

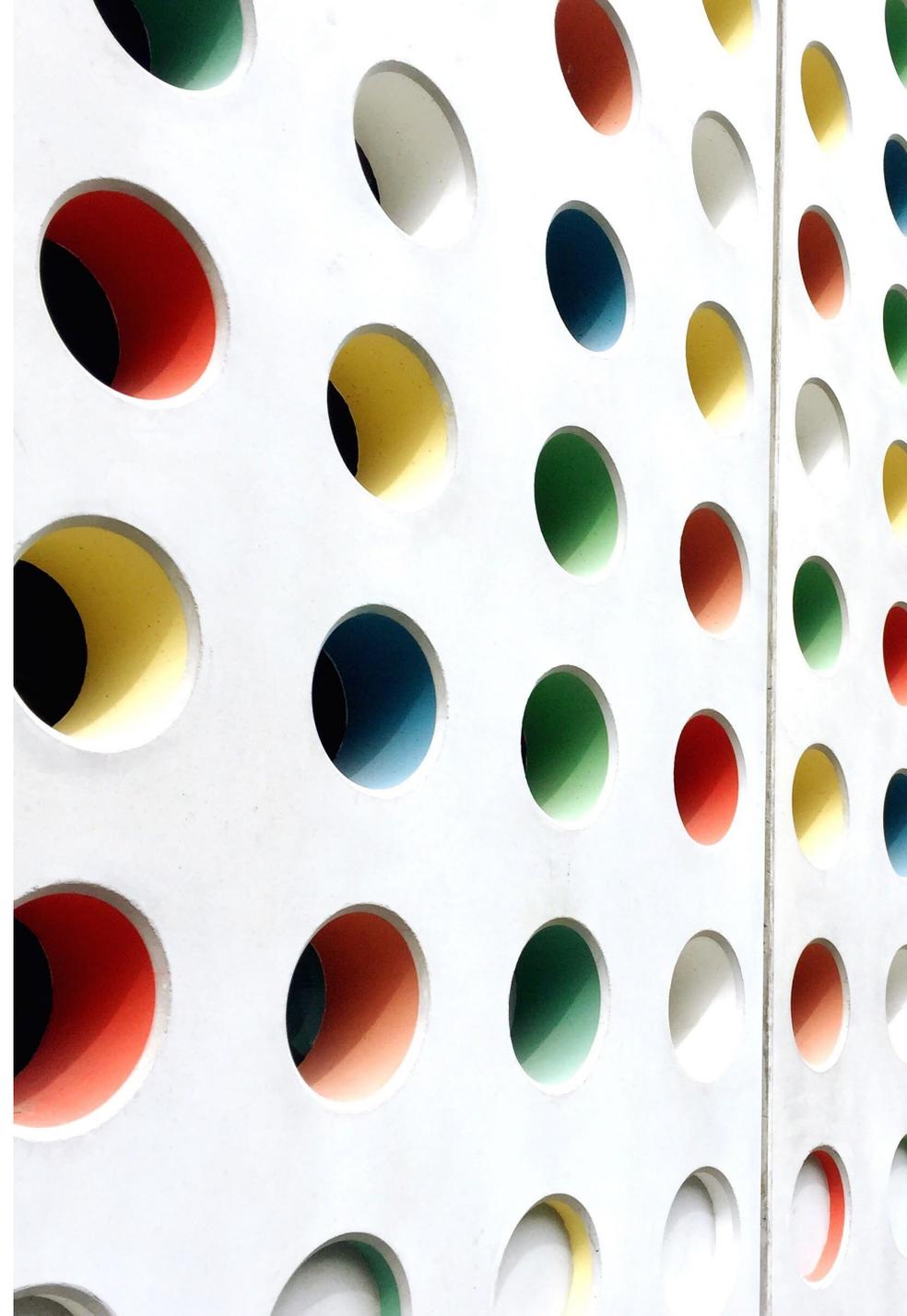
Reimagining Middle Schools

Chinook, Highland, Odle, Tillicum, Tyee

BELLEVUE SCHOOL DISTRICT

PROJECT UPDATE #2

JANUARY 2023

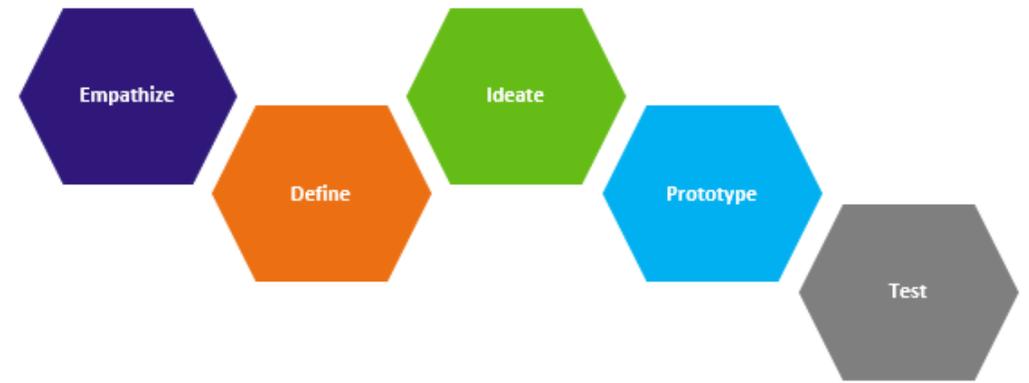


Contents

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



Project Overview



Why reimagine middle schools?

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

What does this project include?

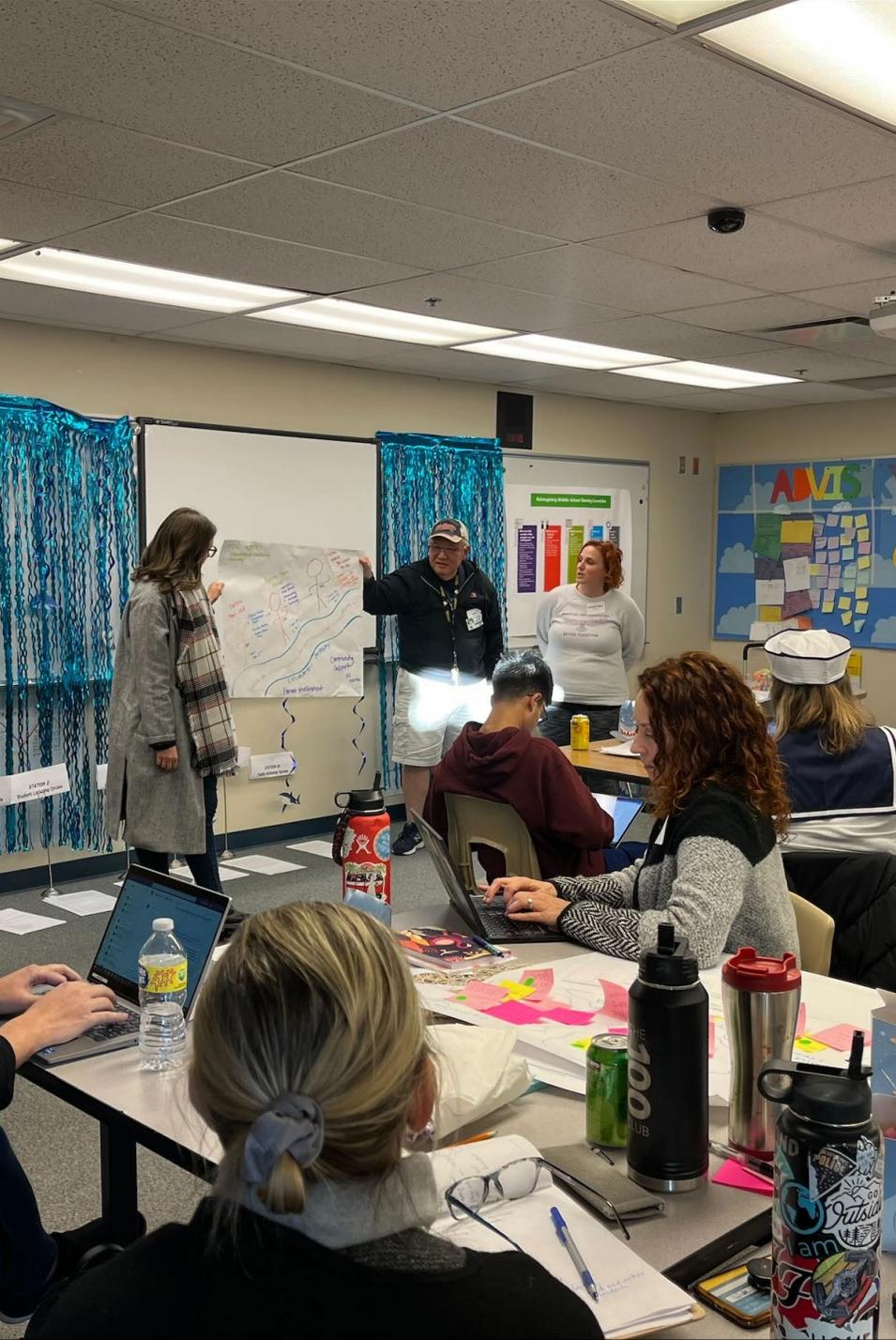
- To make recommendations to Executive Team that includes both a proposed **middle school model** and an **implementation plan**.

Who is on the RMS Team?

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

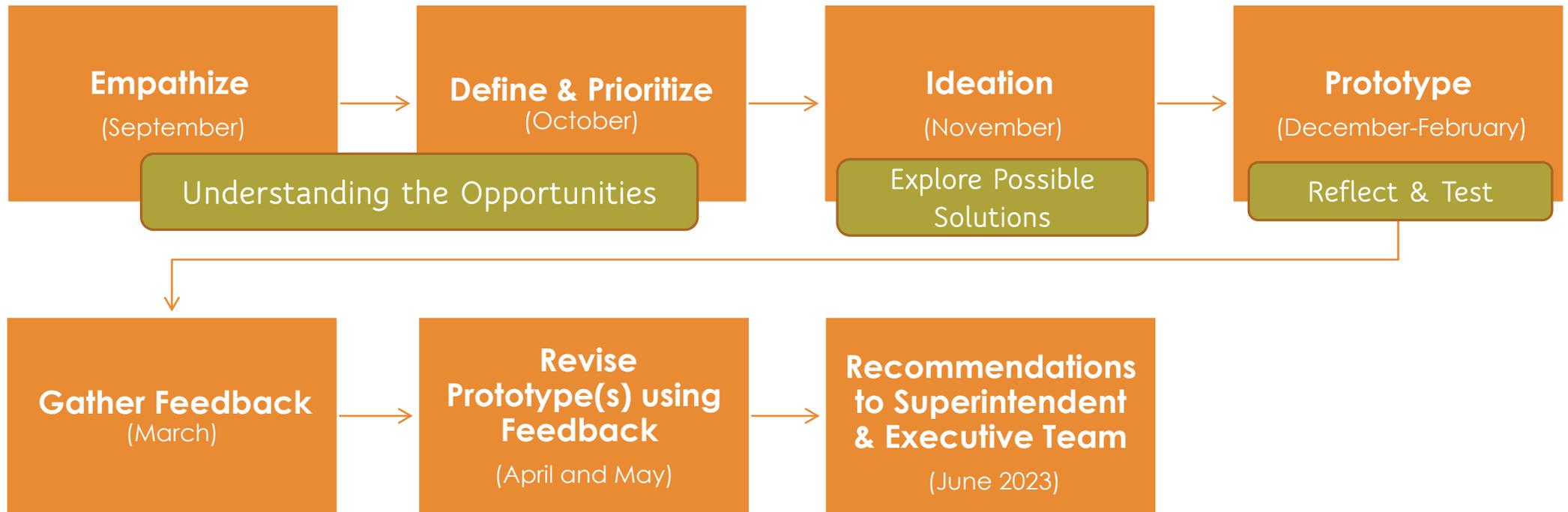
How will the RMS team develop its proposal?

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

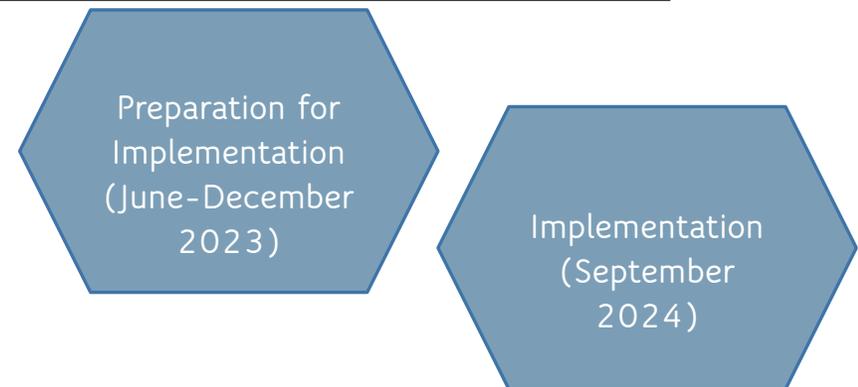


Key Points

- ❑ 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.

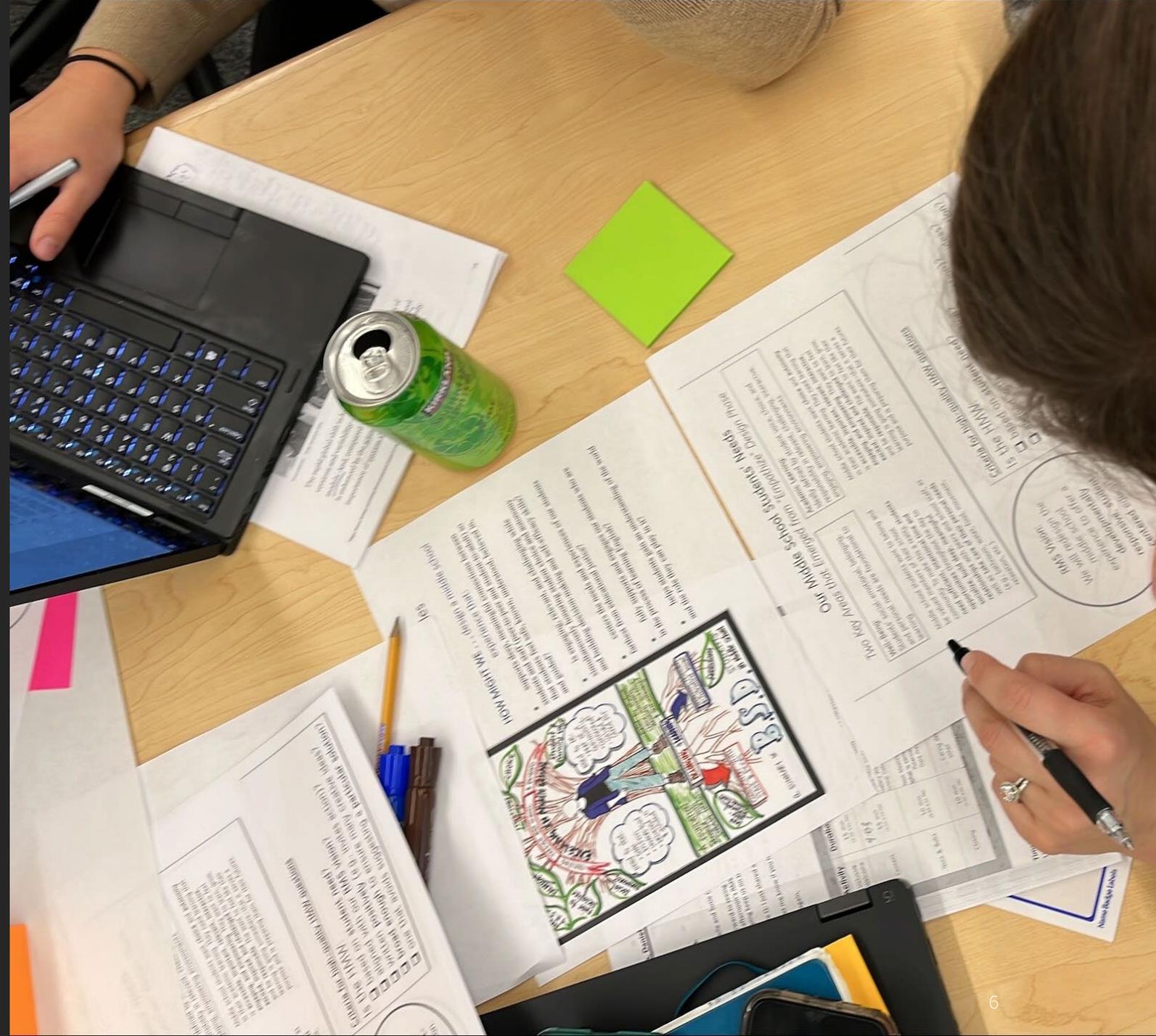


HIGH LEVEL TIMELINE



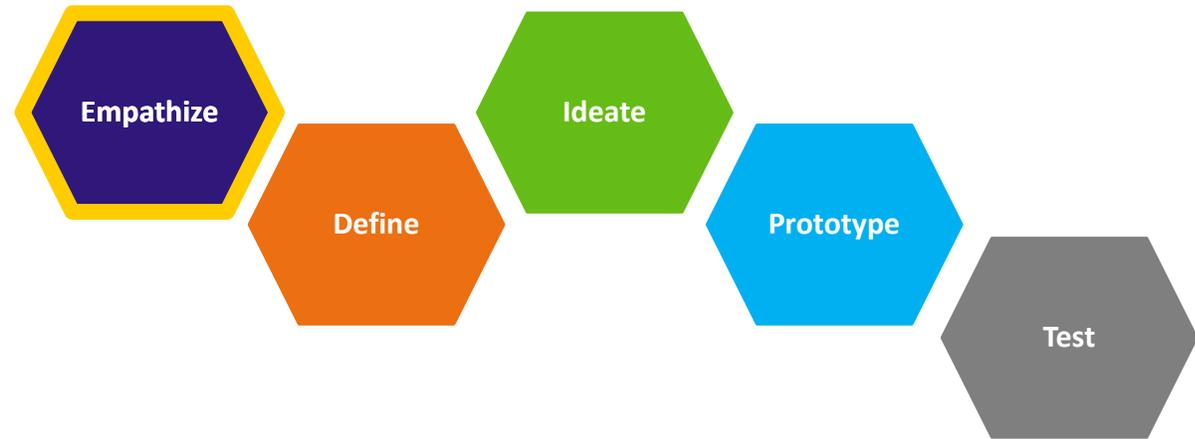
Where we've been so far

PROGRESS UPDATE



Understanding the Opportunities

Stakeholder Engagement



Listening Campaign #1

When: September - November

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

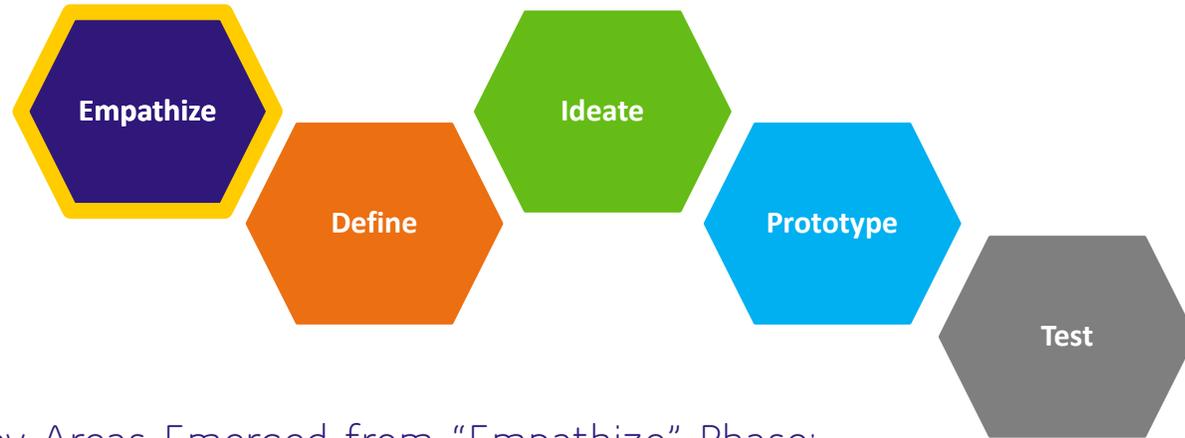
How: Surveys, Interviews, Focus Groups, Shadow a Student,
Targeted Listening Circles, Student Visit Outreach, Staff
Visit Outreach, PTSA Partnership

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.

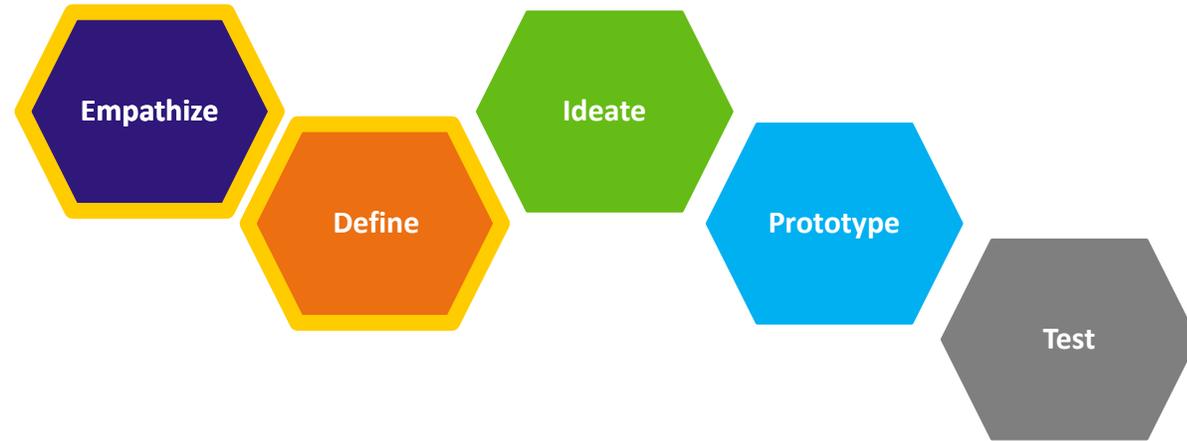
Middle school students want to belong and be valued members of their school community. To make this a reality, **students need sufficient, intentional time and opportunities** throughout the day to **socialize, build deep, meaningful relationships** with peers and school staff, as well as **take care 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

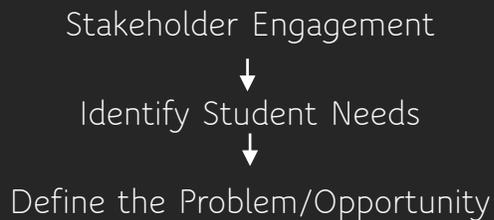
What are we trying to solve?
• What patterns did we see?
• What did they hear most often?
• What difficulties did the middle students have?

Identified Problems and Opportunities by the RMS Committee Members

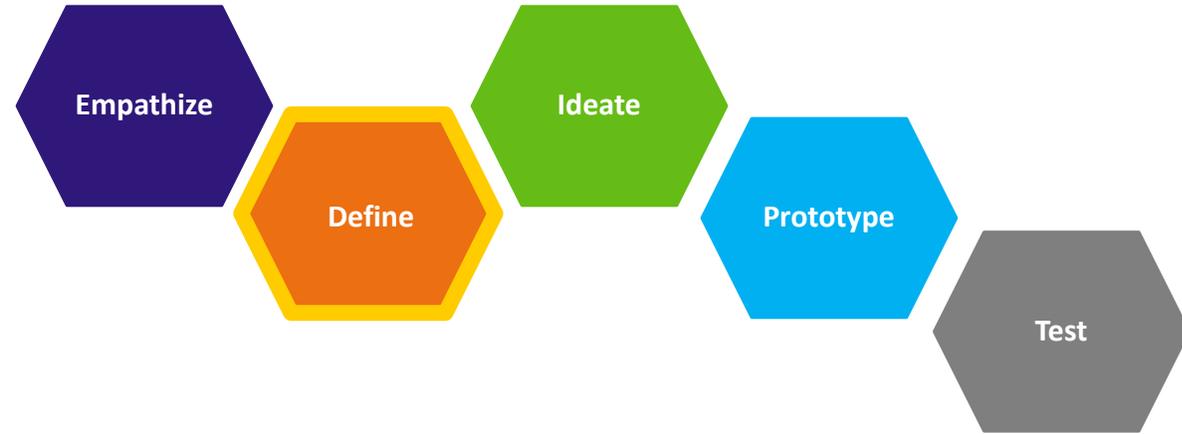
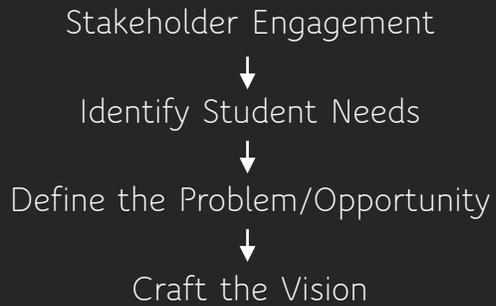
Opportunities

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 5th 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



RMS Vision



Bridge between elementary and high school

Explore Possible Solutions

Stakeholder Engagement



Identify Student Needs

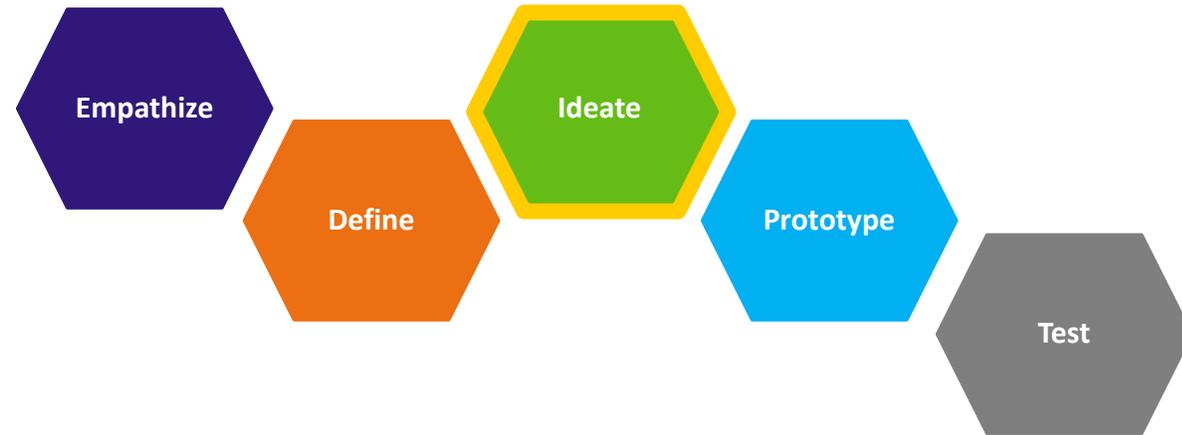
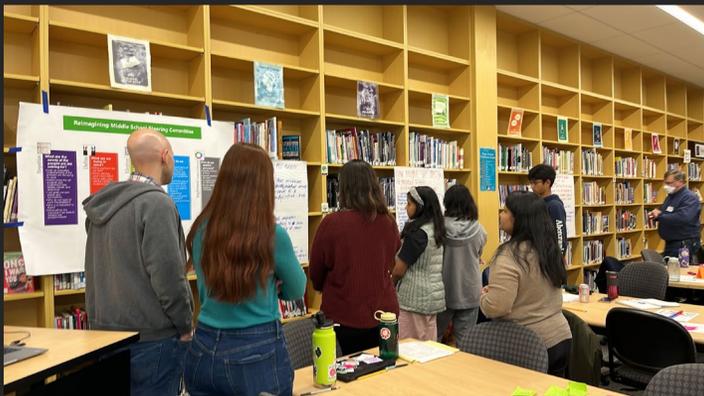


Define the Problem/Opportunity



Craft the Vision

Develop Brainstorming Prompts



“How Might We...” Questions

Brainstorming Prompts that serve as the link between Vision and Solutions

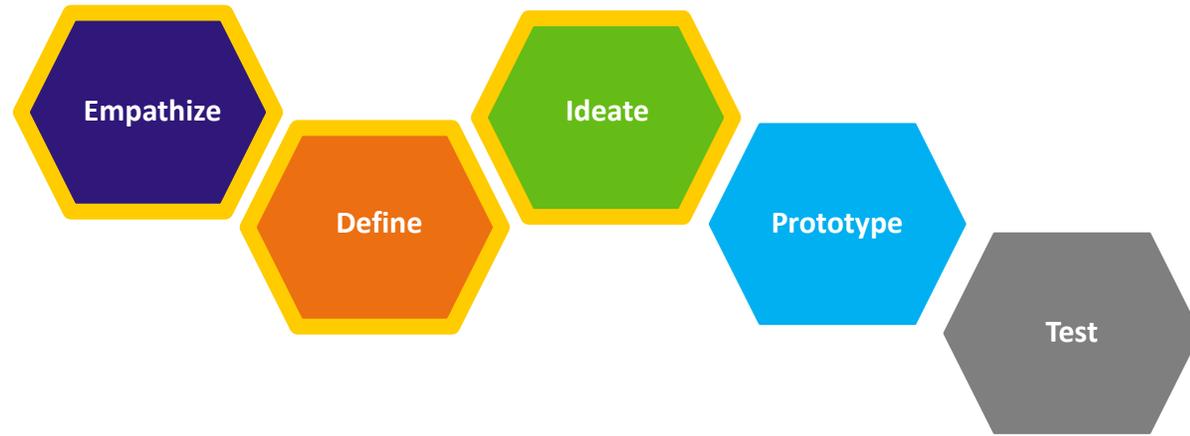
Developed by Steering Committee Members using the following criteria:

- ✓ 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**

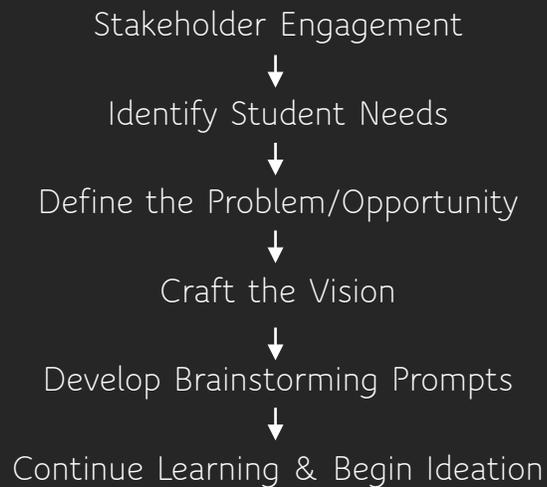
How might we design a middle school experience that...

...**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



November 17th Release Day



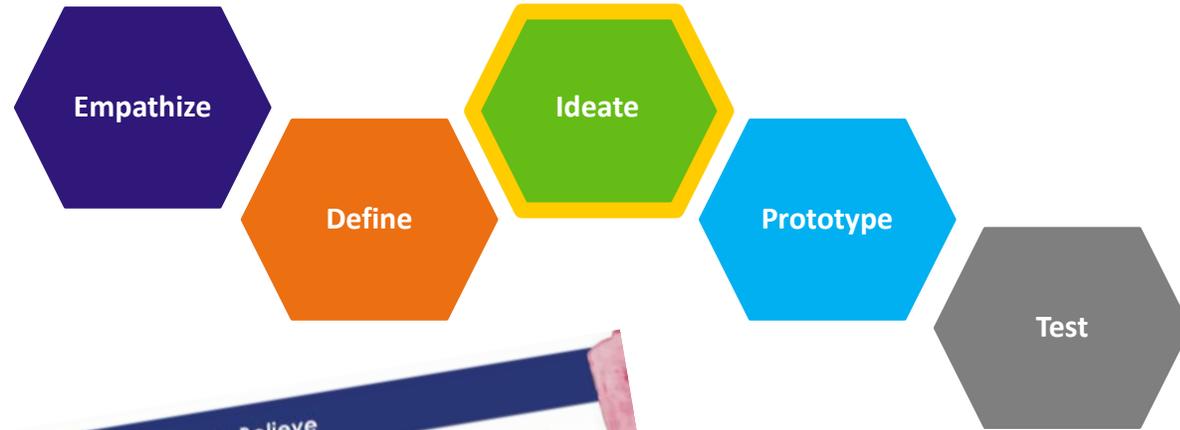
RMS Steering Committee Members

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

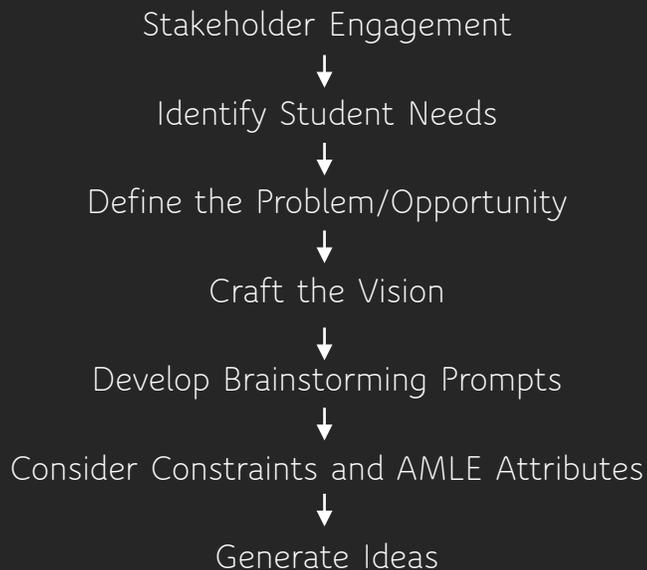


- Stakeholder Engagement
- ↓
- Identify Student Needs
- ↓
- Define the Problem/Opportunity
- ↓
- Craft the Vision
- ↓
- Develop Brainstorming Prompts
- ↓
- Add to/Revise Ideas within Constraints and AMLE Attributes



Explore Possible Solutions

Potential Middle School Models



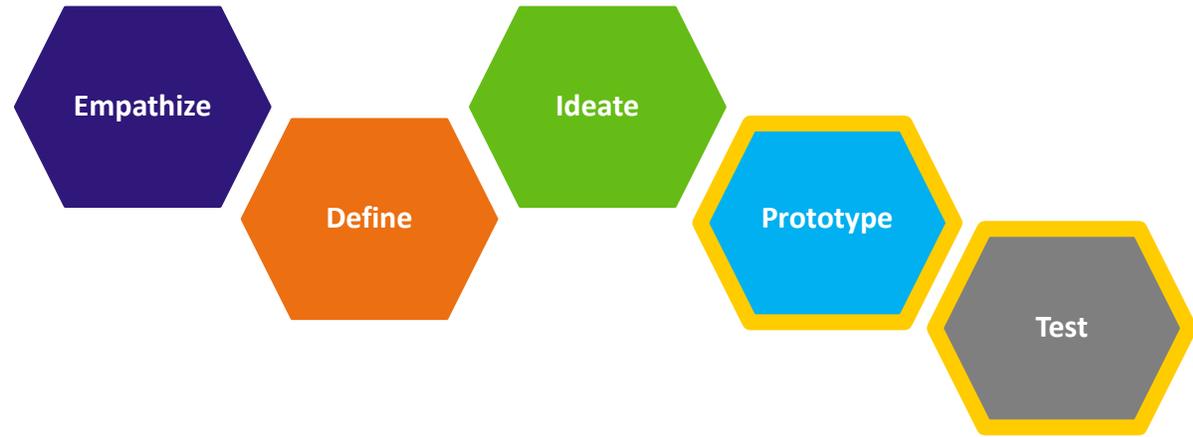
Characteristics	Team 1- 6
Culture & Community	
Curriculum, Instruction, & Assessment	
Organizational Structures	
Needs & Considerations for Implementation	

Characteristics	Team #1	Team #2	Team #3	Team #4	Team #5																								
1.1 Student-led conferences, IEP meetings, etc. across the system (at least 1x/year) (5.11)	Mariah, Roger, Kim, Drew, Gargi, Anissa, Saraj, Measana	Courtney, Ishan, Dan, Daniela, Anna, Dee	Stephew, Tori, James, Heidi, Yvonne	Kaiana, Scott, Diego, Allen, Tom, Hella	Susan, Sora, Gabo, Gaurav, Jess, Josiah																								
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)		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)	3.1-Advisory model (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.8)	4.1-Advisory 1x a week (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.8)	5.2 Providing dedicated time during the school day to prepare 8 th graders for high school. (1.2, 2.3, 3.1, 4.1, 5.2, 1.11, 1.17, 5.7, 5.8)																								
1.3 Family orientation sessions offered monthly in different languages, how-to sessions, cultural components, technology, homework, etc. (2.2)		2.2- Family/caregiver involvement and participation (1.3)	-Advisory 4 days/week -dedicated time for SEL -closely monitor 18-24 students' academic progress -point of contact for your 18-24 families -support students w/bullying, friendship, homework, other MS drama -study skills -adult loops with same group of students for 3 years																										
1.4 Effective discipline – consequences. Systems built and tools provided to better consequences with behavior. (3.2)		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)		Advisory could occur as part of 7 period day (https://busdps.org/chinook/wp-content/uploads/sites/16/2019/10/21-22_Chinook-Class-Schedule.pdf), or could also be incorporated into a block schedule (example below):																									
1.5 More after school activities AND Access (1.5 & 3.5)				<table border="1"> <thead> <tr> <th>Mon/Th</th> <th>Tue/Fri</th> <th>Wed</th> </tr> </thead> <tbody> <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 (30 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> </tbody> </table>	Mon/Th	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 (30 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)	
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---	---	6 (40 mins)																											
---	---	7 (40 mins)																											
1.6 Parent/community volunteers to help lead clubs and offer more clubs (1.6 & 3.5)																													
1.7 MS-MS & MS-HS connection and collaboration (1.7, 5.7, 5.9, 3.15)																													

- 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

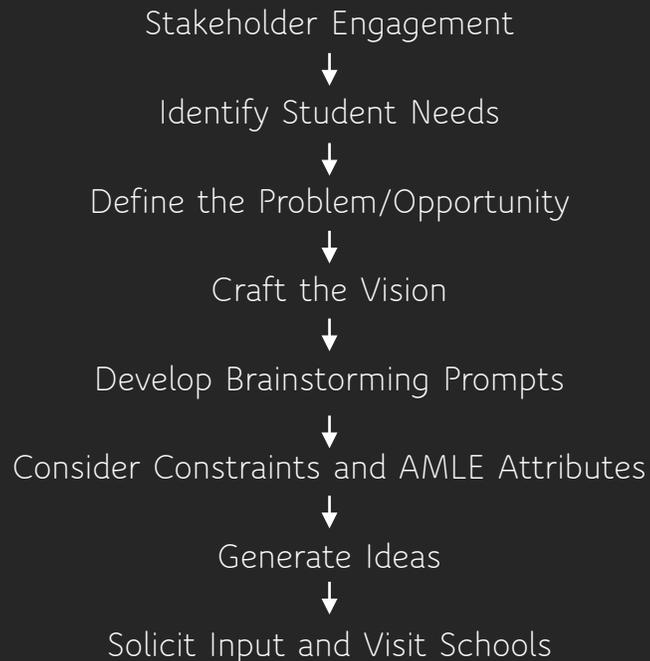
Looking ahead
to next steps

Reflect & Test

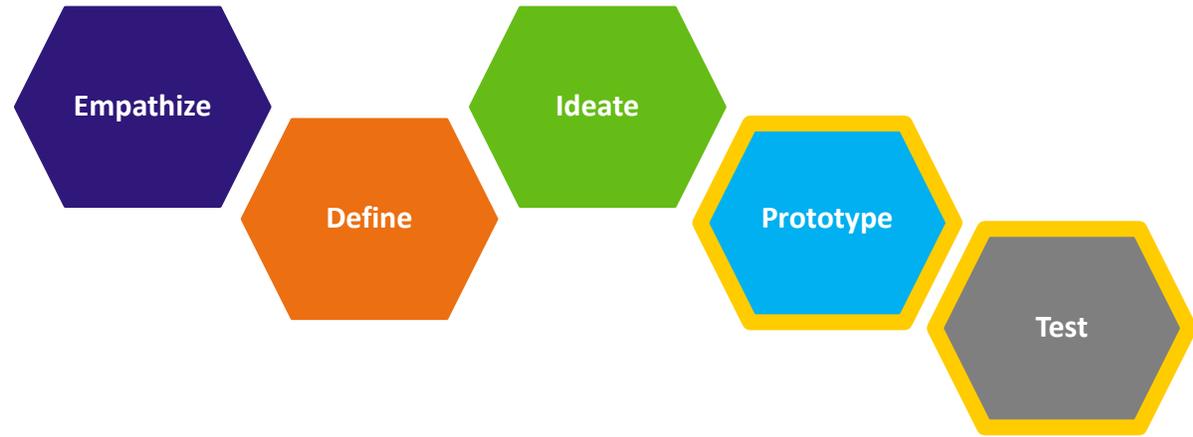


School Learning Tours at Innovative Middle Schools

- 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:

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

Under Teaching and Learning and Community Advisor Groups