Reimagining Middle Schools
Chinook, Highland, Odle, Tillicum, Tyee

Welcome to The Reimagining Middle School (RMS) Design Team!

Homeroom/Advisory and Problem Based Learning

Purpose & Objectives for Our Time Together

Purpose:

The purpose of today's session is to share with BSD leaders where we have been, where we current are, and where we are going.

Objective:

To learn about the design teamwork for the 2023-2024 in preparation to bring forward the recommendation to Executive Team

Agenda

Overview, Purpose, Objectives

Homeroom Model

Problem Based Learning Model

Questions/Comments

Closing

Where we have been (2022-2023)

- We formed the RMS Steering Committee of 32 members representing the comprehensive middle schools

- Our goal is to serve the developmental, social-emotional, and academic needs of middle school students by engaging students, families, and staff in restructuring the BSD middle school experience

- Our project deliverables was to provide recommendations for a new reimagining middle school model using Equity Design Thinking Process and engaging with stakeholder feedback

Committee Recommendations

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.

HOMEROOM/ ADVISORY

PROBLEM BASED LEARNING

ELEVATING GLOBAL COMPENTENCIES

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 changes will be required to support implementation. The Teacher Teams prototype may be embedded in Advisory and PBL.

Where we currently are (2023-2024)

We formed two design teams representing educators, students and community members.

The Homeroom/Advisory and Problem-Based Learning design team have been designing prototypes for what each model can look like in BSD.

Advisory/Homeroom Design Team Update

Overview of Our Recommendations

- Vision for Advisory/Homeroom
  - A Shift in Culture, Mindset and Practice
- The Advisory/Homeroom Model
- Prioritizing Student Needs
- Benefits
- Student Experience
- Considerations for Successful Implementation

Meet the Design Team

- Students:

- Parents:

- Teachers:

RMS Advisory/Homeroom Design Team Vision

Our BSD middle school communities will experience an inclusive culture of **support**, **connection**, and **empowerment** as we navigate change, find our voice, and share in collective joy.

Our WHY:

Need to feel:
- safe
- known
- understood
- believed in & guided

Need to be:
- part of a community
- connected
- valued & cared for

A Shift in Culture, Mindset and Practice

- The Design Team recommends shifting to an *Advisory-Based Middle School*. This requires a shift in **culture, mindsets, and practices** as well as **significant adaptive changes** to our current systems and structures.

- Advisory/Homeroom is not a "class", but a **community**. This is a change in how BSD Middle Schools partner with students and families.

The Advisory/Homeroom Model

- Prioritizing Student Needs - Content (Materials)
- Benefits
- Student Experience & Proposed Schedule
- Criteria for Successful Implementation

Prioritizing Student Needs

Evidence-based SEL Lessons	**School-wide Expectations Lessons**
Community Building Activities	**Enrichment Lessons**
Executive Functioning Skill Building	**School Logistics**
Goal Setting, Reflection, and Check-in	**Community Service Projects**

Benefits

- Increase sense of belonging and meaningful connections with peers.
- Support student development of skills in a dedicated space and incorporate through the school day.
- Increase meaningful metacognition and connection building with adults.
- Address a gap between skills taught and those needed for future success.
- Support transitions between grade levels.
- Engage and empower student voice.

STUDENT & STAFF WELL-BEING

BELOVED COMMUNITY

A GENERATION OF SOLUTIONARIES

INNOVATION
Dream it. Do it.

CULTIVATING JOY

EDUCATIONAL EXCELLENCE

Testimonials to be inserted

Student Experience & Proposed Schedule

- 30 minutes per day
- 4 days a week
- 8 hours per month

	Monday 30 minutes	Tuesday 30 minutes	Wednesday	Thursday 30 minutes	Friday 30 minutes
Week 1	Check-in with Advisor Whole class during check-ins: -Grade Check & Goal Setting -Community Building time Class Meeting	Grade-Level Specific Evidence-based SEL Lesson	No Advisory	School-wide PBIS Lessons	Reflection on Goals Community Building Games/Activities (can be school-wide, grade level, or "pod" based; see Structure & Continuity #4)
Week 2	Executive Functioning Lesson (can be differentiated by grade level)	Grade-Level Specific Evidence-based SEL Lesson	No Advisory	Enrichment Lessons Example: • 6th Digital Citizenship lesson • 7th Financial Literacy • 8th Career Exploration	Community Building Activity (can be school-wide, grade level, or "pod" based; see Structure & Continuity #4)
Week 3	Grade Check & Goal Setting Check-in with Advisor Class Meeting	Grade-Level Specific Evidence-based SEL Lesson	No Advisory	Community Project (can be school-wide, grade level, or "pod" based; see Structure & Continuity #4)	Community Building Reflection on Goals
Week 4	Executive Functioning Lesson (can be differentiated by grade level)	Grade-Level Specific Evidence-based SEL Lesson	No Advisory	School Logistics lesson (e.g. Safety & Security lesson)	Heritage Celebration *Includes Community Building

Criteria for Successful Implementation

- Implementation Planning Team
- Leadership
- Materials
- Professional Development & Ongoing Coaching
- Compensation
- Structure & Continuity
- Program Evaluation & Assessment of Growth

The Ask of Executive Team

- **Commitment** to prioritize this shift to Advisory-Based Middle Schools
  - **Include in the District Strategic Plan & School Improvement Plans**

- **Reallocation** of resources to support successful implementation
  - Form an Implementation Planning Team in 2024-25
  - Support small-scale pilots

- **Include** in 2024-25 BEA Negotiations

PBL Team Agenda

The Morning (8:00a to 12:00p)
- Welcome, Check In, Introductions
- Review our Vision
- Transition from Design to Implementation
  - Recommendations
  - Partnering with Classroom teachers

- Lunch 12:00p to 12:45p

- The Final Pieces (12:45p to 2:00p)

- RMS Full Team Closing (2:00p to 3:00P)
  - 15-minute update that includes our vision and our recommendations

- Wrap up (3:00p to 3:30p)

Strategies for Implementation

How do we make this happen?

PBL Vision Share Out

- What resonated with you?

- What is a wondering you have?

PBL Design Team Update
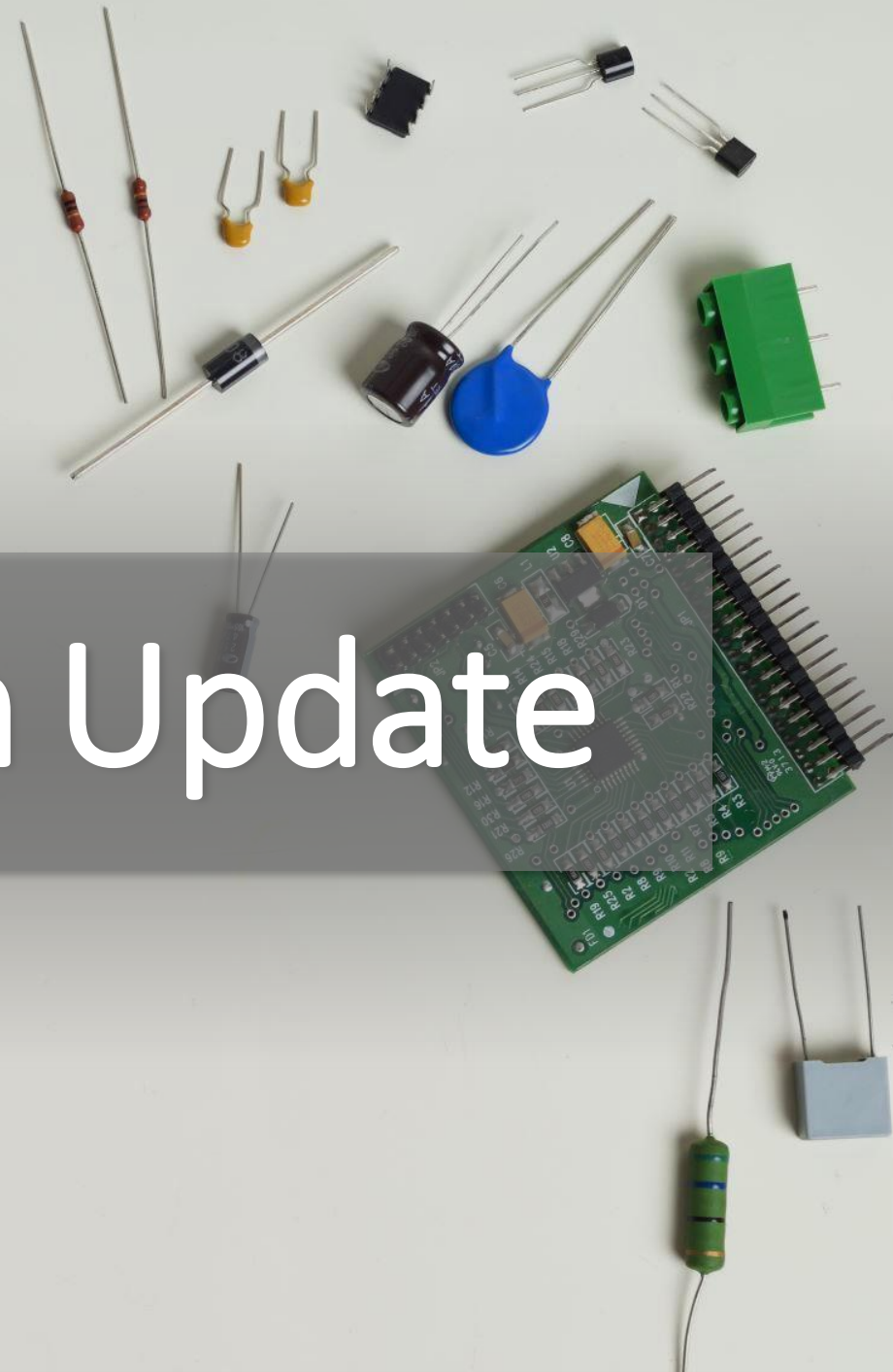
Comments, Questions and Affirmations

- Based on what you've heard, what stands out to you?

- What resonates with you?

- What questions do you have?

- Do you have any affirmations for the design teams?

Where are we heading? (2024-2026)

2024-2025

- To create an implementation plan that is based on research and stakeholder engagement and that phases in the changes over time and through a thoughtful, well-defined, realistic piloting and evaluation process.

- To prepare the system and the educators

- Provide training

- Develop materials

- Small scale Pilot

2025-2026

- Full scale implementation

Next Steps

March 29- RMS Recommendation to Cabinet and Dr. Aramaki

April 2- Celebration and Share the RMS presentation (invite consultancy members)
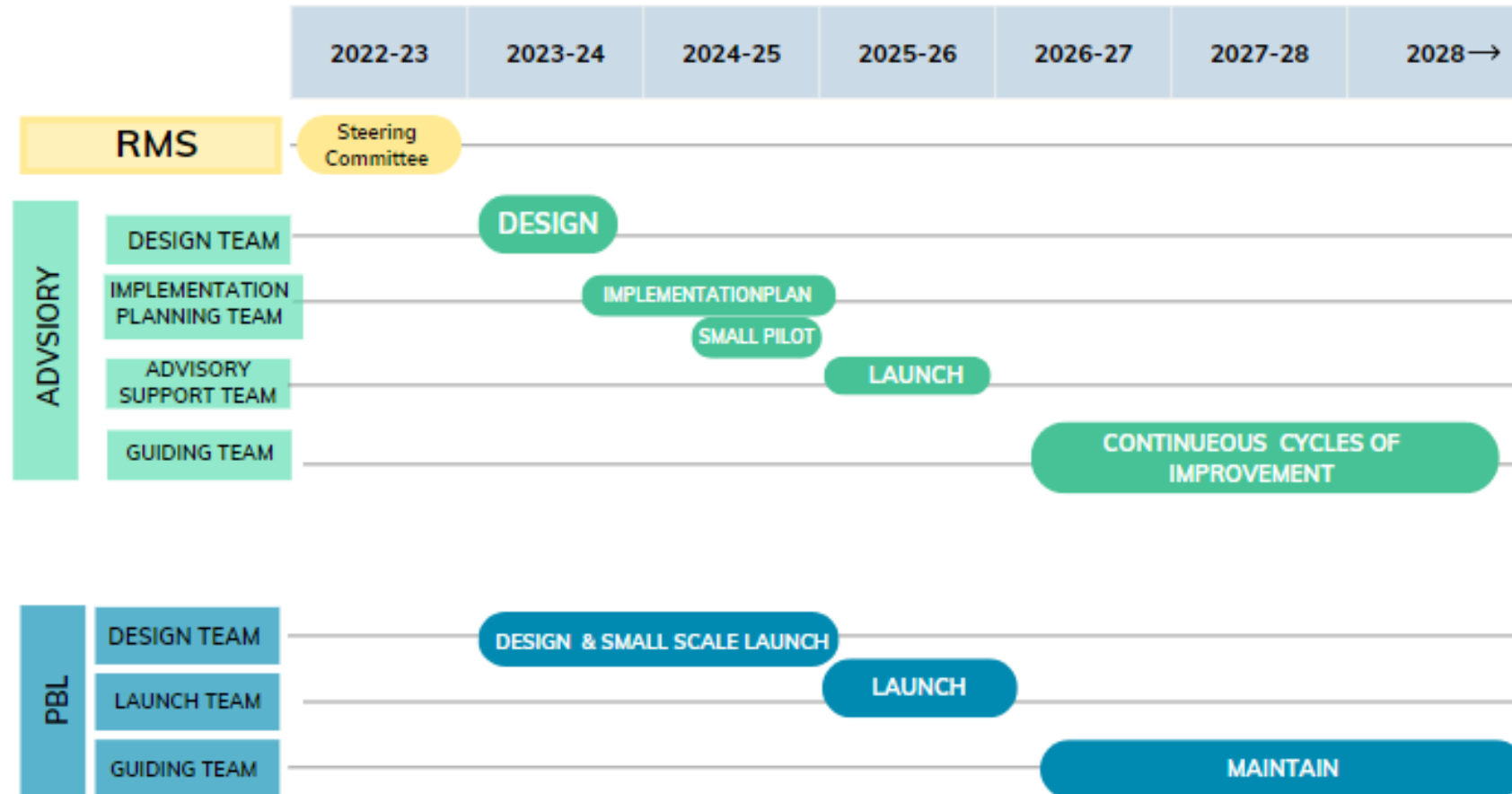
April- BEA update and other Stakeholders

April/May- News and Event Update

May-June- Transition Meetings to the New Implementation Team