

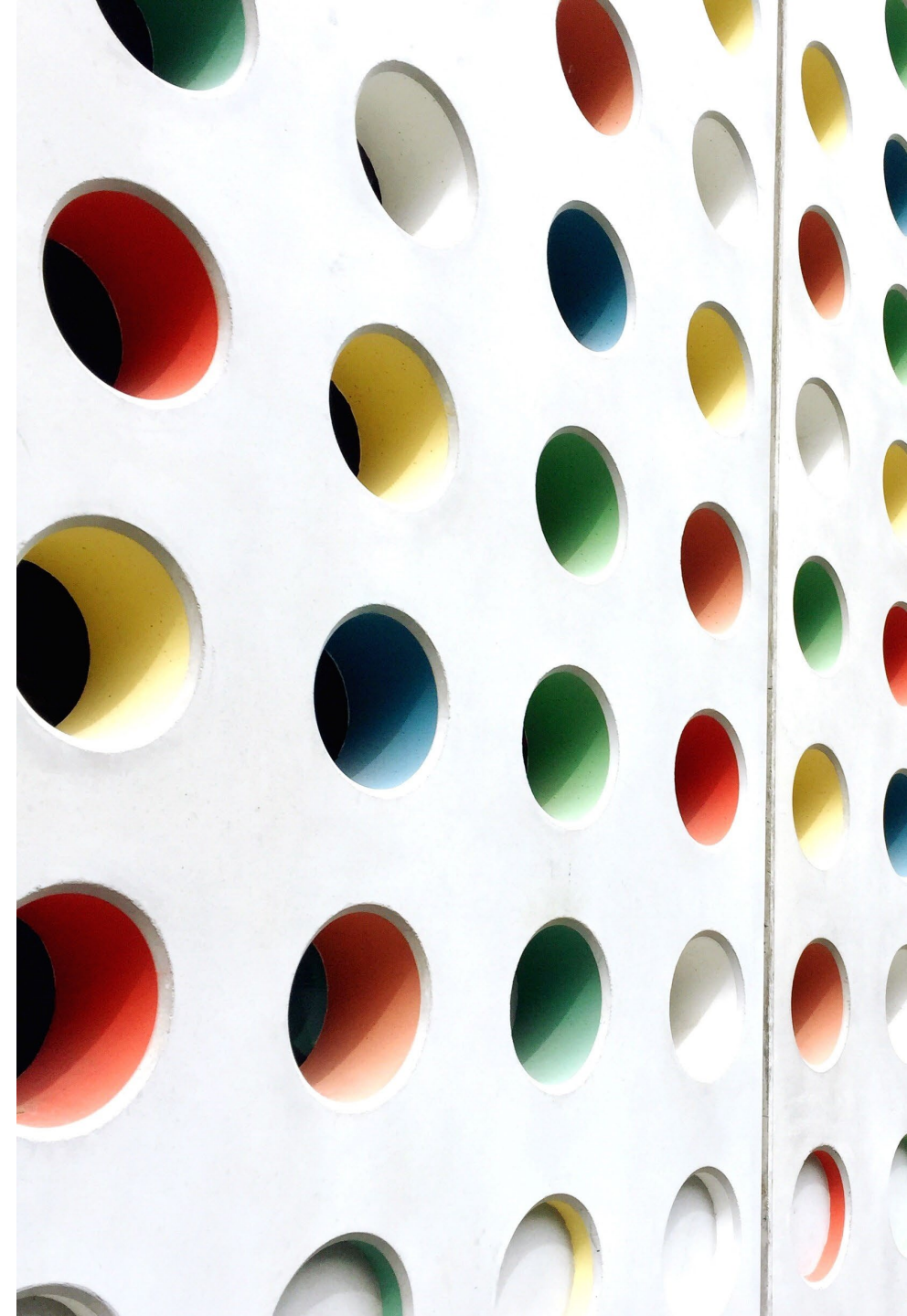
Reimagining Middle Schools

Chinook, Highland, Odle, Tillicum, Tyee,

BELLEVUE SCHOOL DISTRICT

PROJECT UPDATE

NOVEMBER 3, 2022



Reimagining Middle Schools

Students, in partnership with staff, families, and the larger Bellevue community, will imagine a new kind of middle school where young people engage in innovative, personalized learning experiences both in and out of school, in order to capitalize on and build their cognitive and social emotional capabilities.



Why Reimagine Middle School?

Child Development

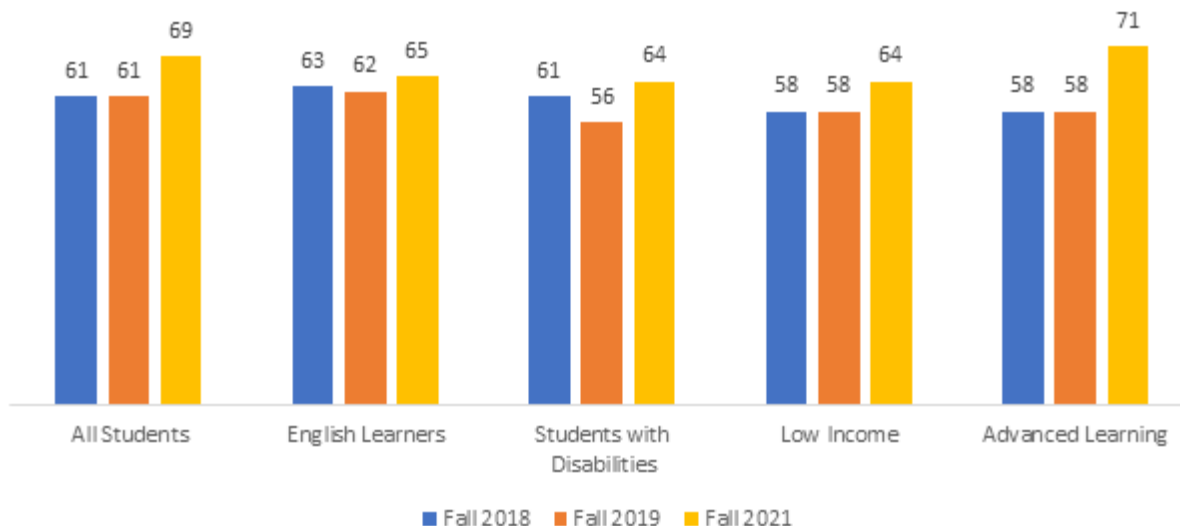
Identity Formation and Social Development

Pathway

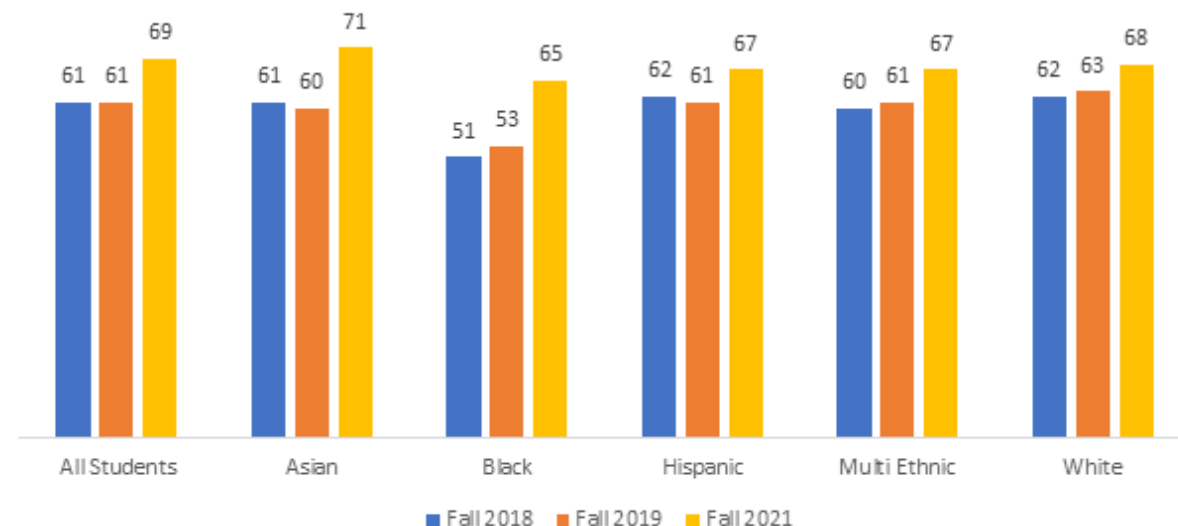
Innovation

COVID-19

BSD Grade 6-8 Student Sense of Belonging by Program Participation
(% of students with favorable responses)



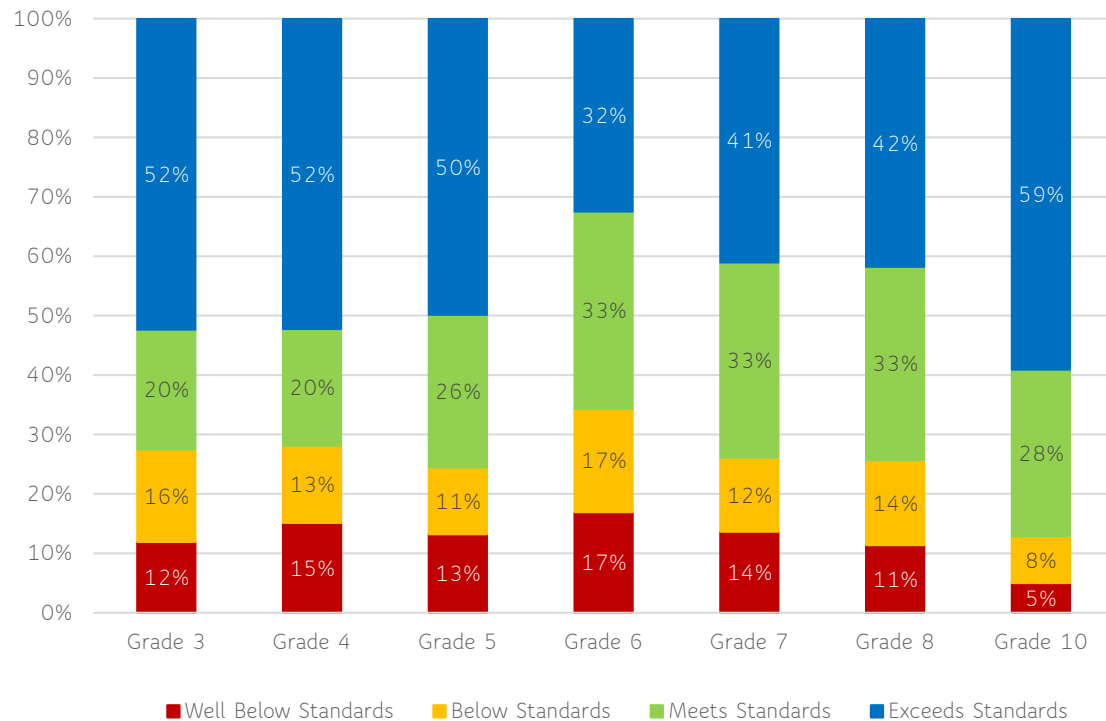
BSD Grade 6-8 Student Sense of Belonging by Race/Ethnicity
(% of students with favorable responses)



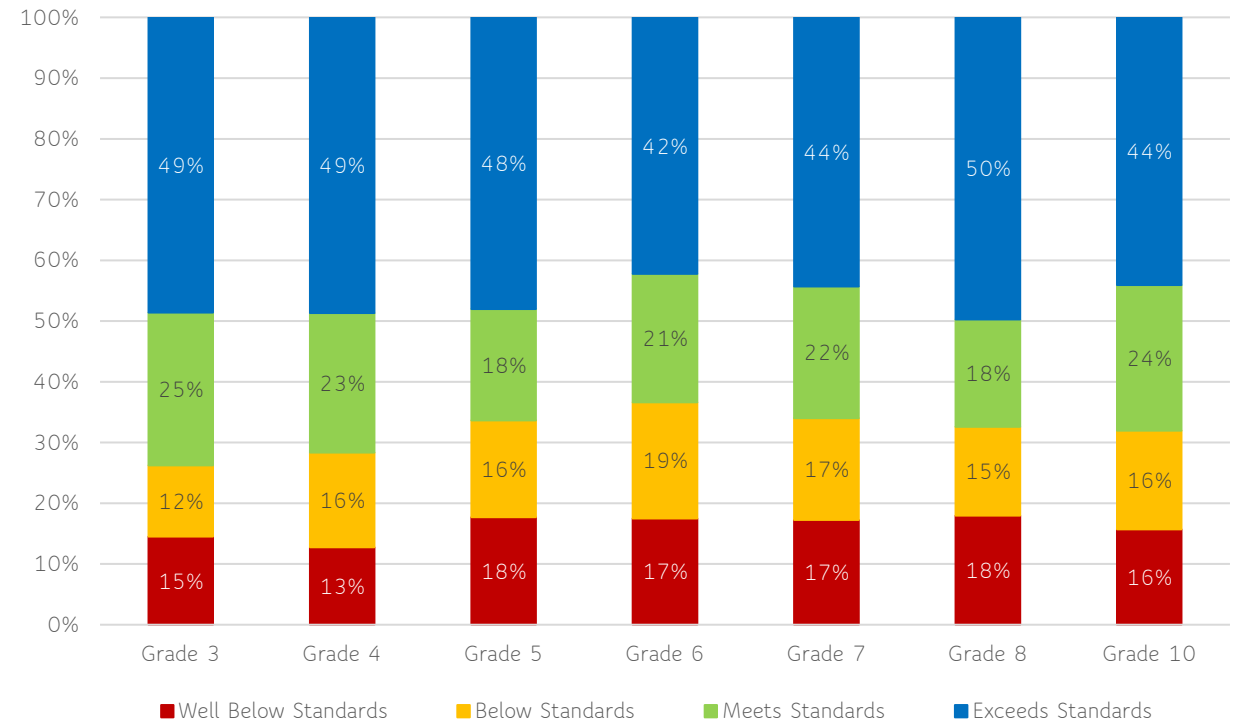
Sense of Belonging Data

Academic Data

English Language Arts Smarter Balanced Proficiency Levels
Spring 2022 by Grade Level

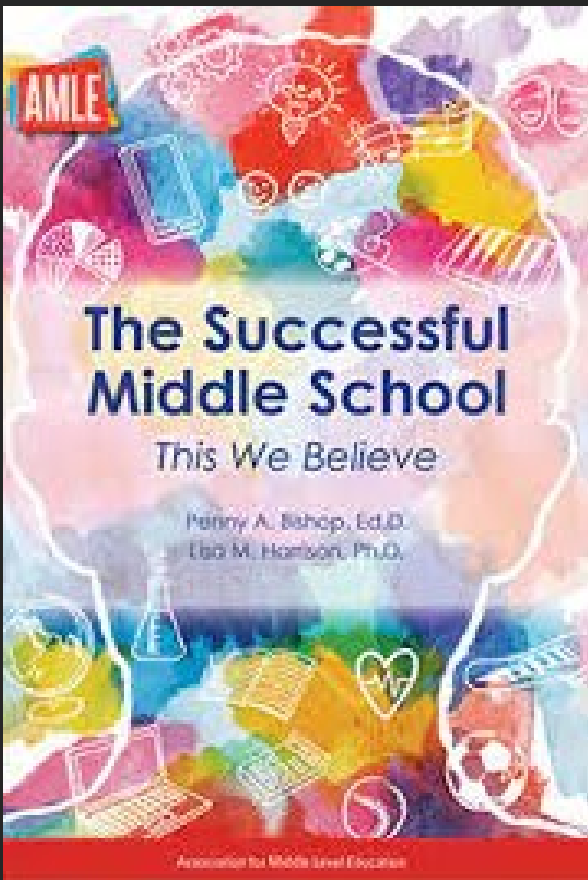


Math Smarter Balanced Proficiency Levels
Spring 2022 by Grade Level



Reimagine Middle School Team

Role	Name(s)
Project Lead	Melisa Macias, Director of Teaching & Learning
Project Sponsors	Eva Collins, Deputy Superintendent Sharon Kautz, Executive Director, Teaching & Learning
Project Management	Melanie McGee, Director of Project Management
Core Team	Melisa Macias, Wendy Powell, Anna Van Windekens, Drew O Connell, Aaron Miller
Steering Committee	7 Parent reps 5 Students 5 Teachers 4 Administrators 4 School Staff 7 Central Office Staff 32 total members
Level 2	102 (students, staff, central office staff)



The Successful Middle School: This We Believe examines decades of research into the developmental nature of young adolescents and the school structures and practices that best support those needs.

Book Study

- ❑ Successful middle schools are responsive
 - ❑ We need to celebrate young adolescent holistically
 - ❑ *A just education for ALL*
 - ❑ Policies and practices benefit all students
 - ❑ *An effective middle grades curriculum must be challenging, exploratory, integrative and diverse, from both the students' and teacher's perspective*
 - ❑ *Professional learning for all staff is relevant, long term, and job embedded*
 - ❑ *Fostering Purposeful Learning and Meaningful Relationships*
- "Stimulate in the child a love for learning, and attitude of inquiry, a passion for truth and beauty, a questioning mind. The learning of right answers is not enough...beyond answers alone, we must help children ask the right questions, and discover their answers through creative thinking, reasoning, judging, and understanding"

Stakeholder Engagement

Who are the stakeholders impacted by and involved in this work?

- Students
- Families/Parents/Guardians
- Staff (school, central office)

How will they be included?

- As members of the Steering Committee and Level 2 Project Team
- In each phase of the project to build shared understanding about middle school students' experiences, needs, strengths, and challenges
- Brainstorming possibilities
- As co-creators and designers of the recommended middle school model and accompanying implementation plan
- Collecting additional stakeholder input throughout the process

Stakeholder Engagement

Students

Survey, Interviews, Shadow A Student, Student Visit Outreach, and Targeted Listening Circle Groups

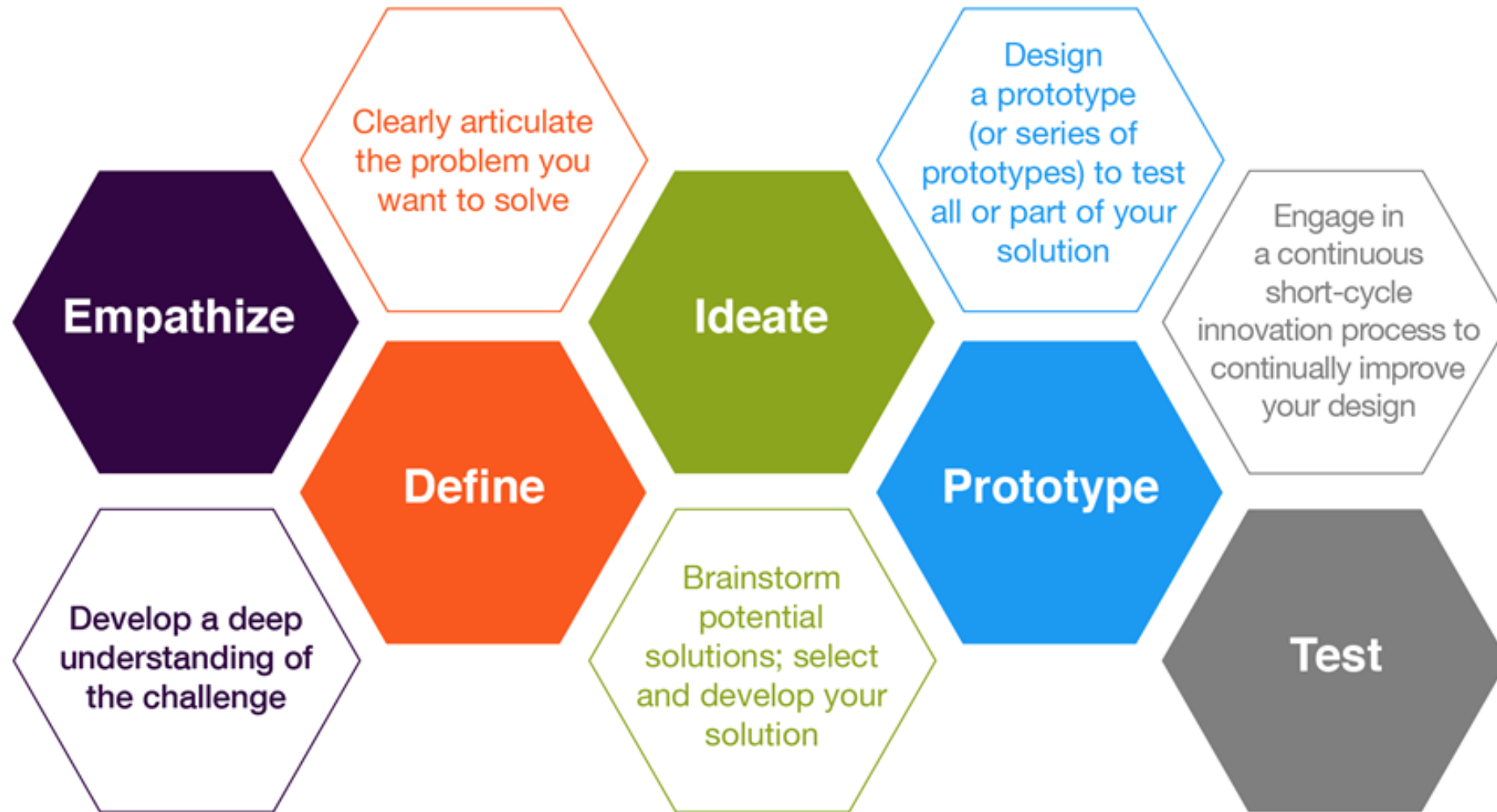
Staff

Staff Visit Outreach, Survey, Staff Interviews

Families/Guardians

Survey, Focus Groups, PTSA Partnership

METHODOLOGY: EQUITY-CENTERED DESIGN THINKING



Empathize

- ☐ Do we understand the needs of students? (0130P)
- ☐ Have we observed a middle school student?
- ☐ Did we talk to a diverse set of students with proximity to the problem? (0130P)
- ☐ Did we create a safe space for honest sharing?
- ☐ Have I asked questions about students' needs?
- ☐ Have I shadowed a student?
- ☐ Have I interviewed a student?
- ☐ Did we listen to and learn from middle school (0130P)



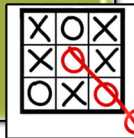
Define

- ☐ Is the problem statement focused on middle school students?
- ☐ Who are the students impacted (intentionally or unintentionally)? (0130P)
- ☐ Did we identify the challenge?
- ☐ Did we examine research and data?
- ☐ Do we understand context & identity root cause? 0130
- ☐ Did we reflect on personal experiences?



Ideation

- ☐ Are different perspectives heard during the process? (0130P)
- ☐ How does/could this promote opportunities or access for those who have been historically (0130P) excluded?
- ☐ How can this benefit all students (0130P) equitably?
- ☐ Did we engage community to generate solutions? (0130P)
- ☐ Did we define success and barriers/mitigations? (0130P)
- ☐ Did we generate ideas that would lead to success and overcome barriers?



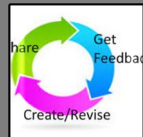
Prototype

- ☐ Is this aligned to the District's mission, vision, values?
- ☐ How does this result in preventing, reducing, or removing barriers to more equitable (0130P) outcomes?
- ☐ Have provisions been made to provide necessary supports (training, resources, time) for implementation? (0130P)



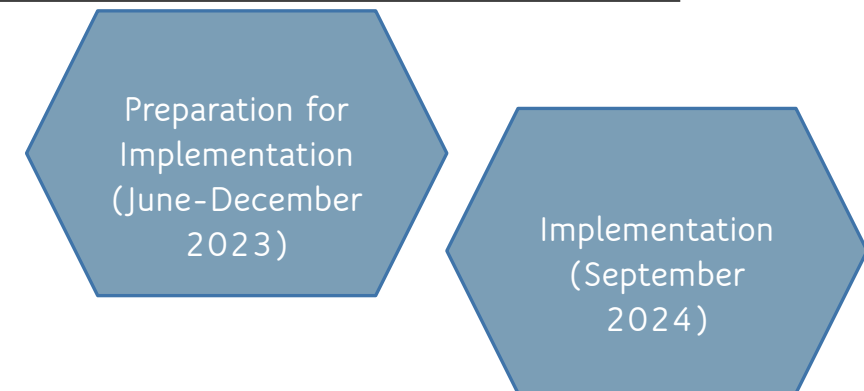
Implement Feedback and Revisions

- ☐ Based on what was learned from completing this review, have we made changes? (0130P)
- ☐ How were implementation plans adjusted to ensure key relevant issues will not be missed? (0130P)





HIGH LEVEL TIMELINE





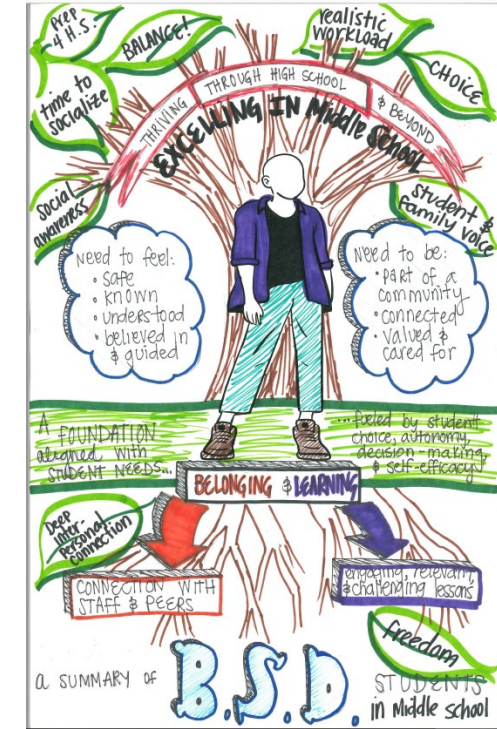
Learning so far...



"Shadowing A Student"



Student Panel



Level 2 Members



Committee Members

Our Middle School Students' Needs: Two Areas that Emerged from “Empathize” Design Phase

Well-Being in Middle School:

Students' social-emotional, community, and belonging needs are foundational to learning.

Middle school students want to belong and be valued members of their school community. To make this a reality, **students need sufficient, intentional time and opportunities** throughout the day to **socialize, build deep, meaningful relationships** with peers and school staff, as well as **take care of their personal needs** (e.g., bathroom, water, food, movement, relaxation, etc.).

Academic Learning in Middle Schools:

Ideally defined by student voice, choice, and responsibility in relevant, challenging, interactive, engaging, empowering environments.

Middle school students want **choice** and **autonomy** in their academic learning, but most of all, they need learning that is **accessible, important, relevant, interactive, engaging, and empowering**. They want to feel **excited, inspired, and challenged** to learn, grow, and be **responsible**. They want to feel like their learning is going somewhere—that it serves a purpose and is preparing them for their futures.



Please visit our website page for updates:

[https://bsd405.org/departments/
curriculum/reimagining-middle-
school-steering-committee/](https://bsd405.org/departments/curriculum/reimagining-middle-school-steering-committee/)

Under Teaching and Learning and
Community Advisor Groups