

# Reimagining Middle Schools

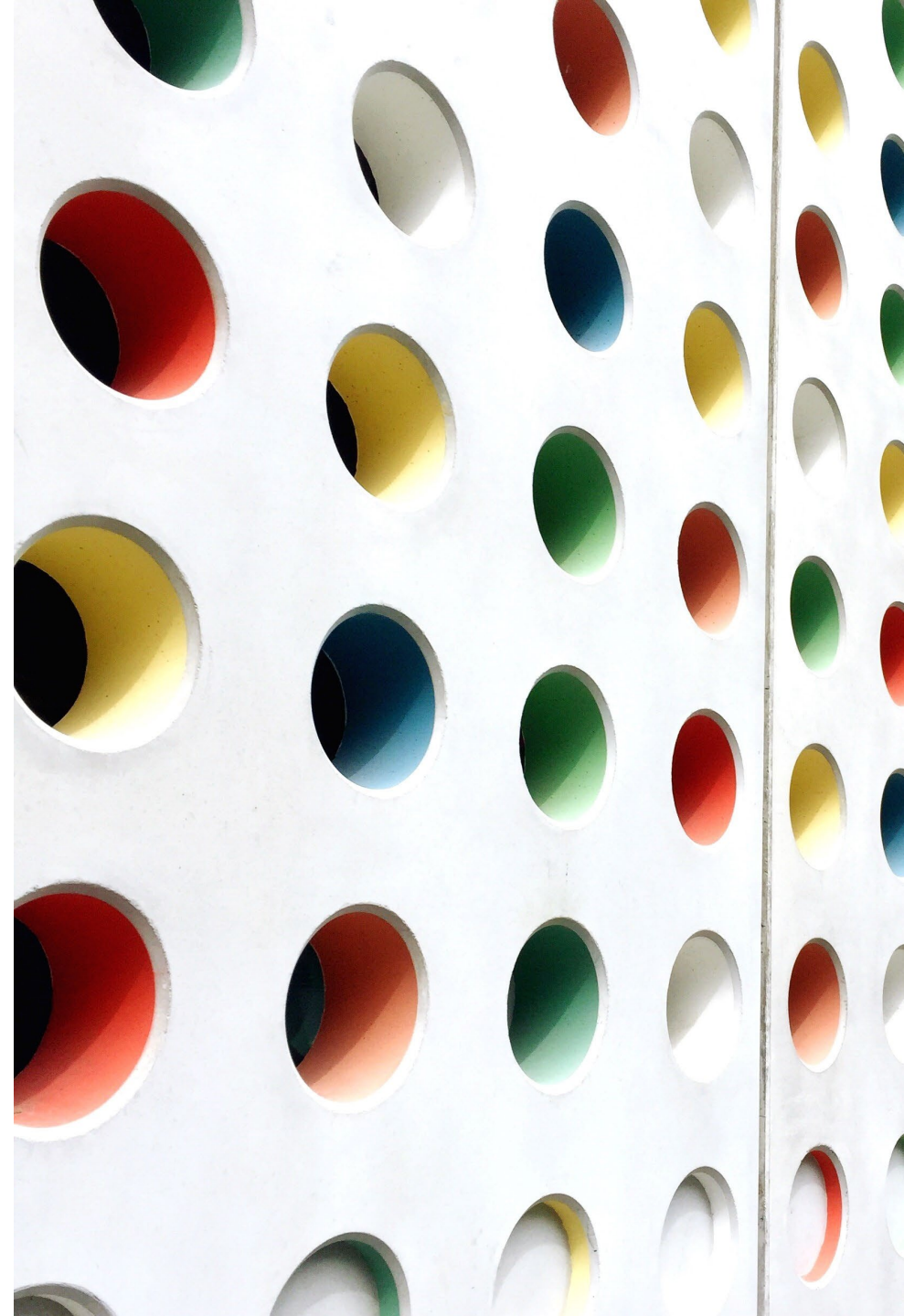
Chinook, Highland, Odle, Tillicum, Tyee

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BELLEVUE SCHOOL DISTRICT

PROJECT UPDATE #2

JANUARY 2023





# Contents

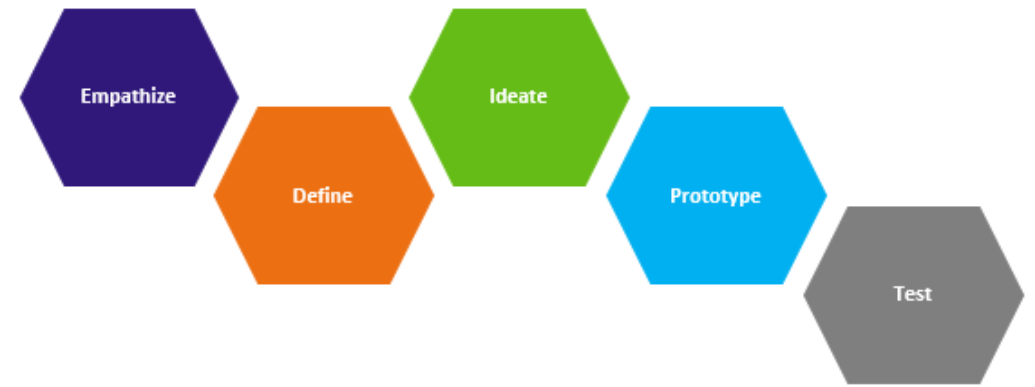
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- ❑ Project Overview
- ❑ Key Points
- ❑ Review of Equity-Centered Design Thinking Process
- ❑ High-Level Timeline
- ❑ Progress Update
- ❑ Next Steps



# Project Overview

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Why reimagine middle schools?

- To create middle schools that offer **developmentally responsive, student-centered education**.

What does this project include?

- To make recommendations to Executive Team that includes both a proposed **middle school model** and an **implementation plan**.

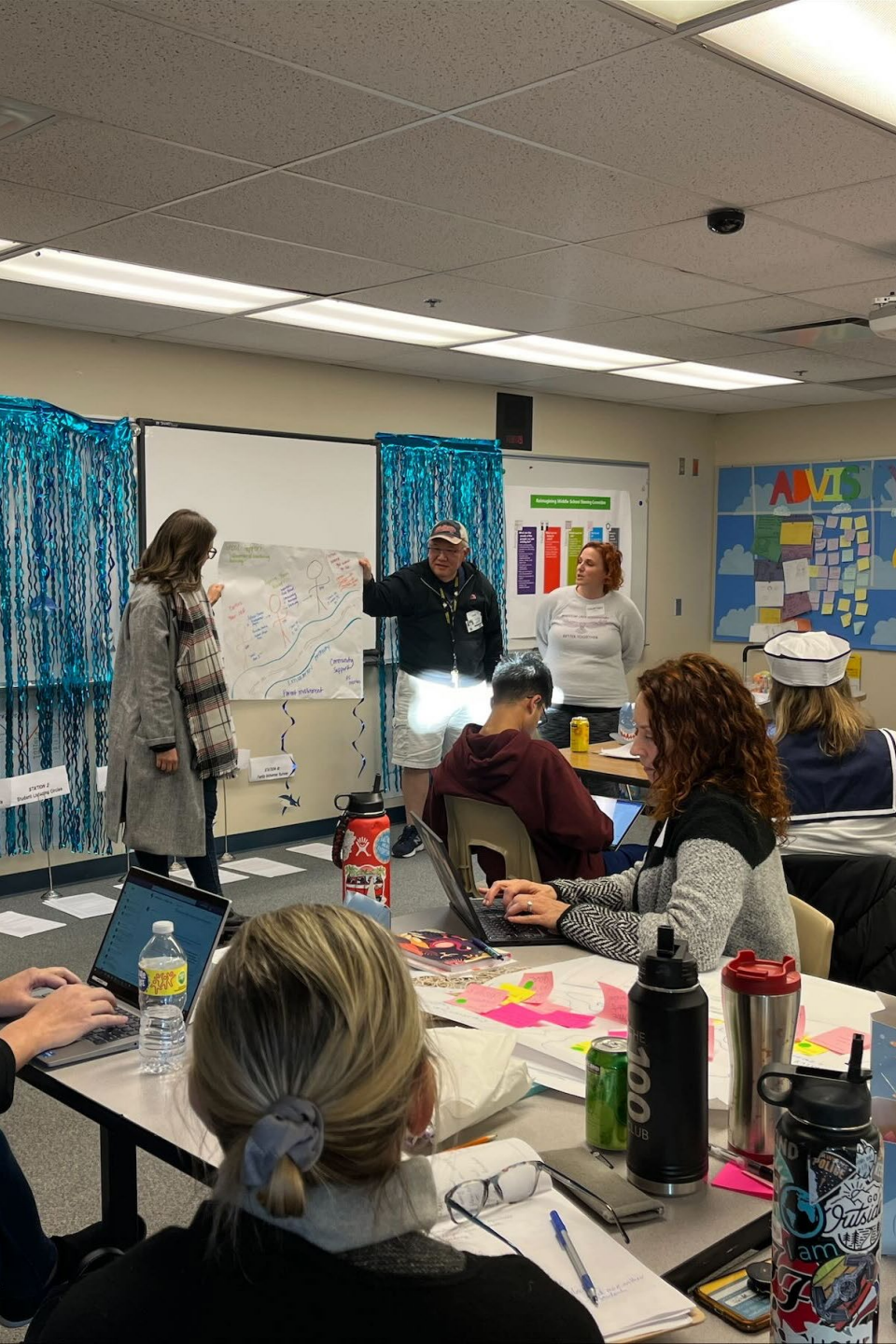
Who is on the RMS Team?

- **32 members** representing all five comprehensive middle schools and various key stakeholders

How will the RMS team develop its proposal?

- Using an **Equity-Centered Design Thinking** process which engages a variety of diverse stakeholders who collectively define the opportunity and collaboratively design solutions.

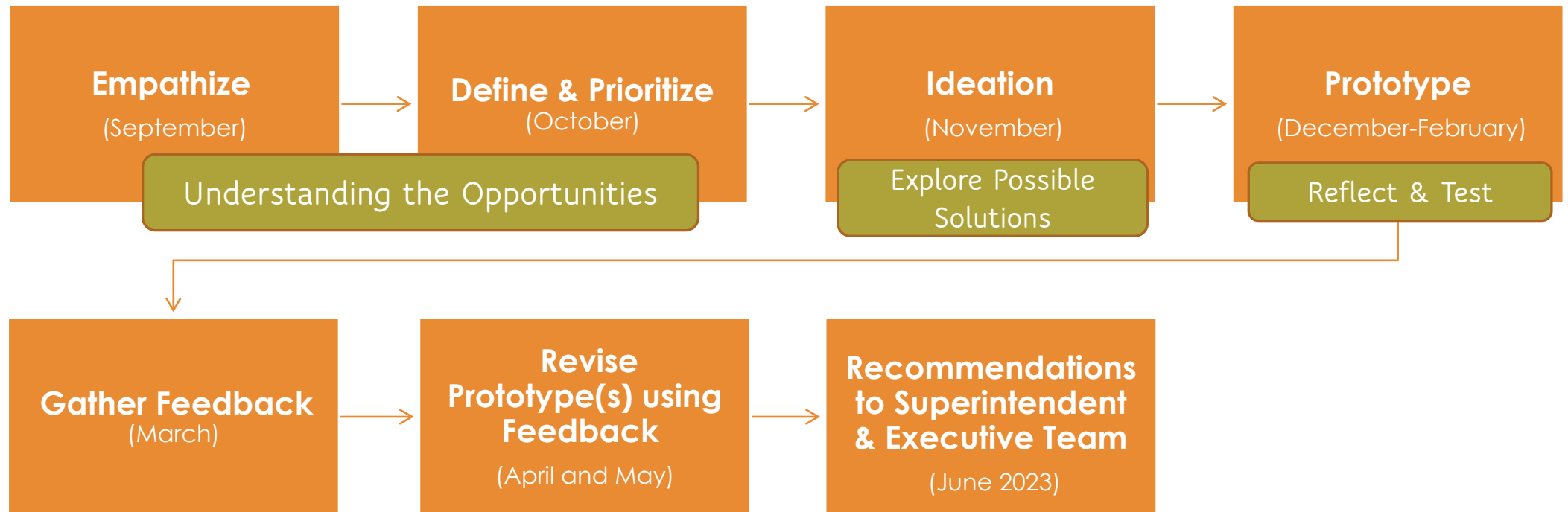




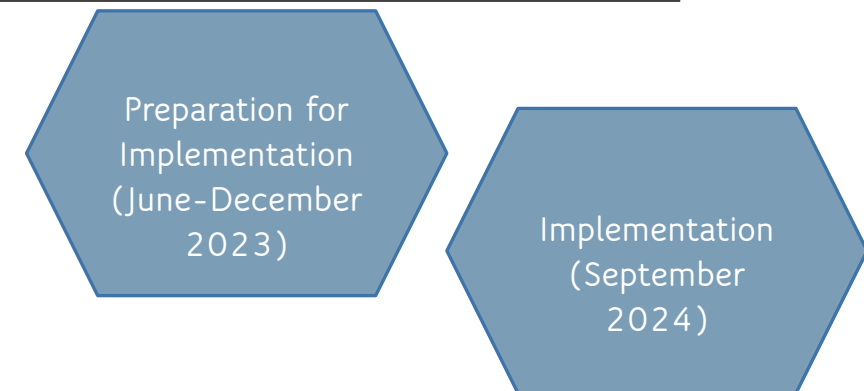
# Key Points

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- ❑ This is a highly collaborative process. We work for consensus at each step.
- ❑ Various, diverse stakeholders of students, families, staff, and administrators are co-designing together using multiple layers of input and feedback loops.
- ❑ We are reviewing and considering evidence-based research (*The Successful Middle School: This We Believe* - Association for Middle Level Education (AMLE)), best practices, and other successful school models to inform our thinking.
- ❑ This is an opportunity to reimagine and redesign systems and structures.



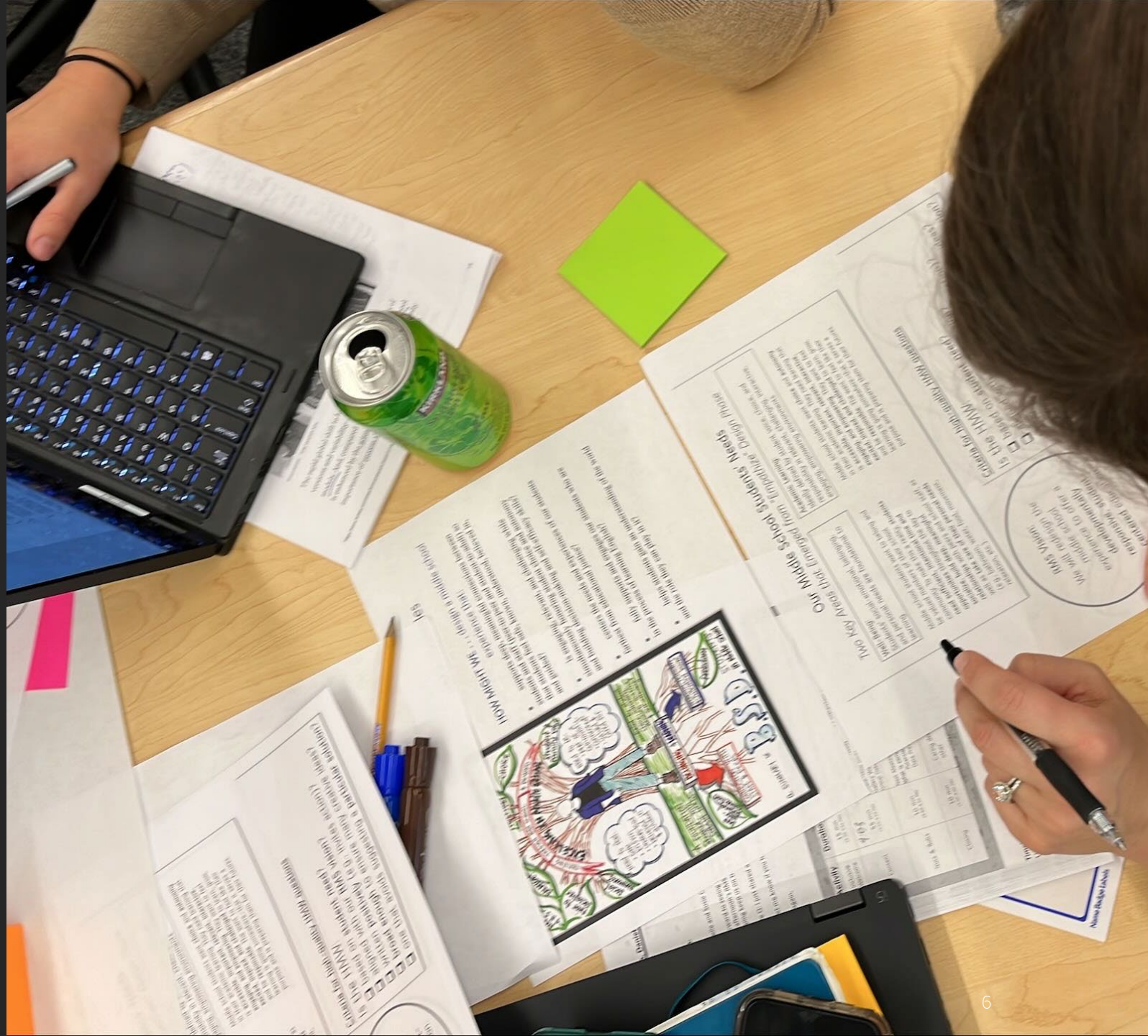
## HIGH LEVEL TIMELINE





# Where we've been so far

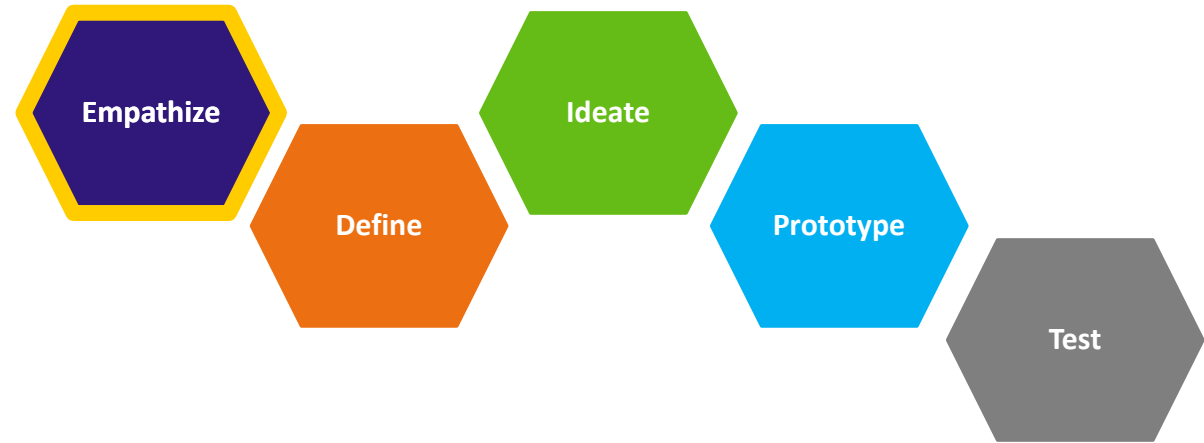
PROGRESS UPDATE



# Understanding the Opportunities

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Stakeholder Engagement



## Listening Campaign #1

When: September – November

Who: Students, Families/Parents/Guardians, Staff  
Steering Committee, Level 2 Members

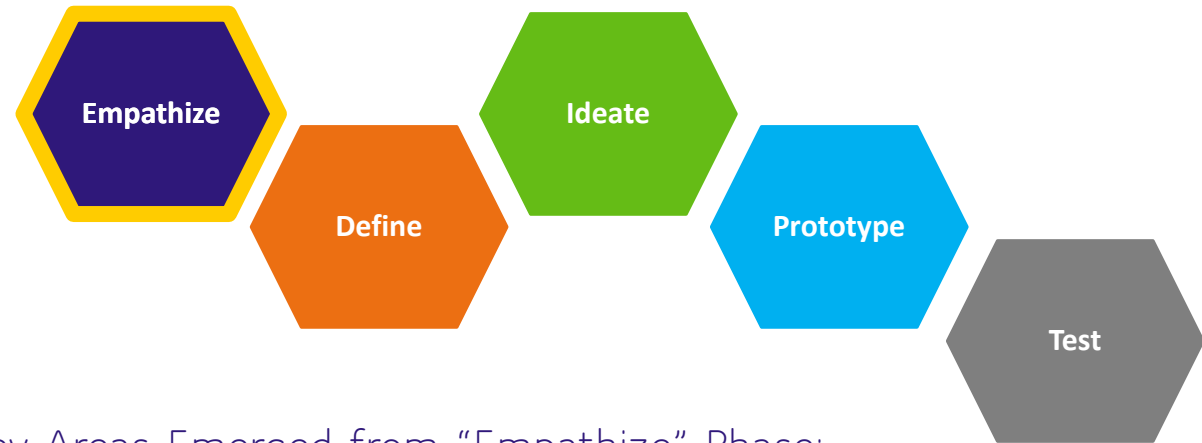
How: Surveys, Interviews, Focus Groups, Shadow a Student,  
Targeted Listening Circles, Student Visit Outreach, Staff  
Visit Outreach, PTSA Partnership

# Understanding the Opportunities

Stakeholder Engagement



Identify Student Needs



Two Key Areas Emerged from “Empathize” Phase:

## Well-Being:

Students' social-emotional, belonging, and personal 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.).

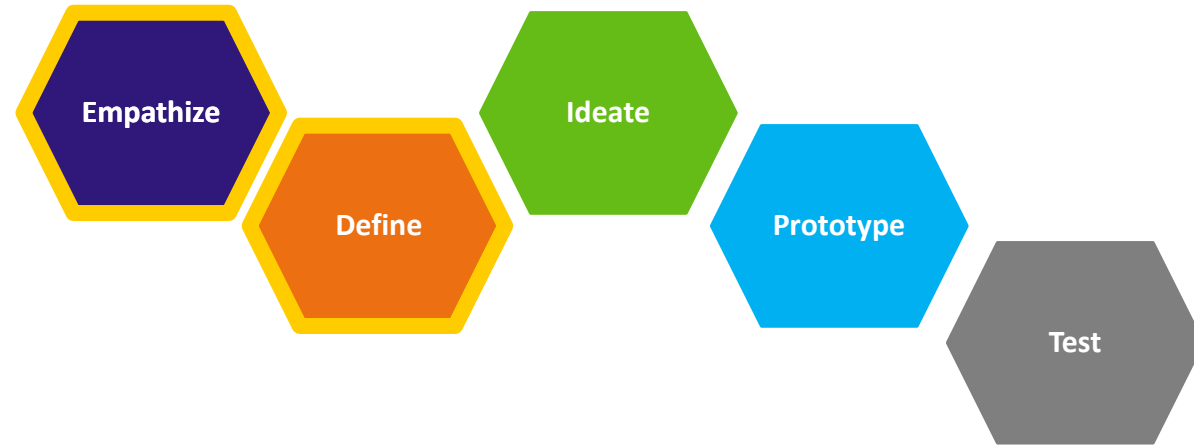
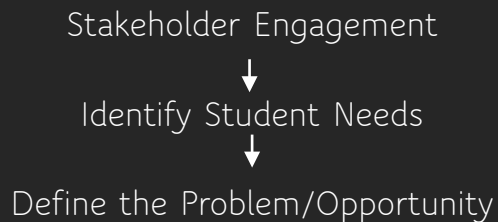
## Academic Learning:

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. 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.



# Understanding the Opportunities



Content Question: WHAT should our middle school designs be focused on?



Define

What are we trying to solve?

- What patterns did we see?
- What did they hear most often?
- What difficulties did the middle students have?

## Identified Problems and Opportunities by the RMS Committee Members

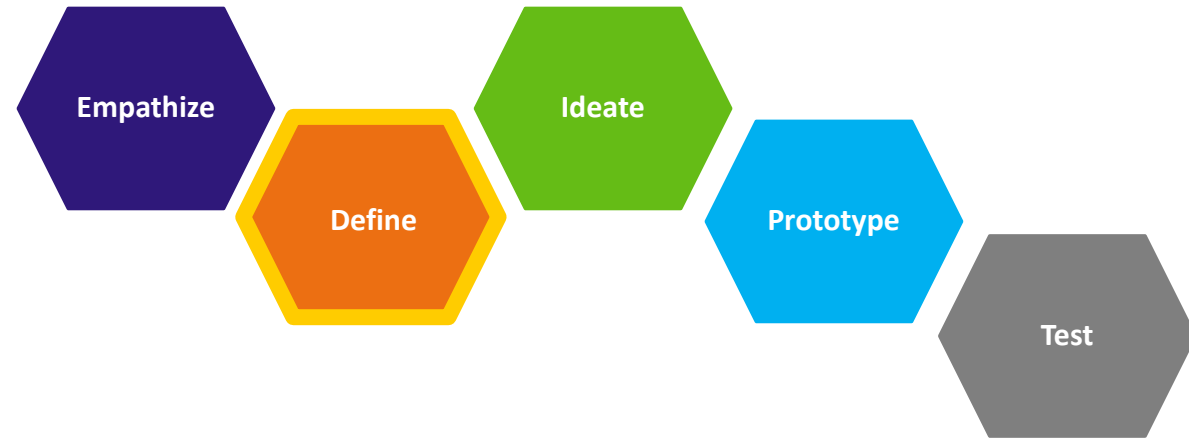
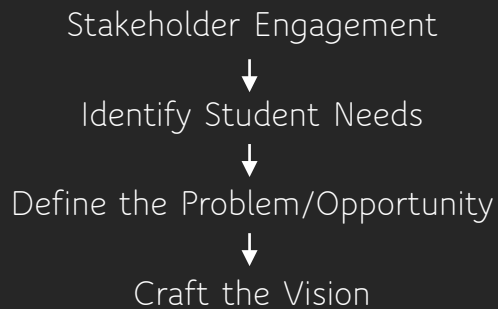
Opportunities

1. Not enough **meaningful connection** to/with peers and adults
2. **Sense of belonging**
3. Irrelevant **instruction** and **use of time**
4. There is a disconnect between the skills being taught and the **skills needed to succeed in the future**.
5. Sense of meaningful **engagement** and **student voice**
6. Student lack **interactive learning environments**
7. The school day and classes not typically structured in a way that **empower students** and promotes their ownership of learning
8. Students need **break time!** (Only lunch)
9. There is no **bridge** to 5<sup>th</sup> grade students to transition to middle school.

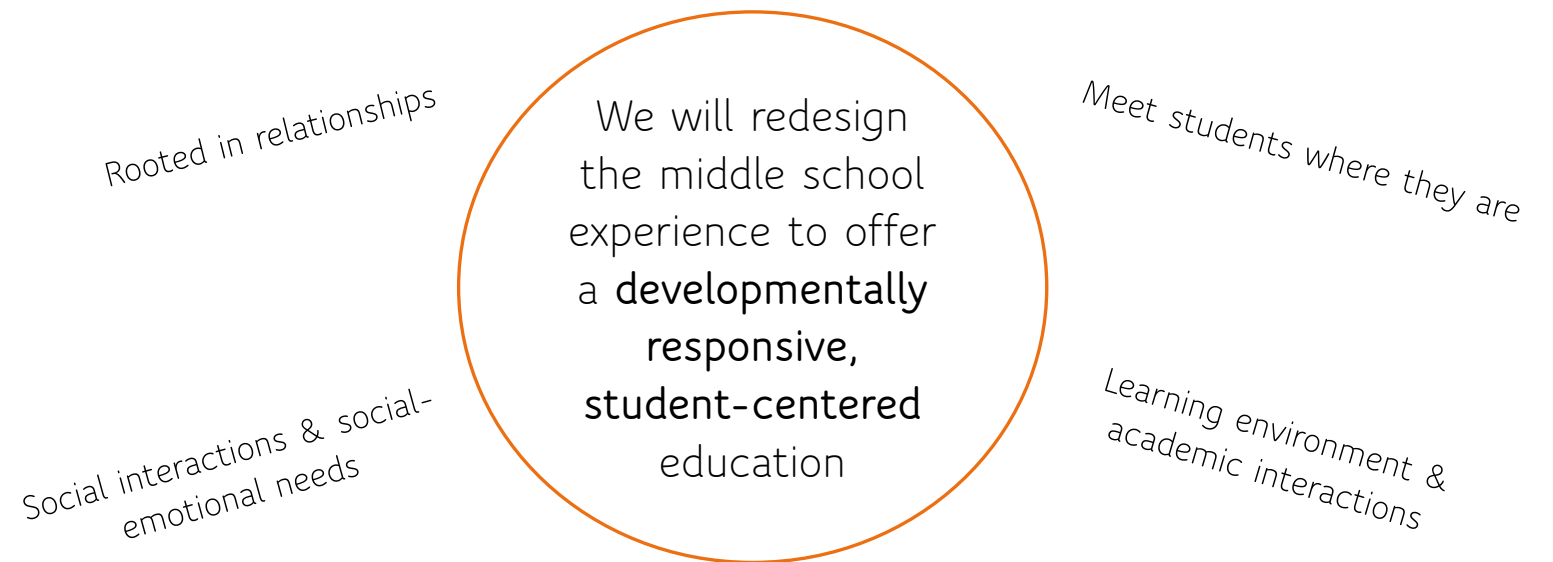
*Consideration: Every action, there a reaction. Every decision may affect many people; **unintended consequences** of decisions.*

# Understanding the Opportunities

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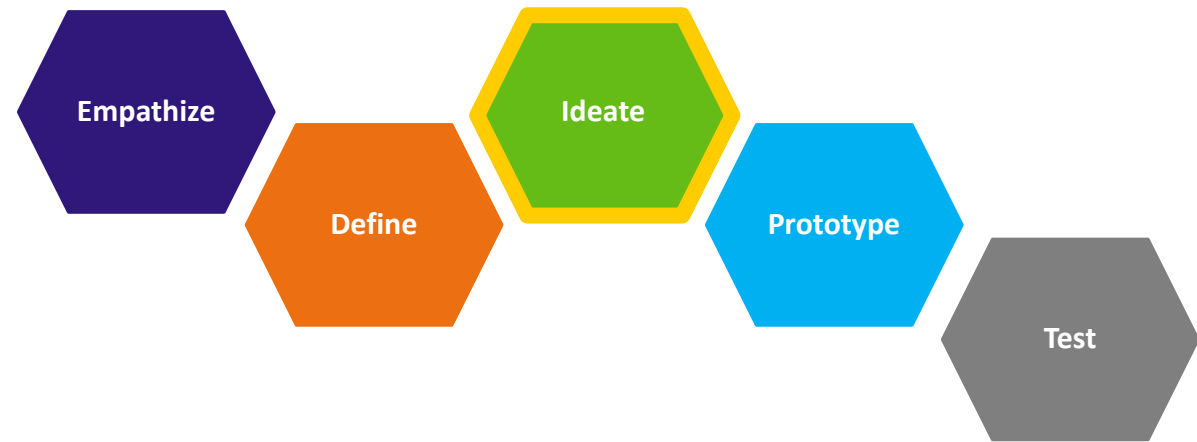
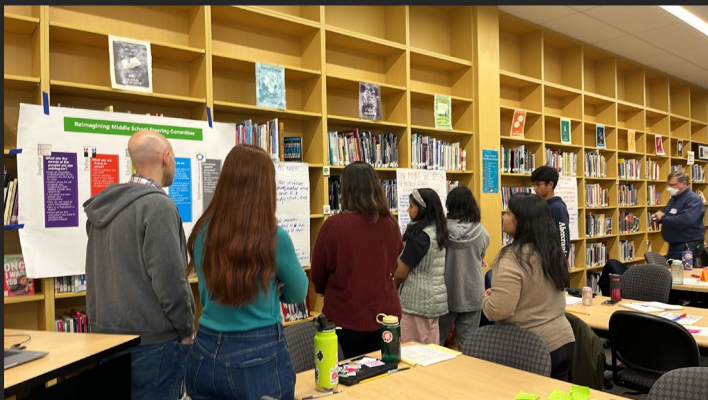
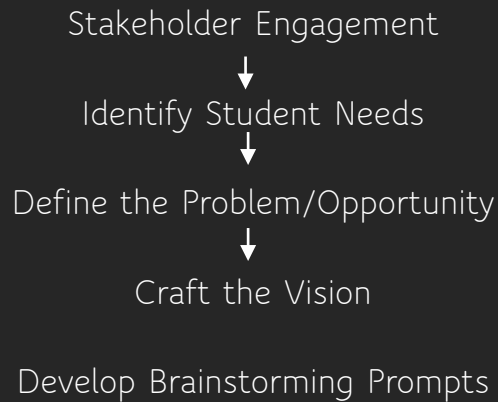


## RMS Vision



Bridge between elementary and high school

# Explore Possible Solutions



## “How Might We...” Questions

*Brainstorming Prompts that serve as the link between Vision and Solutions*

Developed by Steering Committee Members using the following criteria:

- ✓ based on **student need**
- ✓ aligned with our **RMS vision**
- ✓ written **positively** to invite action
- ✓ **broad enough** to ensure many creative ideas
- ✓ avoids suggesting a **particular solution**

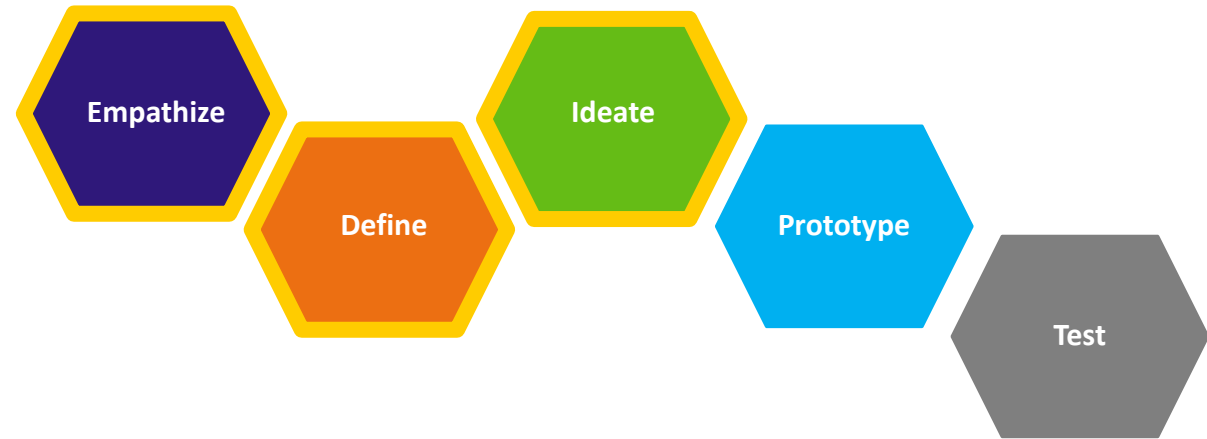
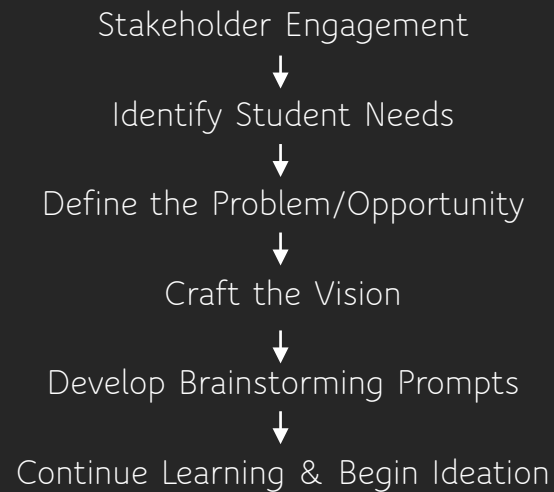
How might we design a middle school experience that...

...**partners with the greater community to support/provide experiential, expeditionary, project/problem-based learning opportunities (solving real-world problems within the community)?**



# Explore Possible Solutions

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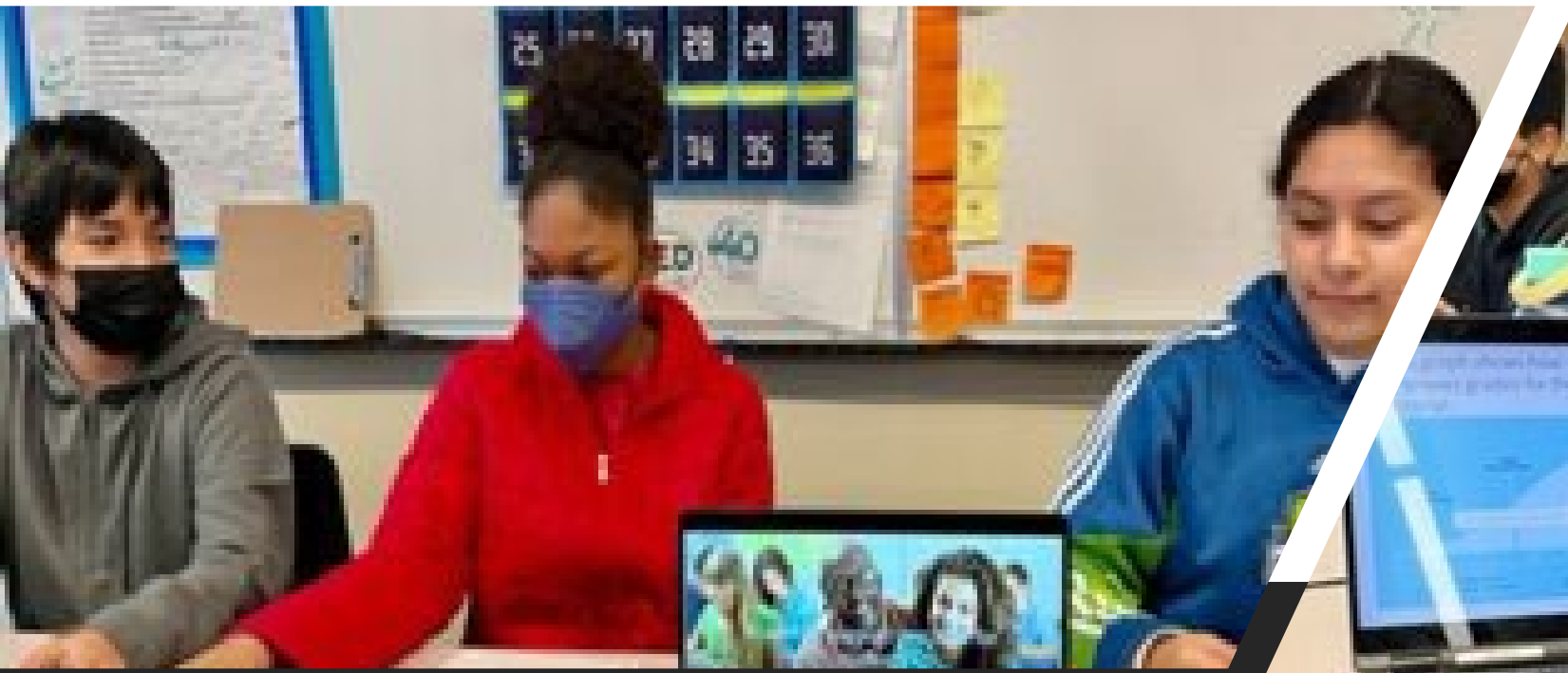


November 17<sup>th</sup> Release Day

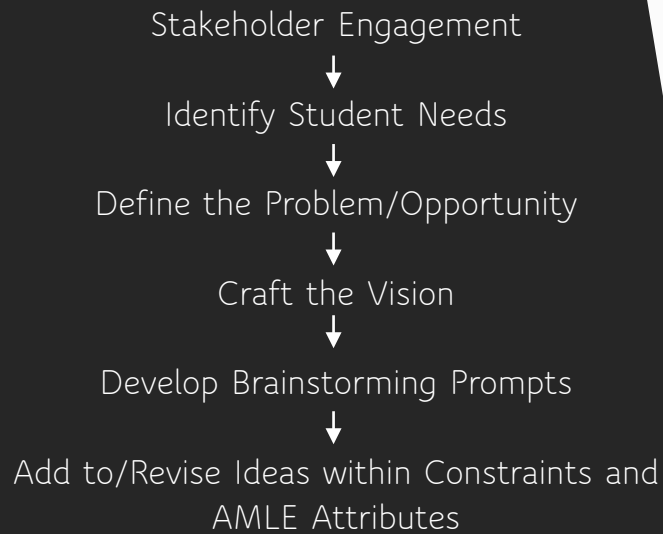
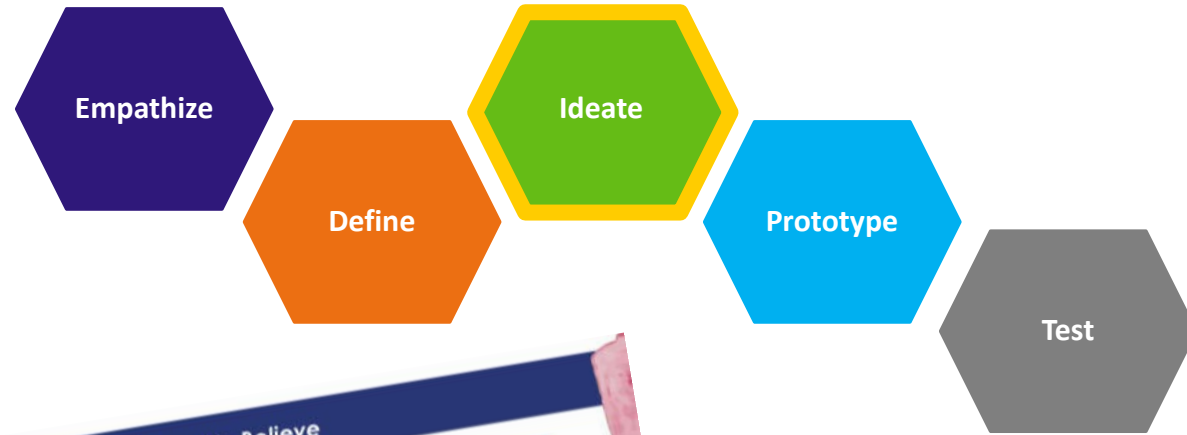
RMS Steering Committee Members

Full Day of Learning and Ideating

- Learning Walk
- Empathy Interview with Big Picture and International
- Data Dive
- AVID Students' Projects
- Research Other Middle School Models
- Begin Brainstorming Ideas for Reimagined BSD Middle School Models



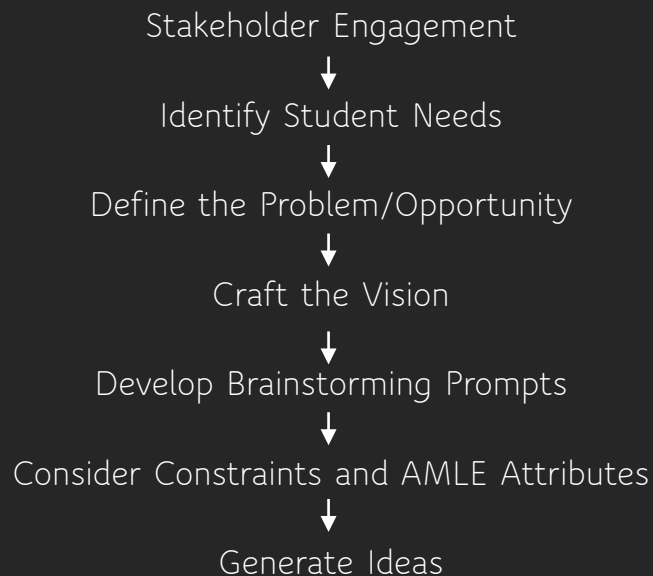
# Explore Possible Solutions





# Explore Possible Solutions

## Potential Middle School Models



Characteristics

Team 1- 6

Culture & Community

Curriculum, Instruction, & Assessment

Organizational Structures

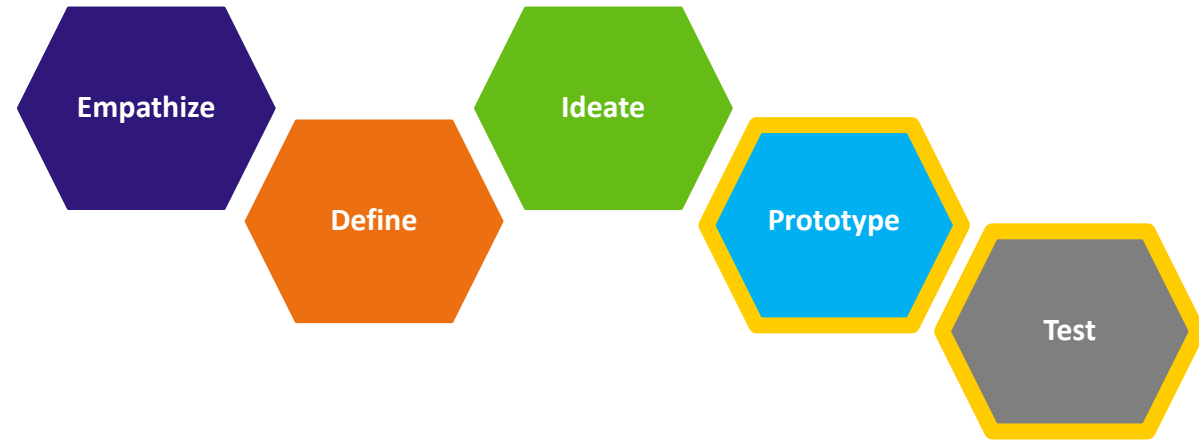
Needs & Considerations for Implementation

| Characteristics    | Team #1<br>Marissa, Ragan, Kim, Drew, Gargi, Anissa, Dana, Malaina                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Team #2<br>Courtney, Ishana, Dan, Danielle, Anna, Dae                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Team #3<br>Matthew, Tori, James, Hason, Wayne                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Team #4<br>Kawana, Scott, Diego, Wagon, Tom, Ivella | Team #5<br>None |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|--------------------|--------------------|-------------|-------------|--------------------------|-------------|-------------|-------------|-------------|-----|-----|-------------|-----|-----|-------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <p>1.1 Student-led conferences, IEP meetings, etc. across the system (at least 1x/year) (5.11)</p> <p>1.2 Every school has an "advisory" model to build community; teach SEL explicitly; add to trusted adults (like a homeroom) (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.8)</p> <p>1.3 Family orientation sessions offered monthly in different languages, how-to sessions, cultural components, technology, homework, etc. (2.2)</p> <p>1.4 Effective discipline – consequences. Systems built and tools provided to better consequences with behavior. (3.2)</p> <p>1.5 More after school activities AND Access (1.5 &amp; 3.5)</p> <p>1.6 Parent/community volunteers to help lead clubs and offer more clubs (1.6 &amp; 3.5)</p> <p>1.7 MS-MS &amp; MS-HS connection and collaboration (1.7, 5.7, 5.9, 3.15)</p> | <p>2.1-Community support and involvement at the school (e.g., high school mentors with middle school mentees) (2.1, 3.2, 3.3, 3.8, 5.5, 3.16, 5.7)</p> <p>2.2- Family/caregiver involvement and participation (1.3)</p> <p>2.3 (Advisory and the Advisor-Student relationship mentioned below in "Organizational Structures" will contribute to a learning environment where students and staff know, value, trust, and support one another as individuals.) (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.7, 5.8)</p> | <p>3.1-Advisory model (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.8)</p> <p>-Advisory 4 days/week<br/>-dedicated time for SEL<br/>-closely monitor 18-24 students' academic progress<br/>-point of contact for your 18-24 families<br/>-support students w/bullying, friendship, homework, other MS drama<br/>-study skills<br/>-adult loops with same group of students for 3 years</p> <p>-Advisory could occur as part of 7 period day (<a href="https://hedges.org/chinook/wp-content/uploads/sites/16/2021/08/21-22-Chinook-Class-Schedule.pdf">https://hedges.org/chinook/wp-content/uploads/sites/16/2021/08/21-22-Chinook-Class-Schedule.pdf</a>) or could also be incorporated into a block schedule (example below):</p> <table> <tr> <th>Mon/Tu</th> <th>Tue/Fri</th> <th>Wed</th> </tr> <tr> <td>1 (80 mins)</td> <td>5 (80 mins)</td> <td>1 (40 mins)</td> </tr> <tr> <td>2 (80 mins)</td> <td>6 (80 mins)</td> <td>2 (40 mins)</td> </tr> <tr> <td>Advisory (90 mins)</td> <td>Advisory (90 mins)</td> <td>3 (40 mins)</td> </tr> <tr> <td>3 (80 mins)</td> <td>Options Period (80 mins)</td> <td>4 (40 mins)</td> </tr> <tr> <td>4 (80 mins)</td> <td>7 (80 mins)</td> <td>5 (40 mins)</td> </tr> <tr> <td>---</td> <td>---</td> <td>6 (40 mins)</td> </tr> <tr> <td>---</td> <td>---</td> <td>7 (40 mins)</td> </tr> </table> | Mon/Tu                                              | Tue/Fri         | Wed | 1 (80 mins) | 5 (80 mins) | 1 (40 mins) | 2 (80 mins) | 6 (80 mins) | 2 (40 mins) | Advisory (90 mins) | Advisory (90 mins) | 3 (40 mins) | 3 (80 mins) | Options Period (80 mins) | 4 (40 mins) | 4 (80 mins) | 7 (80 mins) | 5 (40 mins) | --- | --- | 6 (40 mins) | --- | --- | 7 (40 mins) | <p>4.1-Advisory 1x a week (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.8)</p> | <p>5.2 Providing dedicated time during the school day to prepare 8th graders for high school. (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.7, 5.8)</p> |
| Mon/Tu             | Tue/Fri                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Wed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
| 1 (80 mins)        | 5 (80 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1 (40 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
| 2 (80 mins)        | 6 (80 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2 (40 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
| Advisory (90 mins) | Advisory (90 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3 (40 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
| 3 (80 mins)        | Options Period (80 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4 (40 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
| 4 (80 mins)        | 7 (80 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5 (40 mins)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                     |                 |     |             |             |             |             |             |             |                    |                    |             |             |                          |             |             |             |             |     |     |             |     |     |             |                                                                          |                                                                                                                                                   |
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- Project-based & Hand-on learning
- Teaming teachers – cohorts of students
- Block or longer class periods
- Advisory / Homeroom to build community, teach SEL, study skills and bullying prevention education

Looking ahead  
to next steps

# Reflect & Test



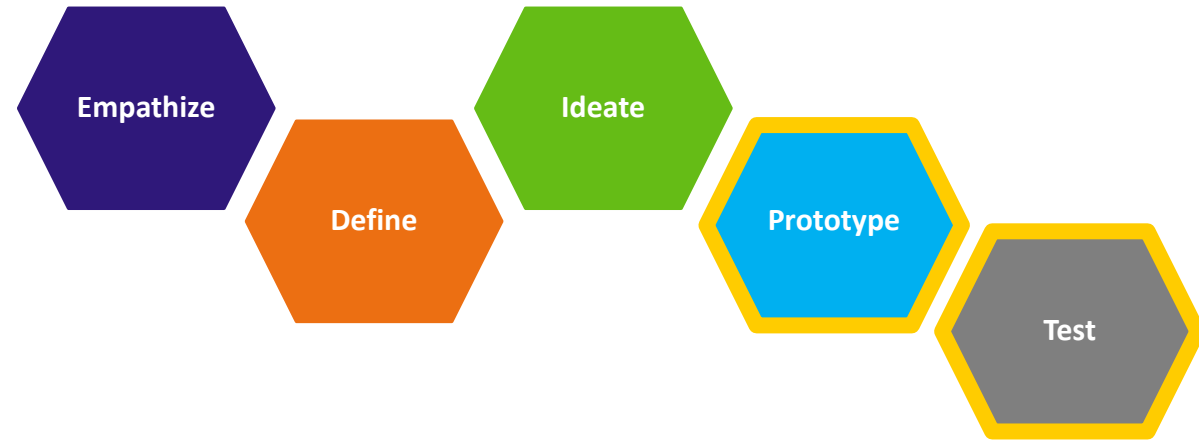
## School Learning Tours at Innovative Middle Schools

- Jessi & Dan- [Intrinsic Schools- Belmont Campus](#) (Chicago, IL)
- Tori & Gabe- [Ellen Fletcher Middle School](#) (Palo Alto, CA)
- Matthew & Tom- [Design39 Campus](#) (San Diego, CA)
- Courtney & Melisa- [Summit Atlas](#) (West Seattle)
- G & Anna- [Odyssey K-8 Multiage Program](#) (Bainbridge Island, WA)





# Reflect & Test



## Listening Campaign #2

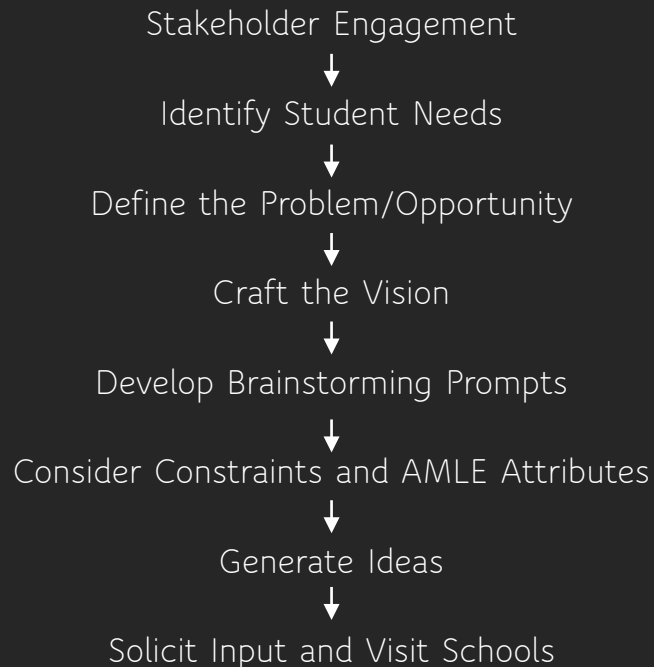
When: March 2023

Who:

- Students (6th-10th grade), families/guardians (5th-10th grade), Staff (6th-8th grade)
- RMS Level 2 Members
- BSD Family Advisory Group
- BSD Student Advisory Group
- Targeted Student Listening Sessions

How: Survey and Face to Face Interactions

Next Steps: Meeting with MS Principals to finalize details for listening campaign.





# Please visit our website page for updates:

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<https://bsd405.org/departments/curriculum/reimagining-middle-school-steering-committee/>

Under Teaching and Learning and Community Advisor  
Groups