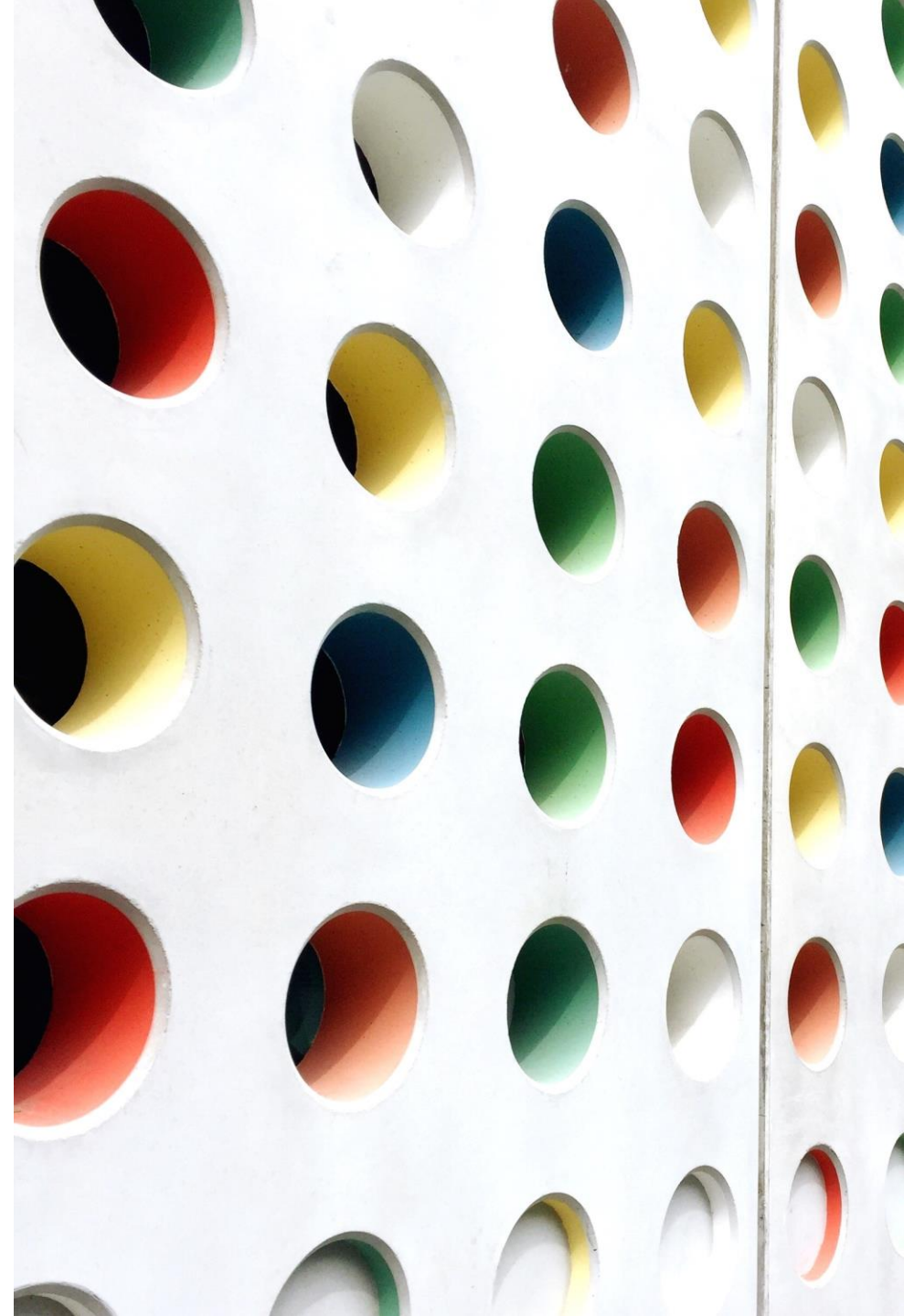


Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT

2022-2023 SCHOOL YEAR

STEERING COMMITTEE MEETING # 18 (6/1/23)



WELCOME

PLEASE GET SOME PIZZA & SALAD!

What is something you miss from your past?

www.weand.me

What made you smile in the last two weeks?

www.weand.me

What is one thing life is teaching you right now?

www.weand.me

What is the best, worst, or funniest job you have ever had?

www.weand.me

What is a strange occurrence you have experienced but have rarely shared?

www.weand.me

What is something you do differently than most people?

www.weand.me

What is your greatest struggle right now?

www.weand.me

What is something that amazes you?

www.weand.me

What is one thing you expect from a friendship?

www.weand.me

Connect while you enjoy pizza!

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Bаярлалаа
danke 謝謝

teşekkür ederim

спасибо

faafetai lava

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kia ora
barka
welalin
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dank je

paldies
grazzi

gracias

mahalo

tapadh leat

thank you

bedankt

dziękuję

obrigado

nanni

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kiitos
dhanyavadi

hvala

mauruuru

köszönöm

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спасиби

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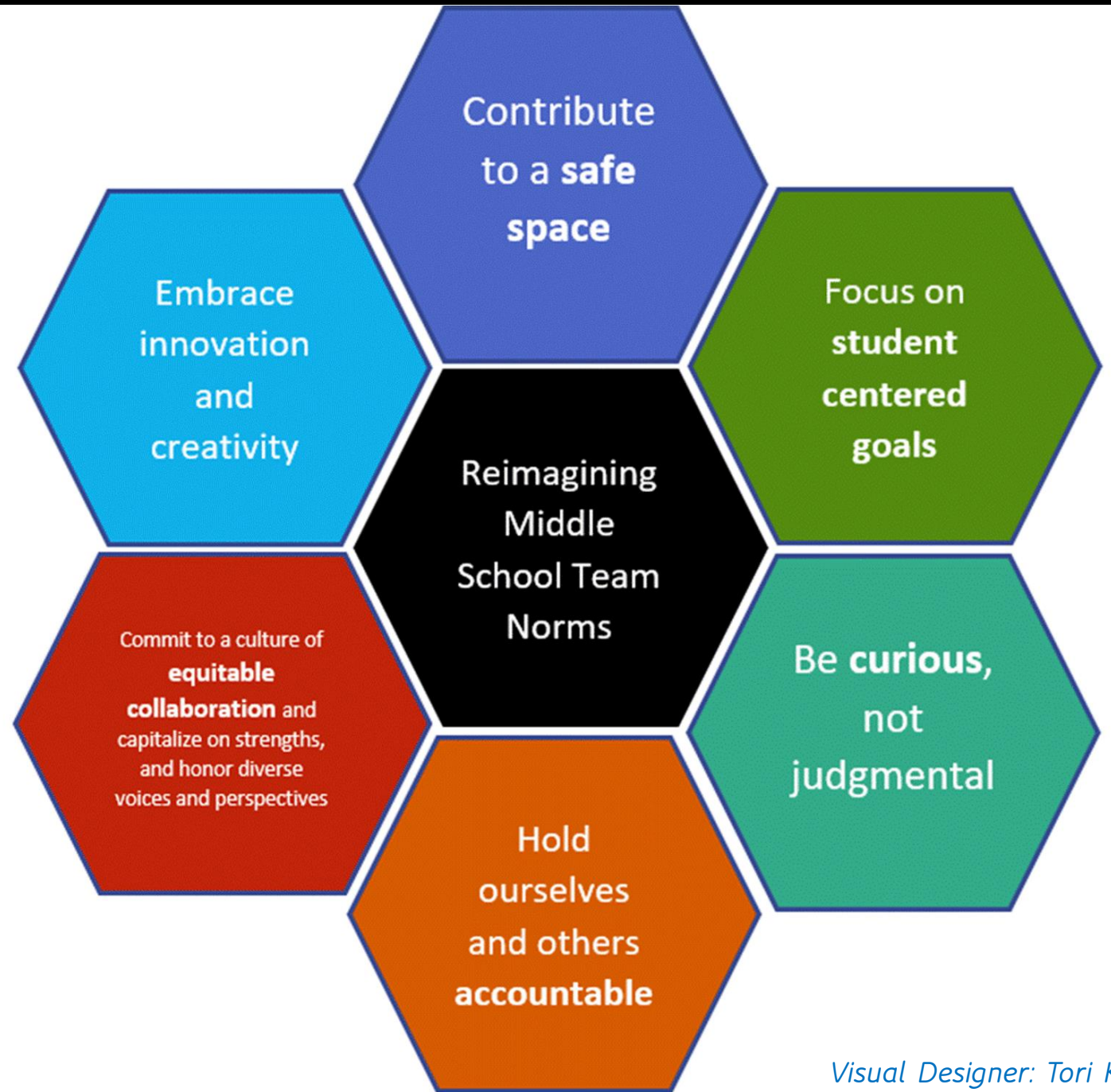


Today's Objectives

- **Reflect & Celebrate**

Community Agreements & Roles

<i>Note Taker</i>	<i>Process Monitor</i>
Anna	Self- Reflection



Visual Designer: Tori Knight

Parking Lot

Thank you!

The screenshot displays a digital parking lot tool with four columns of feedback comments. Each column has a header and a plus sign to add more comments.

- Proposal (page 4-7)**
 - Page 6 Round 3 Graphic**

change "quantitative" to "quantitative"

Macias, Melisa 4d
Great catch! Thanks! Melisa

Add comment
 - Current proposed scenarios don't match our Implementation timeline**

Our three scenarios that we agreed upon only our 3rd choice is implementing PBL + Teacher Teams first, I wonder if this is going to be confusing when we arrive at the Implementation Graphic and see the timeline including PBL as simultaneous to Advisory. I'm curious if we need to reformat our scenarios or re-align the Implementation timeline for better cohesion in the report.

I wonder if there needs to be three different Implementation Timelines based on the three proposed scenarios or if we are suggesting that all ideas should get accepted and the scenarios are only suggesting where we start?

Macias, Melisa 4d
Thanks for your comment! We
- Full Report (page 8-24)**
 - New Implementation Timeline Graphic**

I love the style and design of the new graphic! I wonder if we can still include Teacher Teams as a category even if it is staggered in it's design/implementation. If we are including it in the proposal, I am curious if it should still be a part of the visual.

Maybe the Design stage for that is the 2024-2025 School year overlapping the 2nd year design of the PBL?

Macias, Melisa 4d
we added a statements above the visual saying Note: Scheduling changes will be required to support implementation. The Teacher Teams prototype may be embedded in Advisory and PBL (pag. 13). Please let me know if you still would like for us to modify the visual. Melisa

Add comment
 - Page 20- Key Benefits**

Change 3rd bullet to: Have a point of contact for families

Macias, Melisa 4d
I made the change. Thanks!

Add comment
- Reference/Appendix (page 36-56)**
- Other**
 - In the scenario of blending Advisory+Teacher Teams:**

I wonder if it would be beneficial to note how these two items could play off of each other when combined into an implementation strategy.

In a way, building out teacher teams is addressing a critical insertion point for potentially strengthening adult SEL competencies. By the coordination of planning and greater support networks through the enabling of teacher teams, it may even free up the workload balance needed to give more space for effective advisory to exist.

Listing out the benefits of teacher teams not just for students but looking at that for the teaching staff (there was a very strong buy-in amongst teachers in the most recent data received for this amongst prototypes sent out). Elevating the mental health support for our staff (a big BSD goal mentioned in Dr. Aramaki's PD day address) would be good to highlight how this could help by building out teams of support within these communities of educators.

Macias, Melisa 4d

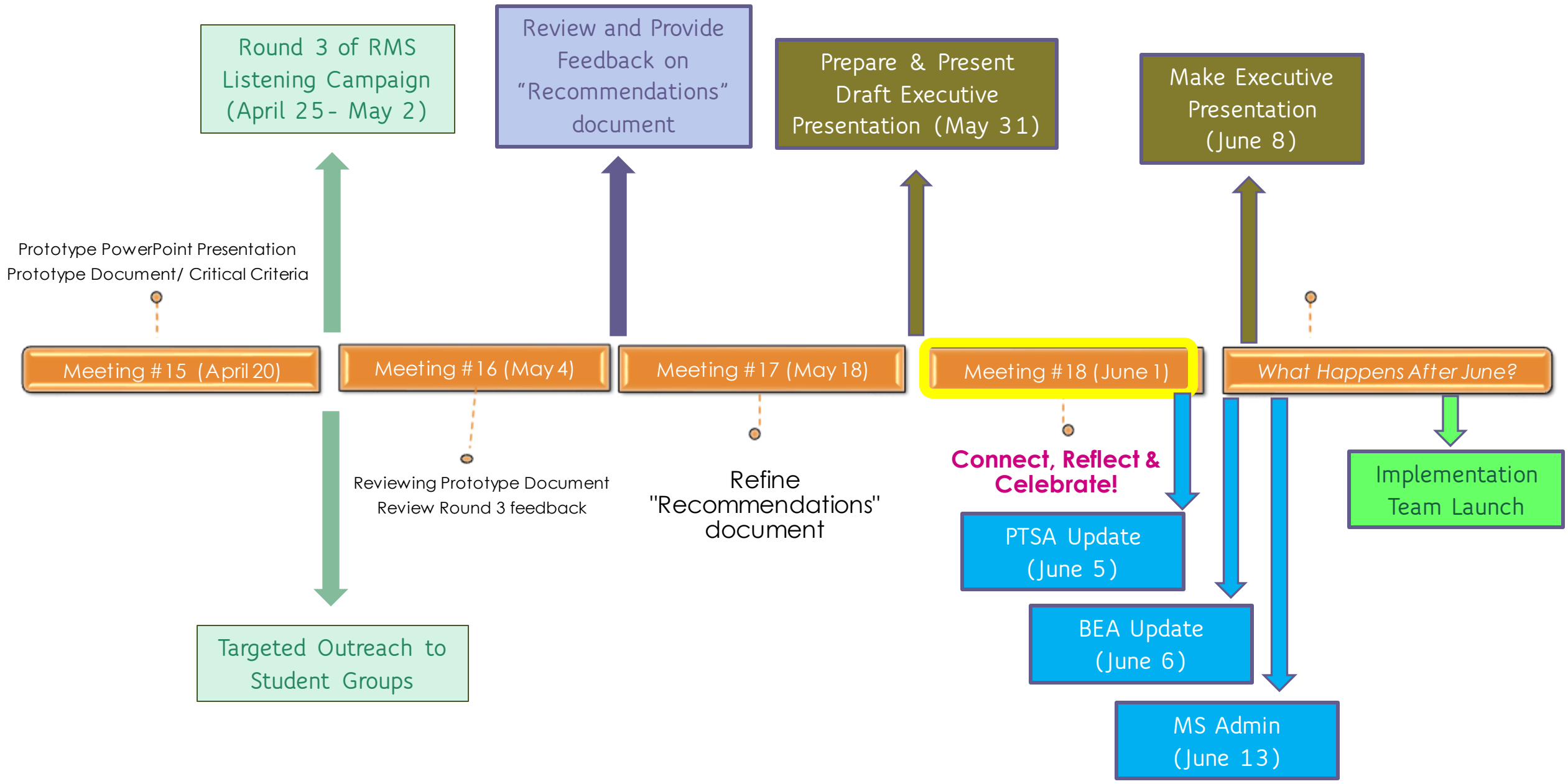
AGENDA

Welcome

Content: Connect & Reflect

Nuts & Bolts

Closing: Celebrate

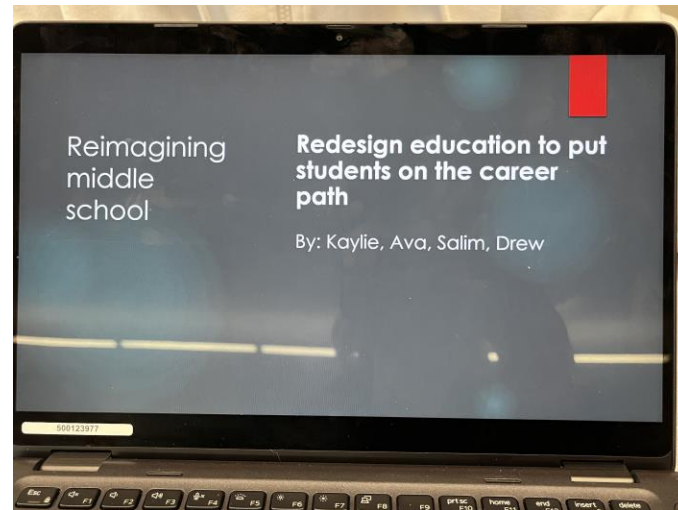
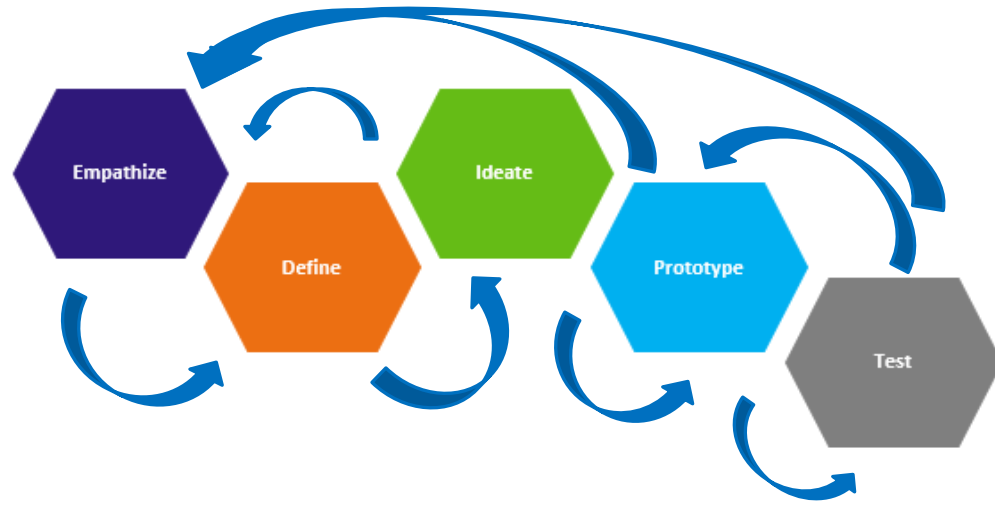


Short-Term Timeline

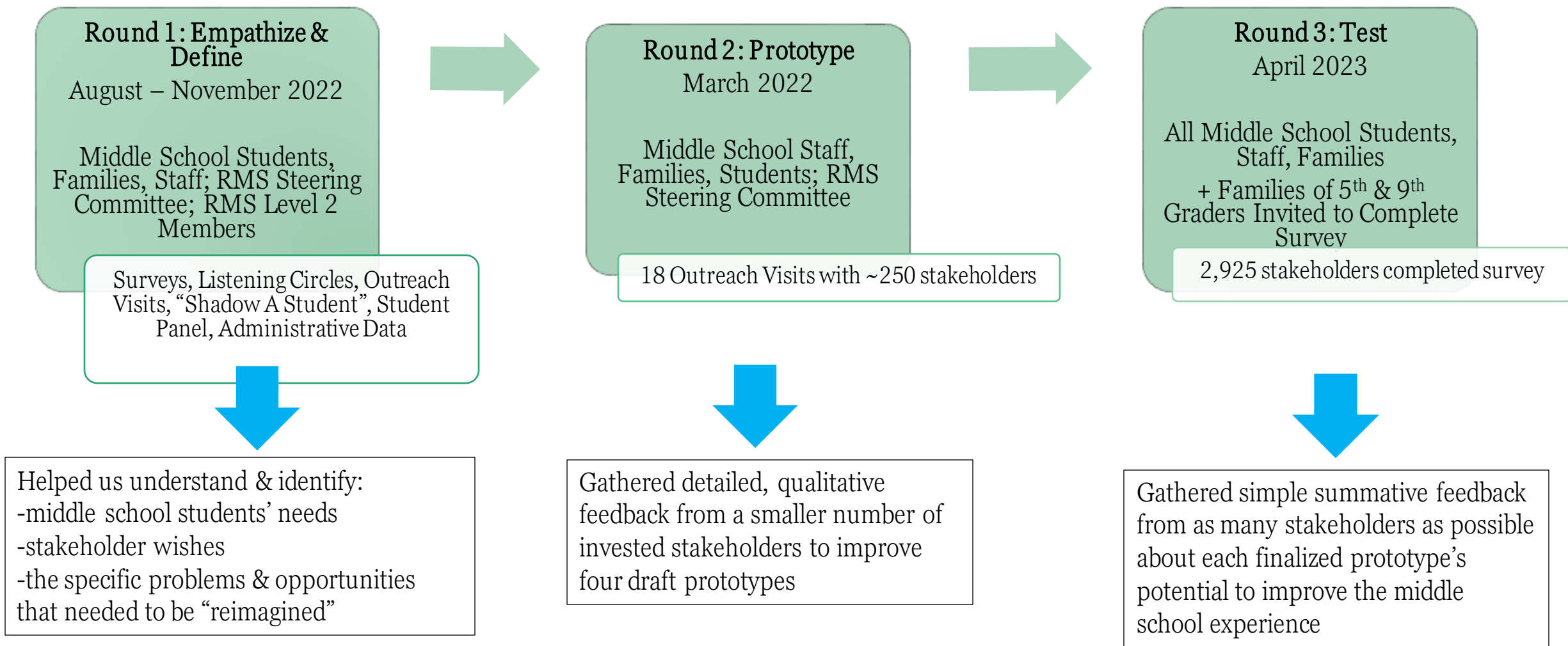
What motivated you to join the RMS Steering Committee?



Equity-Centered Design Thinking Process



RMS Stakeholder Engagement Listening Campaigns 2022 – 23



What Does Research Say?

The Successful Middle School: This We Believe

Essential Attributes

AMLE affirms that an education for young adolescents must be:

Responsive

Using the distinctive nature and identities of young adolescents as the foundation upon which all decisions about school are made.

Challenging

Cultivating high expectations and advancing learning for every member of the school community.

Empowering

Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them.

Equitable

Providing socially just learning opportunities and environments for every student.

Engaging

Fostering a learning atmosphere that is relevant, participatory, and motivating for all learners.



From *The Successful Middle School: This We Believe*, published by the Association for Middle Level Education. Build your own professional development plan with the Successful Middle School program.

Visit amle.org/sms

Characteristics

Successful middle schools exhibit the following 18 characteristics:



Culture and Community

- Educators respect and value young adolescents.
- The school environment is welcoming, inclusive, and affirming for all.
- Every student's academic and personal development is guided by an adult advocate.
- School safety is addressed proactively, justly, and thoughtfully.
- Comprehensive counseling and support services meet the needs of young adolescents.
- The school engages families as valued partners.
- The school collaborates with community and business partners.



Curriculum, Instruction, and Assessment

- Educators are specifically prepared to teach young adolescents and possess a depth of understanding in the content areas they teach.
- Curriculum is challenging, exploratory, integrative, and diverse.
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies.
- Instruction fosters learning that is active, purposeful, and democratic.
- Varied and ongoing assessments advance learning as well as measure it.



Leadership and Organization

- A shared vision developed by all stakeholders guides every decision.
- Policies and practices are student-centered, unbiased, and fairly implemented.
- Leaders are committed to and knowledgeable about young adolescents, equitable practices, and educational research.
- Leaders demonstrate courage and collaboration.
- Professional learning for all staff is relevant, long term, and job embedded.
- Organizational structures foster purposeful learning and meaningful relationships.

Design39Campus (San Diego, CA)



Ellen Fletcher Middle School (Palo Alto, CA)



Learning from Five Innovative Middle Schools RMS School Learning Tours (January & February 2023)

Summit Atlas (West Seattle, WA)



Intrinsic School, Belmont Campus (Chicago, IL)



Odyssey Multiage Program (Bainbridge Island, WA)

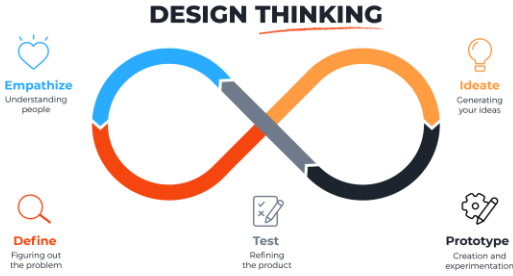


Reflection

- What did you discover about your own motivation for the project?
- What was something that worked well for you during this project?
- What advice would you give to someone running a project like this?

<https://forms.office.com/r/vhCdBeG0vy>





Nuts and Bolts

2023-24 Implementation Team Meetings (proposed)

= meeting days

What is coming up-

- ❑ Implementation Team Interest for 2023-24
 - ❑ Implementation Team: Staff and one parent per school
 - Participation in Meetings (2 meetings per month and 4:30 to 6:30 PM)
 - Building Level Stakeholder Engagement
- ❑ [RMS Final Proposal and Report](#)
- ❑ [RMS Final Presentation](#)



How will a reimagined middle school make you feel?





Gratitude
