combine prototypes
- What is your rationale for each scenario?

# Examples

Scenario	Rationale
<p>Scenario 1</p> <p><b>Year 1 (2024-2025)-</b> Implementing an Advisory/Homeroom</p> <p><b>Year 2 (2025-2026)-</b> Continue with Advisory/Homeroom AND embed Problem Based Learning</p>	<p><b>Year 1-</b> Advisory/Homeroom received the highest combined “Definitely Yes” and “Mostly Yes” responses on the survey.</p> <p><b>Year 2-</b> PBL received the second highest combined “Definitely Yes” and “Mostly Yes” responses on the survey.</p>
<p>Scenario 2</p> <p><b>Year 1 (2024-2025)-</b> Implementing Problem Based Learning</p> <p><b>Year 2 (2025-2026)-</b> Extend Problem Based Learning to other content areas and implement Advisory/Homeroom</p>	<p>If consolidation of MS is to occur, start with PBL so we don’t implement too many drastic changes in the same year.</p>



# Nuts and Bolts

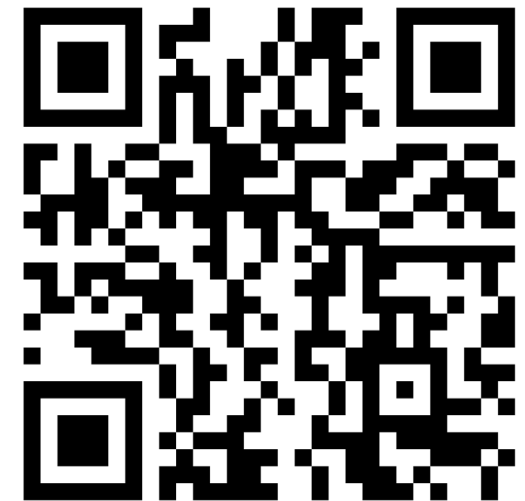
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Next Meeting- May 18, 2023; 4:30 to 6:00 pm (Odle MS)

What is coming up-

- ☐ Steering Committee Prioritization **Survey**
- ☐ RMS Final Report- [DRAFT RMS Proposal .docx](#)
  - ☐ **Padlet** – Use the QR code to provide feedback on the DRAFT RMS Proposal.

Please DO NOT make any changes to the Word document. Use the Padlet to provide feedback.





## Closing:

As we reflect on  
the RMS Project  
as a whole and  
think about how  
to set up the  
Implementation  
Team for success...

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What are your thoughts as a  
Steering Committee member  
about **what has gone well** and  
**what we can improve**.

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