



Instructional Council Meeting Minutes

Date _10-1-26_ Middle School Redesign Information_

Time _3:10 - 4:00 PM_

Location Library

Facilitator name _Kelly Boersma - district Assistant Superintendent of Leadership and Learning_

Time Keeper name _Cara Heck_

Recorder name _Mandy Allred_ & _Christin Johnson_

Members Present

☒ Amanda Allred

☒ Isabella Alves

☒ Sheila Barbour

☒ Roxy Fetty

☒ Cara Heck

☒ Christine Herrera

☒ Christin Johnson

☒ Raquel Leland

☒ Linda MacMaster

☒ Jessie Olson

☒ Olivia Oyinatumba

☐ Geoff Smith

☒ Anna Rogge

☐ Parent representative

Other staff present:

Elizabeth Orona, Zayra Calderon, Teresa Fierro, Valerie Bonilla, Rachael Koenigsfeld,

Agenda Topic – Announcements

Olivia welcomed the guest from the district; Kelly Boersma who is the District Assistant Superintendent of Leadership and Learning. She is here to talk about the middle school redesign. She was principal at Grant middle school prior to this. She has worked with middle school for 23 years. She was part of cohort one, when this was launched. She really believes in the efficacy of this redesign.



Agenda Topic: Middle School Redesign

[Copy of Cohort 3 Interest Meeting](#) (please review this presentation!!)

- The profile of a graduate was shared again. Please review the profile.

[Profile of a Graduate](#)

- The four district goals were shared again.

<https://www.aps.edu/about-us/board/board-work/goals-and-guardrails>

▶ Goal 1: Early Literacy

▶ Goal 2: Math Proficiency

▶ Goal 3: Post-Secondary Readiness

▶ Goal 4: Skills, Habits & Mindsets for Life Success

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- This is the second year of middle school redesign. There was an APS task force prior to the redesign cohorts. Data shows exactly what everyone knows: middle school students are developing their sense of connection or detachment with school that continues moving forward.
- Middle school is difficult for many students. Data shows that kids in this age group begin having suicidal thoughts, may begin to think of themselves as “not smart” or “not capable,” and teens in NM are 37% more likely than their nationwide peers to experiment with drugs or alcohol.

2025–26 Traditional School Enrollment in APS

School Type	Enrollment
Elementary	25,342
Middle	11,449
High	18,448
K–8 Schools	3,885
Specialty Schools	2,093
Pre-K / Early Childhood	907
Traditional School	62,124

Enrollment

- Middle School Task Force Recommendations (spring 23)
 - Form interdisciplinary teams (families or small learning communities)



- Collaborate across roles to support students with relationships, conflict, bullying, and mental health
- Foster engaged learning through student-centered cross-curricular, hands-on, and culturally sustaining projects
- Center student voice and social-emotional learning.
- Arizona State University's College of Education has begun working globally with school districts to redesign middle school.
 - Teaming is context-driven
 - There are common elements, but no ONE model.
 - Traditional teaming: four teachers share 50-100 kids (for example). Then there are extended team members such as counselors and principals.
 - Dual subject grade-level teams
 - Ex: Humanities Team: English, Social Studies, SE
 - STEM: Math, Science, SE
 - Another example: Math team: 6-8 grade general+ small group+inclusion+accelerated math+gifted math (share responsibility across all team members)
 - You can have curricular teams: For example: maybe an AVID team (Move kids around within AVID teachers/classes)
 - Go Slow to Go Fast
 - Most schools begin with only one grade level.
 - What can learning look like
 - Teaming unlocks possibilities: Schools operate in new ways to improve outcomes for both educators and learners.
 - Administrators are trained to give autonomy to teams.
 - All schools who do this have a 5-7 schedule. They must have common prep time to team and individual plans.
 - Several schools in the district have gone on field trips with their school teams based on what the students and teachers came up with. They presented ideas to the principal and the principal said, "yes" and worked with the team to make it happen.
 - District provides the FTE to make the teaming work.
 - Teams have even worked together to build their own schedule within the team.
 - ASU comes out and helps support the learning.
 - ASU says their data shows: Greater teacher retention, greater job satisfaction, higher scores in reading and math.
- What does it mean to be part of cohort 3.
 - Olivia would have a site visit to AZ.
 - Work with Next Education Workforce Initiative to design student-centered, team-based master schedule
 - Pilot a team-based staffing model in fall 2020/21 with at least one grade level or interdisciplinary subject team.
 - Attend pd regarding how to team, and continue to work with the coaches.
 - Principals will get coaching support and professional learning.



- Isabella brought up questions regarding issues with teaming she experienced at her last school. Primarily regarding teaching standards that were outside of the scope and sequence. She was assured that teachers should be working within the standards and scope and sequence.
 - Some teachers realize/believe that some autonomy must be given up in order to work in teams.
- Three TIGHTS that all Middle School redesign schools must have:
 - Shared roster: traditional
 - Shared instructional time: One period minimum where all teachers on the team(s) work together.
 - Common planning time: All teams must have time to plan together.
- Jessie brought up that electives are often left out. She was told that often happens at schools, and electives aren't usually included in a group.
- Roxy was asking about common rosters. It was explained that kids would essentially stay in the same "groups" with different teachers.
- Roxy also asked about the 5-7 being shot down by the staff. We have support from Next Education ASU for one more year under contract. However, it is unknown what will happen in the future.
- Our school will not be forced to do the redesign, but looking at our test scores, ***we need to think about what we will do differently to improve our test scores and change the student experience.*** Our math scores were under 20% proficient. We must figure out a way to improve. We may not even be chosen to be in Cohort 3.
- Mandy asked more specifically about the "Math team" "ELA team" idea. They can work with the students across grade levels and have a specific day of the week where students could receive enrichment or intervention.

Next Meeting: October 22, 2026

